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Department of
Education

Comprehensive Local Needs Assessment (CLNA) Guide

Fiscal Year 2022

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Comprehensive Local Needs Assessment

Background

The Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V, was signed into law by President Donald Trump in July 2018. This legislation effectively reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 which governs the federal support for career and technical education (CTE). One of the most significant changes introduced in Perkins V is the new comprehensive local needs assessment (CLNA).

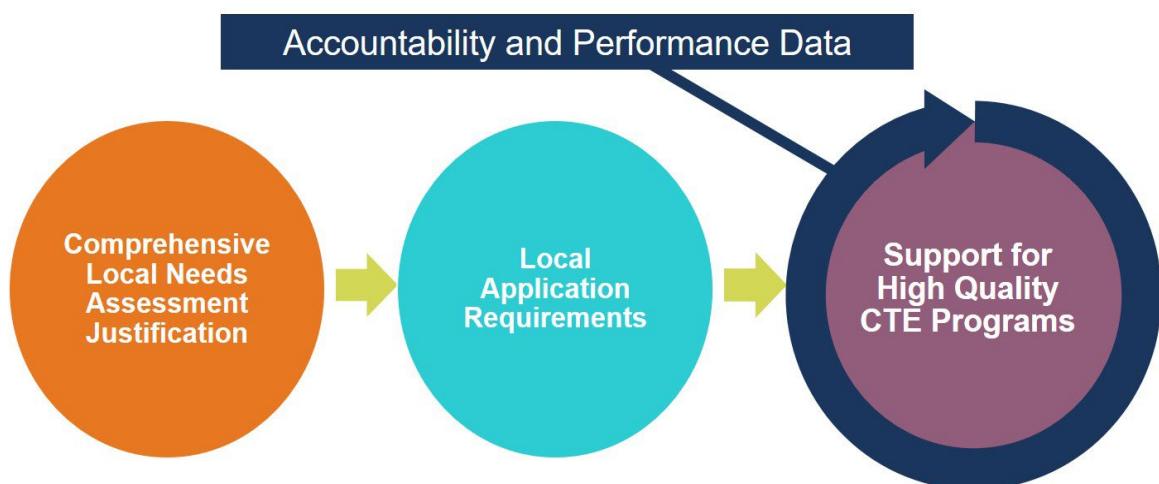
Specifically, the legislation states, *"To be eligible to receive financial assistance under this part, an eligible recipient shall — (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."*¹

Purpose

The purpose of the CLNA is to align planning, spending, and accountability activities under Perkins V to support high-quality CTE programs. The results of the CLNA will inform the Local Application for Perkins Basic Funding two-year goals (fiscal years 23 and 24) to target performance, accountability, and access gaps of CTE student groups.

How to Use This Guide

Using the data indicated, LEA's must answer all "Compliance-based Questions". "Questions for Innovation and Growth" are optional and should be used at the LEAs discretion. Responses will be recorded in ePlan.



¹ Strengthening Career and Technical Education for the 21st Century Act, Section 134(c)

CLNA Priorities

The framework for the CLNA will focus on these five priorities:

1. Evaluate CTE student **performance** on state-determined accountability measures and local targets.
2. **Justify alignment** of CTE program(s) of study to high wage, high skill, and/or in-demand vertically aligned career pathways.
3. Identify CTE program(s) of study **growth opportunities** to support the current and emerging regional and local employment needs.
4. Assess the **recruitment, retention, and training** of highly skilled CTE educators at the local level.
5. Evaluate the **access** to and **equitable participation** in CTE program(s) of study for all student groups and special populations.

Required Stakeholder Engagement

Advisory Council Members²

- Teachers, career guidance and academic counselors, principals and other local education agency (LEA) or school leaders, administrators, specialized instructional support personnel and paraprofessionals,
- Postsecondary representatives from 1-, 2-, and 4-year educational institutions, including faculty and administration,
- Local or state workforce development boards and range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the state, where applicable.

Other Members to Consider

- County and/or municipal mayor,
- Local legislator(s),
- Professional and social organization(s) representatives,
- Faith-based and/or other community organization(s) representatives,
- Private and/or charter school leaders, where applicable.

² Strengthening Career and Technical Education for the 21st Century Act, Section 134(d)

Section 1 | Performance

Purpose

In this section, you will evaluate your learners' performance on state accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.

Data

State Provided Data³

Core Indicators of Performance (CIP) Report, available on InformTN.

- CIP 1S1 | Graduation Rate
- CIP 2S1-2S3 | Academic Attainment: Reading Language Arts (RLA), Math, and Science
- CIP 3S1 | Postsecondary Placement Follow-up⁴
- CIP 4S1 | CTE Concentrators in a nontraditional program of study
- CIP 5S3 | Work-based learning participation
- CIP 5S4 | Ready Graduate (disaggregated by each component)⁵

LEA Provided Data

None

Compliance-based Questions

1. How are learners from different genders, races, and ethnicities performing in your CTE programs of study, particularly in programs leading to high skill, high wage, or in-demand industry sectors or occupations?
2. How are learners from each special population student group performing in your CTE programs of study in comparison to students who are not identified in a special population, particularly in programs of study leading to high skill, high wage, or in-demand industry sectors or occupations?
3. What is driving the difference(s) in these performance targets?

Questions for Innovation and Growth

- How are you performing on other measures of student performance at the program of study level?
- Which groups of learners are experiencing the highest degree of difficulty across multiple programs of study? Which groups are having the most success?
- Where do the biggest performance gaps exist between groups of learners for each accountability indicator?
- Are there certain CTE programs of study in which specific special population groups are performing above average? Below average?
- How are learners in your CTE programs of study performing on accountability indicators in comparison to non-CTE learners? What are potential explanations for these differences?

³ Anticipated release is December.

⁴ Follow-up data is lagged one year.

⁵ Ready Graduate data is lagged one year.

Section 2 | Justify Alignment

Purpose

In this section, Perkins V requires LEAs to evaluate their programs of study, as a whole and individually, to address industry demand, student need, and meet the definition of "size, scope, and quality."

Data

State Provided Data⁶

- [LEAP In-Demand Occupations Report](#)
- [Supply & Demand Report](#)
- Regional labor market data for high wage, high skill, and/or in-demand industry sectors and occupations.
- Monitoring results (from FPO)

LEA Provided Data

- Local Labor market data from chamber of commerce (should be more specific than regional data)
- Program(s) of study offered by LEA
 - Student career assessment data (PC108 assessment data)
 - Student participation data
 - Number of concentrators by program of study
 - Enrollment by program of study
- Middle School CTE programs offered by LEA
 - Middle-grade courses
 - Middle-grade enrollment
- Student Opportunities and Experiences
 - CTSO membership by organization
 - CTSO competition participation data
- WBL participation

Available Resources

- [Tennessee School Board Association Dashboard](#)
- [Department of Labor and Workforce Development](#)
- [Department of Economic and Community Development](#)
- [US Bureau of Labor and Statistics](#)
- [Jobs4TN](#)
- Occupational data included in the [state report card](#)

Compliance-based Questions

LEAs should be prepared to complete the following grid for each POS currently being offered.

⁶ Anticipated release is November.

POS Name	St. Enrollment	Labor Market Need	Meets SSQI?	EPSOs attained	WBL Enrollment
	5- (or 2-, 3-) year average of student enrollment in POS	High-skill, high-wage, and/or in demand	Meets all 5 size, scope, and quality indicators (yes/no)	Identify all EPSOs attained by a student in this POS.	5- (or 2-, 3-) year average of student enrollment in WBL courses

1. What is the involvement of the advisory council in the development, implementation, and/or closure of CTE programs of study?
2. For the program(s) of study that is not currently meeting the definition size, scope, and quality and where are the gaps or needs which need to be addressed?
3. To what degree are learners in these programs of study earning [postsecondary credentials](#)?
 - a. Which certifications and how does attainment vary across programs of study and student groups?
4. To what degree are learners in these programs of study earning [Tennessee Promoted Student Industry Credentials](#)?
 - a. Which certifications and how does attainment vary across programs of study and student groups?
5. How does the degree to which learners in your programs of study are completing meaningful work-based learning experiences across student groups?
6. To what degree are career and technical student organizations (CTSOs) integrated within classroom experiences and programs of study with opportunities for students to participate, and how does this vary across programs of study and student groups?

Questions for Innovation and Growth

- To what degree do your programs of study have multiple entry and exit points with postsecondary and the workforce? How does this vary across programs of study? Do programs of study have stackable credentials?
- To what degree are students who want to enroll in your programs of study unable to do so because of capacity limitations, as determined by program waitlists, student surveys, or other evidence?
- To what degree do learners have access to career advisement and development opportunities, both before entering CTE programs of study and during participation in programs of study? Does this vary across programs of study? Across student groups?
- To what degree are your facilities and equipment adequate given your program of study offerings, student enrollment, and labor market needs?
- To what degree do your CTE programs attend to the full range of CTE expectations (e.g., transferable career-ready or employability skills, broader Career Cluster-level skills, industry-specific skills, and academic skills)? Where are the gaps?
- To what degree are your learners being retained in the same program of study when they transition between secondary and postsecondary? Does this vary across programs of study? Across student groups?
- To what degree are there opportunities for learners to explore careers or participate in CTE programs in middle school? Does this vary across Career Clusters? Across student groups?

- To what degree is a program of study data used for program improvement and decision making? How does the use of data vary across programs of study?

Section 3 | Identify Program of Study Growth Opportunities

Purpose

In this section, Perkins V requires LEAs to evaluate the alignment between programs of study offered and current and emerging labor market needs of the local area and region.

Data

State Provided Data⁷

- [LEAP In-Demand Occupations Report](#)
- [Supply & Demand Report](#)
- Regional labor market data for high wage, high skill, and/or in-demand industry sectors and occupations.
- Monitoring results (from FPO)

LEA Provided Data

- Local Labor market data (more specific than regional data)
- Program(s) of study offered by LEA
 - Student career assessment data (PC108 assessment data)
 - Student participation data
 - Number of concentrators by program of study
 - Enrollment by program of study
- Middle School CTE programs offered by LEA
 - Middle-grade courses
 - Middle-grade enrollment
- Student Opportunities and Experiences
 - CTSO membership by organization
 - CTSO competition participation data
- WBL participation

Available Resources

- [Tennessee School Board Association Dashboard](#)
- [Department of Labor and Workforce Development](#)
- [Department of Economic and Community Development](#)
- [US Bureau of Labor and Statistics](#)
- [Jobs4TN](#)
- Occupational data included in the [state report card](#)

Compliance-based Questions

⁷ Anticipated release is December.

1. What industry sectors or occupations identified as high skill, high wage, and/or in-demand are projected to grow the most in your region or local area in the short, medium, and long terms?
2. To what degree do your CTE programs of study enrollments match projected demand in the region or local area?
3. Where are the biggest gaps in your program of study offerings particularly in high skill, high wage, and/or in-demand jobs?
4. To what degree do your CTE programs of study expose learners to the current and emerging high-skill, high wage, and/or in-demand industry sectors or occupations in your region, identify by each program of study offered.
5. What employability skills that industry partners need are you incorporating into your programs of study? What skills are lacking in your programs of study? Identify by each program of study offered.

Questions for Innovation and Growth

- Where are completers of your programs of study finding success in the labor market? Are there industries in which placement rates are low? If so, why?
- How are you validating the skills being taught in your programs of study with business and industry partners?
- How are you preparing students for the potential workplace of the future, using new trends and innovations?
- How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students, and other special populations in programs of study leading to high skill, high wage, or in-demand industry sectors or occupations?
- If you are not currently providing programs of study to meet the needs of high skill, high wage, or in-demand industry sectors or occupations, how are other programs and service providers in your region addressing those labor market needs?

Section 4 | Recruitment, Retention, and Training of Educators

Purpose

In this section, Perkins V requires LEAs to assess and develop plans to improve the quality of their staff through recruitment, retention, training, and professional development, with particular attention paid to diversity in the profession.

Data

State Provided Data

- [Industry credentials by endorsement code](#)
- [Report Card](#)
- InformTN (Culture/Climate and Educator data)

LEA Provided Data

- Teacher history data
- Current, relevant teacher credentials and industry certifications
- General professional development hours offered for teachers
- Content-specific professional development hours offered for teachers
- Educator Preparation Program data
- Student demographics
- Teacher demographics
- Teacher evaluation data

Compliance-based Questions

1. To what degree do you have sufficient faculty and staff (including instructors, support staff, guidance, advisement professionals, administrators, and other key staff) to offer high-quality programs of study and career development?
 - a. To what degree do you have the faculty and staff needed to meet the demand for regional high-skill, high-wage, and/or in-demand opportunities in the short, medium, and long terms?
 - b. To what degree does LEA CTE educator diversity reflect the demographic makeup of your student body?
2. What processes are in place to recruit faculty and staff and are these processes efficient and effective, especially for instructors coming from the industry?
3. What structures are in place to retain faculty and staff and to what degree do you offer regular, substantive training and professional development opportunities? How effective are these experiences at improving student outcomes?

Questions for Innovation and Growth

- In what subject areas do you need to develop or recruit faculty and staff due to expected retirements, growing student interest, and/or emerging priority employment areas?
- To what degree do faculty, staff, and administrators have opportunities to work with and learn directly from representatives of business and industry?

- To what degree do faculty, staff, and administrators have opportunities to work with and learn directly from their peers in formal or informal professional learning communities?
- What do faculty, staff, and administrators report as needs and preferences for professional development, benefits, and supports?
- What professional development offerings are most highly rated by participating faculty, staff, and administrators? Why?

Section 5 | Equal Access through Equity Analysis

Purpose

In this section, the law requires LEAs to evaluate their progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations, especially in programs leading to high skill, high wage, or in-demand industry sectors or occupations.

Data

State Provided Data⁸

Core Indicators of Performance (CIP) Report, available on InformTN.

- CIP 1S1 | Graduation Rate
- CIP 2S1-2S3 | Academic Attainment: Reading Language Arts (RLA), Math, and Science
- CIP 3S1 | Postsecondary Placement Follow-up⁹
- CIP 4S1 | CTE Concentrators in a nontraditional program of study
- CIP 5S3 | Work-based learning participation
- CIP 5S4 | Ready Graduate (disaggregated by each component)¹⁰
- Course enrollment for all WBL courses

LEA Provided Data

- Easy IEP – report for accommodations by courses (career and technical education)

Compliance-based Questions

1. To what degree are student groups taking part in CTE at disproportionate levels, in comparison to the overall student population, at the program of study level?
 - a. Which groups are over-and under-represented, particularly in programs of study leading to high skill, high wage, and/or in-demand industry sectors or occupations?
2. What specific strategies have been used to recruit and retain diverse populations of learners into your programs of study, particularly in programs leading to high skill, high wage, and/or in-demand industry sectors and occupations?
3. What barriers (such as prerequisites, transportation, scheduling, etc.) prevent certain student groups from accessing your programs of study, and which student groups are most affected by these barriers?
4. What barriers prevent certain student groups from taking part in embedded activities such as work-based learning, early postsecondary opportunities, and CTSOs, and which student groups are most affected by these barriers?

Questions for Innovation and Growth

- What specific strategies used to recruit and retain diverse populations of learners into your programs of study, strategies have been most and least effective? Which are under-used?

⁸ Anticipated release is November.

⁹ Follow-up data is lagged one year.

¹⁰ Ready Graduate data is lagged one year.

- How and when do you recruit students into your programs of study? Are you reaching all students, including students from groups identified as special populations?
- To what degree do students have access to career guidance that is comprehensive and equitable?
- To what degree do faculty and staff have access to professional development on providing instruction, career development, and other services to students comprehensively and equitably?
- What differentiated accommodations, modifications, and supportive services do you currently provide to ensure the success of special population groups? Which ones have been most and least effective? Which ones are under-used? To what degree do these supports align with student Individualized Education Plans (IEPs)?
- What additional accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs?
- What additional resources, such as WIOA Title I funds, might be available to support certain learners?
- How are you aligning with other federal or state programs, such as Families First, the state's Temporary Assistance for Needy Families (TANF) programs, or SNAP Employment & Training, to ensure that CTE students can access additional supports that may be available?