

Comprehensive Local Needs Assessment (CLNA) Guide

**Guide to help postsecondary institutions conduct a thorough
and meaningful assessment, as required by Perkins V,
Strengthening Career and Technical Education for the 21st
Century Act (Public Law 115-224)**

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Introduction

This working guide provides Texas Perkins grantees context on how to conduct the comprehensive local needs assessment (CLNA). It aims to translate the language of the law into concrete, actionable steps for conducting a rigorous CLNA that meets the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) requirements to assist postsecondary institutions in meeting the CTE needs of all Texas students.

CLNA Under Perkins V

The most notable change introduced in Perkins V is the requirement that each grantee complete a CLNA related to career and technical education. Specifically, Section 134(c) of the law states:

“To be eligible to receive financial assistance under this part, an eligible recipient shall—
(A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection (a); and
(B) not less than once every 2 years, update such CLNA.”

Perkins V intends to expand access to high-quality CTE programs for all students and to remove existing barriers. When the CLNA is complete, stakeholders will have a set of findings that paints an accurate picture of local CTE programs, and the students currently being served by those programs. This creates a powerful opportunity to:

- create a replicable pattern of engagement with key stakeholders that promotes robust discussion around the quality and impact of CTE programs and systems;
- build on and align with other process improvement efforts, such as Every Student Succeeds Act ([ESSA](#)), Workforce Innovation and Opportunity Act ([WIOA](#)) planning, and others;
- ensure CTE programs are aligned with state, regional, and local workforce needs and economic priorities, and support the redirection of resources towards CTE programs that lead to high-skill, high-wage, or in-demand industry sectors or occupations.
- establish priorities for the Perkins budget; and
- ensure that CTE programs serve all learners equitably.

The local CLNA process is about helping grantees make a formal shift from merely collecting and reporting information to using information strategically to drive decisions about CTE programs that build pathways to postsecondary success for all students and meet the needs of employers and the community. Please be aware that the needs assessment can be scaled to fit your context. The sections that follow discuss a wide array of action items and provide numerous questions to help you think through the process. However, it is likely that not every question or activity will be appropriate for your local area. Use this tool to draw ideas and, within the overarching state and federal requirements, select the components that work best for your area.

CLNA TIMELINE	
Data review	November 2023
Identify leadership team and stakeholders	November 2023
Gather and develop materials for engagement activities	November – December 2023
Solicit and analyze feedback	November 2019 – January 2024
Complete CLNA	January – March 2024

The Six Key Elements of the CLNA

The collaborative nature of this data driven CLNA offers an opportunity to engage stakeholders to develop a common understanding and vision for the future of CTE within a community. The CLNA requires grantees to engage in continual, programmatic self-evaluation to improve programs and benefit students.

The Perkins V law specifies the elements that each CLNA shall address but allows flexibility in design and implementation in each state:

1. **Student Performance:** An evaluation of a CTE concentrators' performance on the core performance indicators, including an analysis of the student groups (as defined in [ESSA](#)) and the expanded list of special populations.
2. **CTE Program Size, Scope, and Quality:** A consideration of how CTE programs offered are sufficient in size, scope, and quality to meet the needs of all students served.
3. **Labor Market Alignment:** An analysis of how CTE programs are meeting local, state, and regional workforce needs.
4. **CTE Program Implementation:** A retrospective review of the programs and programs of study offered, as well as the development of current and future plans to support the implementation of new and revised programs/programs of study.
5. **CTE Program Professionals, Recruitment, Retention and Development:** A description of activities related to the recruitment, retention, and training of CTE teachers, support personnel, and counselors, including individuals in underrepresented groups.
6. **CTE Program Access and Closing the Gaps:** An overview of efforts to design supports for special populations, directing resources or supports to close performance gaps and remove barriers. Each of the six key elements must be reviewed independently, but all findings must be synthesized in a cohesive CLNA. This working guide offers a sampling of tools and resources to support the analysis of each area; these may be used or revised during the analysis process.

How Often Do You Conduct a CLNA?

The law requires grantees to conduct a CLNA every two years to reevaluate programmatic decisions, with work plan updates in the interim. The CLNA must be completed before the completion of the local application. In the diagram in [Chart 1](#), note that the CLNA spans a two-year period with annual budget requests and updates in the second year, per Section 133 (9)(c)(1)(A)(B) of Perkins V.

Chart 1. CLNA Two-Year Process



Table 1. Relationship Between Needs Assessment and Local Application

Needs Assessment	Local Application
<ol style="list-style-type: none"> 1. Identify areas of strength in CTE system/programs: <ul style="list-style-type: none"> • Use prior year enrollment data as a baseline to measure successful district’s benchmarks completed. 2. Identify areas of weakness and gaps in CTE system/programs: <ul style="list-style-type: none"> • Use prior year data as a baseline to measure lack of targets completed of core indicators. 3. Have stakeholders and partners inform/validate data: <ul style="list-style-type: none"> • Collaborate with stakeholders to analyze strengths and weaknesses in CTE system and programs. • Assess data gathering methods. 	<ol style="list-style-type: none"> 1. Lay out eligible recipient’s vision or theory of action for CTE: <ul style="list-style-type: none"> • Develop a detailed workplan, budget, and governance model that demonstrates how goals and objectives will lead to intended outcomes. 2. Identify strategies, solutions, and investments to sustain and scale strengths in CTE system/programs: <ul style="list-style-type: none"> • Develop an infrastructure that builds upon current plan. 3. Identify strategies, solutions, and investments to address weakness and gaps in CTE system/programs: <ul style="list-style-type: none"> • Using analysis on failed targets, develop infrastructure that includes investment that focuses on weak areas.

Identify Required Stakeholder Participants

Begin by performing a self-assessment of your own college or district's current working team. Who are the key leaders? This will vary from and college to college. In many cases, the initial work team will be your current governance team. You will need to intentionally seek out key decision makers as your work progresses, especially those representing groups affected by CTE programming but not often part of the decision-making process (including representatives from special populations). These groups can inform broader discussions and should be included as participants in regional meetings.

A good starting point for identifying partners is existing relationships with individuals and organizations through industry advisory boards, sector partnerships, community groups, parent/educator associations and other structures. Add new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation. For example, the local chamber of commerce or workforce development board are resources for industry sectors or occupations with labor market demand. Build diverse partnerships for stronger career pathways among education, workforce, and community leaders. The Perkins V legislation offers guidance on the diverse body of stakeholders needed to conduct the CLNA:

“In conducting the CLNA under subsection and developing the local application described in subsection, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education CTE programs in a local educational agency or educational service agency, including educators, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals.
- (2) representatives of career and technical education CTE programs at postsecondary educational institutions, including faculty and administrators.
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries.
- (4) parents and students.
- (5) representatives of student groups.
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.” SEC134(b)

Table 2. Perkins V CLNA Stakeholder Checklist

Stakeholder Group	Type of Contact (s) (Meetings, Focus Groups, Surveys, Advisory Boards, Interviews, etc.)	Dates
Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals		
Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators		
Representatives of the state board or local workforce development boards and local or regional industries		
Parents and students		
Representatives of Perkins special populations		
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth		
Representatives of Native American tribes and tribal organizations in the state, where applicable		

TIP: One person should be given the responsibility to coordinate the work. This does not mean this individual does all the work, but rather serves more as a project manager by coordinating meeting times, ensuring deadlines are met, and serving as the lead.

Consultation with a diverse body of stakeholders is critical to ensuring a rigorous and meaningful CLNA process. Please keep in mind that not all the required stakeholders are familiar with CTE programs. However, diverse stakeholder involvement is critical to identifying CTE program priorities as well as gaps and barriers to participation and performance. This approach leads to buy-in and support by giving a voice to each person.

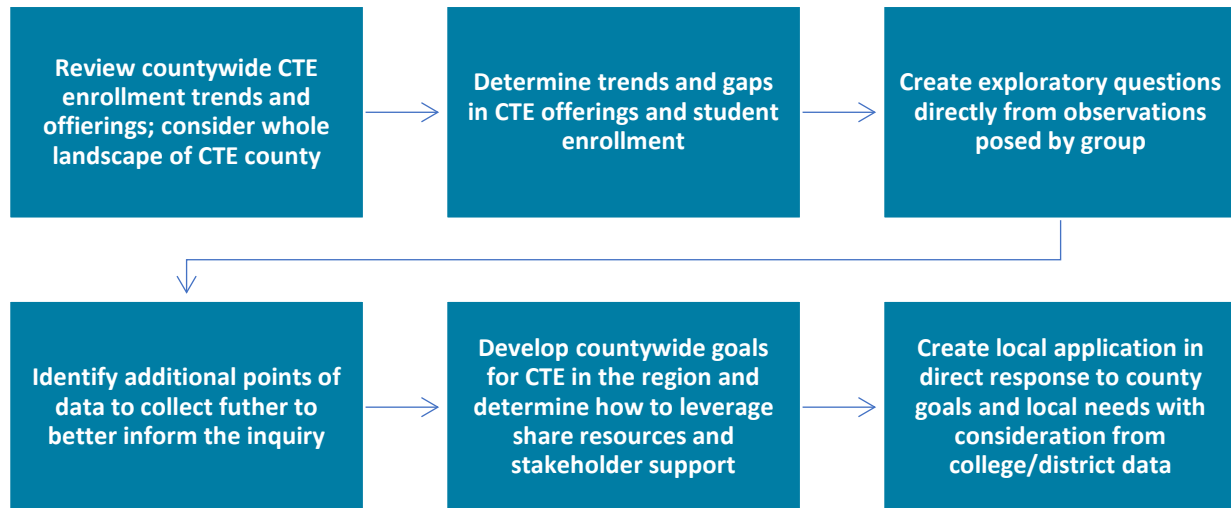
Making the County/Regional Needs Assessment Work for You

While the needs assessment process may seem daunting at first, it is important to keep in mind that you can leverage this process to work within your local context. Using your local goals to guide the process, as described in the next section, will help to ensure the outcomes will be valuable in driving CTE program improvement in your community without creating a tremendous new administrative burden.

In addition, the needs assessment can be scaled to fit your context. The sections that follow discuss a wide array of action items and provide numerous questions to help you think through the process. However, it is likely that not every question or activity will be appropriate for your local area. Use this tool to draw ideas, and within the overarching state and federal requirements, pick the pieces that work best for you. The local needs assessment process is about helping you make a

more formal shift from merely collecting information to using information to ensure your local CTE programs help create success for students and employers based on data-driven needs.

Chart 2. Sample Process for Countywide Discussion



Questions To Consider

Most broadly, regional or county groups might ask:

1. Do all students have access to our CTE programs, and if not, what barriers exist and how can we remediate them?
2. What countywide goals should be established and focused on through each local application?
3. What noteworthy practices can inform our work in each area?
4. What resources can we leverage and share? Do opportunities to partner on different projects exist at the county level?

The most successful CLNA processes also drive postsecondary institutions to consider how their CTE offerings serve all students in their county or region.

Comprehensive Local Needs Assessment Framework

Application Designation

An integral part of planning for the CLNA is determining how postsecondary institutions will apply for Perkins funds. The following requirements must be met when applying for funding:

1. Postsecondary institutions may apply for funding as an independent applicant if they are eligible for at least \$50,000 under this grant.
2. Postsecondary institutions whose grant allotment is less than \$50,000 may still participate in the grant allotment by satisfying ONE of the three options: a) joining a consortium; b) requesting a waiver; or c) requesting funding from *Perkins Reserve* funds. You must meet certain requirements to be eligible for one of the options listed above. *Below the \$50,000 Minimum Required under Sec. 132(c)(1) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).*
3. Both Independent and Consortium applicants will complete all seven sections of the CLNA.

PART A: Evaluation of Student Performance

The Perkins V legislation requires the evaluation of student performance on federal accountability measures both taken together and disaggregated by all student groups as defined in Perkins V.

What does the law say? Perkins V, Section 134(c)(2)(A)(A) says the CLNA must include: “An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for student groups and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

What does the law mean? The comprehensive local needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now must, at a minimum, include a performance analysis of all student groups (as defined in ESSA).

As part of the CLNA, institutions are required to assess their federal core indicator performance compared to state targets at the aggregate level; as well as for each subgroup of students and outline strategies for improvement related to Carl D. Perkins Career and Technical Education. Each institution will log in securely into the [MOVEit Portal](#) to retrieve their data to answer the student performance data questions as it relates to the [Perkins V 3 Indicators of Performance](#). (Refer to the [MOVEit Portal Guide](#) for instructions on downloading the data.).

Data Format

THECB will provide combined CTE concentrator and completer data along with supporting data charts and graphs for each core indicator. The data will be disaggregated by gender, race/ethnicity, special population, and career clusters. Postsecondary institutions will receive the numerators and denominators for each student group. The following is an example of the format in which the data will be provided:

Table 3. Example: Student Performance

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Actual Performance	State Determined Level of Performance	Met or Not Met (performance gaps and disparities)
1	Grand Total - UNDUPLICATED	4572	5530	82.68%	83.20%	99.37%
GENDER						
2	Male	1987	2418	82.18%	83.20%	98.77%
3	Female	2585	3112	83.07%	83.20%	99.84%
RACE/ETHNICITY (1997 Revised Standards)						
4	American Indian or Alaskan N	10	14	71.43%	83.20%	85.85%
5	Asian	102	134	76.12%	83.20%	91.49%
6	Black or African American	323	421	76.72%	83.20%	92.21%
7	Hispanic or Latino	2901	3438	84.38%	83.20%	101.42%
8	Native Hawaiian or Other Pac	6	11	54.55%	83.20%	65.56%
9	White	1006	1233	81.59%	83.20%	98.06%
10	Two or More Races	152	193	78.76%	83.20%	94.66%
11	Unknown	72	86	83.72%	83.20%	100.63%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	16	25	64.00%	83.20%	76.92%
13	Individuals from Economical	1840	2227	82.62%	83.20%	99.31%
14	Individuals Preparing for Non	899	1067	84.25%	83.20%	101.27%
15	Single Parents	614	752	81.65%	83.20%	98.14%
16	Out of Workforce Individuals	917	1207	75.97%	83.20%	91.31%
17	English Learners	106	127	83.46%	83.20%	100.32%
18	Homeless Individuals	16	20	80.00%	83.20%	96.15%
19	Youth in Foster Care	6	8	75.00%	83.20%	90.14%
20	Youth with Parent in Active M	16	24	66.67%	83.20%	80.13%
CAREER CLUSTERS						
21	Agriculture, Food & Natural R	81	110	73.64%	83.20%	88.51%
22	Architecture & Construction	83	94	88.30%	83.20%	106.13%
23	Arts, A/V Technology & Comm	261	334	78.14%	83.20%	93.92%
24	Business Management & Adn	650	782	83.12%	83.20%	99.90%
25	Education & Training	203	267	76.03%	83.20%	91.38%
26	Finance	73	88	82.95%	83.20%	99.70%
27	Government & Public Adminis	41	45	91.11%	83.20%	109.51%
28	Health Science	1465	1709	85.72%	83.20%	103.03%
29	Hospitality & Tourism	84	111	75.68%	83.20%	90.96%
30	Human Services	294	354	83.05%	83.20%	99.82%
31	Information Technology	572	728	78.57%	83.20%	94.44%
32	Law, Public Safety, Correction	335	393	85.24%	83.20%	102.45%
33	Manufacturing	184	216	85.19%	83.20%	102.39%
34	Marketing	23	40	57.50%	83.20%	69.11%
35	Science, Technology, Enginee	0	0		83.20%	0.00%
36	Transportation, Distribution &	223	259	86.10%	83.20%	103.49%
37	Other: Please Identify:					
PLACEMENT						
38	Advanced Training	4	5530			
39	Military Service	3	5530			
40	National or Community Servic	2	5530			
41	Employment	3315	5530			
42	Postsecondary Education	1237	5530			
43	Certificate					
44	Associate Degree					
45	Baccalaureate Degree					

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Performance data by special population • Performance data by subgroup • Performance data by program • Enrollment in programs leading to nontraditional fields. • Employer surveys • Student evaluations 	<ul style="list-style-type: none"> • Instructors, administrators, and counselors/advisors • Multicultural student services • Institutional research/data staff • Program advisory committees • Business/industry/labor representatives • Students and Alumni • Representatives of special populations
Questions to Consider	
<ul style="list-style-type: none"> • Where are there gaps in performance among students from special populations? Why? • Where are there gaps in performance among demographic subgroups? Why? • Are there disparities in various populations' and/or subgroups' performance in specific programs? Why? • In what programs are there a disproportionate number of men or women enrolled? • How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them? 	

PART B-1: Evaluation of Program Quality

Program Size, Scope, and Quality

The next component of the CLNA relates to the quality and implementation of CTE programs. In contrast to the labor market alignment analysis, which considers needs that originate from the labor market, this next focus area addresses the decisions made regarding the delivery and maintenance of CTE programs.

What does the law say? Perkins V, Section 134(c)(2)(B)(i) says the CLNA must include: “A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient...”

What does the law mean? The provision maintains the size, scope, and quality requirements in Perkins IV but requires that this description be addressed through the CLNA, which is part of the local application in Perkins V, instead of in the local plan in Perkins IV.

The state has the responsibility to establish the definition of these three requirements. In this area of focus, the law requires you to assess whether you are offering a sufficient number of courses and CTE programs to meet the needs of all student groups; whether those CTE programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of CTE program delivery serves to develop student knowledge and skills and prepare them for success.

Size: Provide a narrative on how your Two-year postsecondary institution offers one program of study.

Scope: Provide a narrative of the postsecondary institution CTE programs that includes the following:

- rigorous academic and technical standards employability skills
- opportunities for students to earn industry-recognized credentials
- opportunities for students to participate in work-based learning experiences,
- connections of secondary to postsecondary coursework.

Quality: Provide a narrative that your programs must meet two out of the following

three criteria: the program develops (1) highly skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

The considerations to address include but are not limited to the following:

- CTE programs to offer (and which to phase out, adapt or refocus)
- Opportunities for work-based learning, career, and technical student organization (CTSO) participation, certifications, credentials, and articulated credit
- Strategies for ensuring equitable access for all CTE students.

The rest of the CLNA must be considered holistically, through an evaluation process that encompasses all the quality CTE program components. The key is to capture the full breadth of CTE program quality and implementation at the larger regional scale, and this can be done through several ways.

CTE programs must support career pathways meeting two of the following three criteria for quality:

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations.
- **In-demand:** Occupations that are identified in the [Occupational Outlook Handbook](#) and/or through comprehensive local needs assessment.

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Enrollment data by program • Employer surveys • Student evaluations • Equipment inventories • Work-based learning opportunities • Program resources/roadmaps • Student learning outcomes 	<ul style="list-style-type: none"> • Instructors, administrators, and counselors/advisors • Institutional research/data staff • Business/finance office • Program advisory committees • Business/industry/labor representatives • Workforce development council • Employment security department • Students and alumni
Questions to Consider	
<ul style="list-style-type: none"> • Do your programs lead to credentials of value in in-demand industries? How do you know? • Do your programs feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities? What more do you need? • How will you meet the State's postsecondary definitions of Size, Scope, and Quality? • Do your programs meet local education or economic needs not identified by State boards or local workforce development? section 134(c)(2)(B)(ii)(II) • Are your programs aligned to State, regional, Tribal or local in demand industry sectors or occupations? section 13(c)(2)(B)(ii)(I) 	

PART B-2: Labor Market Alignment

The law requires careful consideration of the alignment between the CTE programs offered by your district or college and the labor market needs of the area.

What does the law say? Perkins V, Section 134(c)(2)(B)(ii)(I) says the CLNA must include a description of how CTE programs are: “aligned to State, regional, Tribal, or local in-demand

industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.”

What does the law mean? The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand from a combination of state and local sources.

CTE program funding must be aligned to these industries and occupations. Careful examination of the information for in-demand sectors and occupations at the outset will ground your analysis, and this may cause a significant shift or transformation in your local CTE program offerings.

While conducting the analysis, consider long-term projections in addition to immediate labor market needs, particularly if the CTE programs have a continuum of occupational opportunities and multiple entry and exit points. Consider the county landscape and goals, and work closely with the local workforce development boards, chambers of commerce, and local unions/industry associations to get a complete picture of how to transform or develop your CTE programs.

Labor Market Data

1. Data collected externally for local or regional strategic plans and federal programs, such as the local WIOA plan [CLNA website](#) for Labor Market Information (LMI) for different regions in Texas to assist you.
2. Advisory committee evaluations or input may be used.

Instructions:

1. Using the data provided, identify the top career clusters with occupations in the state and/or region that meet both in-demand and high-wage definitions.

Table 4. Example Data: Regional LMI

State Career Cluster	SOC	Occupational Title	Program of Study	Growth Rate	Median Annual Wage 2018	Growth Wage Category	Educational Requirement
		Total, All Occupations	Waiting on XList	10%	\$33,569		
Business, Marketing & Finance	13-1161	Market Research Analysts & Marketing Specialists	Waiting on XList	28%	\$45,493	High/High	Bachelor's Degree
Manufacturing	49-9081	Wind Turbine Service Technicians	Waiting on XList	65%	\$52,945	High/High	Associate's Degree
Manufacturing	49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	Waiting on XList	16%	\$55,271	High/High	Recognized Industry Credential

Manufacturing	43-5061	Production, Planning and Expediting Clerks	Waiting on XList	14%	\$41,735	High/High	Some College, No Degree
Manufacturing	49-9041	Industrial Machinery Mechanics	Waiting on XList	12%	\$50,848	High/High	Recognized Industry Credential
Manufacturing	51-9032	Cutting and Slicing Machine Setters, Operators and Tenders	Waiting on XList	11%	\$40,526	High/High	High school diploma or equivalent
Manufacturing	51-9122	Painters, Transportation Equipment	Waiting on XList	10%	\$33,968	High/High	High school diploma or equivalent
Manufacturing	49-9099	Installation, Maintenance & Repair Workers, Other	Waiting on XList	10%	\$42,190	High/High	High school diploma or equivalent
Manufacturing	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	Waiting on XList	10%	\$43,226	High/High	Recognized Industry Credential
Business, Marketing & Finance	27-3031	Public Relations Specialists	Waiting on XList	17%	\$45,780	High/High	Bachelor's Degree
Hospitality & Tourism	13-1131	Fundraisers	Waiting on XList	24%	\$59,247	High/High	Bachelor's Degree

In this mock-data example, the top occupations that met the regional criteria for in-demand and high- wage were selected and sorted by growth. Growth by percentage and median annual salary are highlighted in blue. The occupations are aligned to the state's 14 career clusters. The top three career clusters are:

1. Business, Marketing, & Finance
2. Manufacturing
3. Hospitality & Tourism

The postsecondary institution should compare the top career clusters identified to the programs of study (Statewide LMI) and career clusters (Regional LMI) offered in its CTE program. The data will be provided on the [CLNA webpage](#).

Table 5. Example: Statewide LMI

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage 2018	Growth Wage Category
Health Scienc	Healthcare Therapeutic	29-1071	Physician Assistants	45%	\$110,081	High/High

e						
Health Science	Nursing Science	29-1171	Nurse Practitioners	44%	\$108,658	High/High
Health Science	—	29-9092	Genetic Counselors	40%	\$95,023	High/High
Health Science	Medical Therapy	31-2021	Physical Therapist Assistants	37%	\$69,923	High/High
Health Science	Healthcare Therapeutic, Medical	31-2011	Occupational Therapy Assistants	36%	\$72,929	High/High
Health Science	Medical Therapy	29-1126	Respiratory Therapists	35%	\$58,931	High/High
Health Science	Healthcare Diagnostics	29-2032	Diagnostic Medical Sonographers	35%	\$71,552	High/High
Health Science	Medical Therapy	29-1123	Physical Therapists	31%	\$91,064	High/High
Health Science	Medical Therapy	29-1122	Occupational Therapists	30%	\$87,781	High/High
Health Science	Health Informatics	11-9111	Medical and Health Services Managers	30%	\$95,583	High/High
Health Science	Medical Therapy	29-1127	Speech-Language Pathologists	27%	\$71,939	High/High
Health Science	Healthcare Therapeutic	29-1181	Audiologists	27%	\$75,027	High/High

In this mock-data example, the occupations that met the statewide criteria for in-demand and high wages were selected. Growth by percentage and median annual salary are highlighted in blue. The occupations are aligned to the state’s 14 career clusters. In this instance the data indicates there is one instead of three top career clusters which is the Health Science Career Cluster.

The postsecondary institution compares the top career cluster identified to the programs of study (Regional LMI) and career clusters (Statewide LMI) offered in the CTE program. The data will be provided on the [THECB webpage](#)

Questions to Consider

1. What are the highest-growth industries in our area (refer to LMI tool)? Do we offer opportunities in CTE aligned to these industries?
 - a. Is the collection of CTE programs in our county aligned to regional labor market demand? Which programs show the highest student enrollment at postsecondary?

- b. Which existing programs are not well-aligned to labor market needs? Can adjustments be made to existing programs to transform and adjust them? How high is enrollment in these lesser-aligned programs?
 - c. How might we transform or sunset those programs across the county that are not tightly aligned to these industries? How might we work together as a county to achieve this?
 2. How many different programs exist for those programs with the tightest alignment to the key industries? What new programs should we consider offering to students?
 - a. How many different opportunities exist at different locations for students to enter CTE programs in the CIP codes associated with these top occupations?
 - b. Can we duplicate these programs or increase enrollment opportunities in our county? What opportunities for postsecondary transitions exist (dual credit, articulations, certifications, pre-apprenticeships, apprenticeships) in the in-demand areas?
 - c. How many programs beginning at the secondary level lead to opportunities at the county college? What guidance and support structures exist at the county level? What pathways are established?
 3. What resources (business/industry relationships, shared equipment/spaces, teacher talent and expertise, professional development, quality curricula) do we have to access to assist in the development of better aligned programs?
 4. Are there noteworthy practices or programs that can be replicated?

PART C: Progress Towards Implementing CTE Programs of Study

Section 134(c)(2)(C) of Perkins V requires an evaluation of progress toward the implementation of career and technical education programs and programs of study. In this section, the legislation requires consideration as to how well institutions are implementing the full scope of CTE programs and programs of study.

What does the law say? Perkins V, Section 7 defines a program of study as “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the state, region, tribal community, or local area.
- (D) progresses in specificity (beginning with all aspects of an industry or Career Cluster® and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.”

What does the law mean? This evaluation should be both a backward and forward-looking review of the CTE programs and programs of study offered. In addition to meeting the definition for size, scope and quality, this requirement addresses current and future plans to support the implementation of CTE programs and programs of study.

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Enrollment data by program 	<ul style="list-style-type: none"> • Instructors, administrators, and counselors/advisors

<ul style="list-style-type: none"> • Employer surveys • Program resources/roadmaps • Dual credit articulation agreements • ESD demand/decline list • Labor market information • Credentials of value 	<ul style="list-style-type: none"> • Program advisory committees • Dual credit consortium representatives • High school/college CTE directors • Business/industry/labor representatives • Workforce development council • Employment security department
Questions to Consider	
<ul style="list-style-type: none"> • What is your motivation or intent in establishing programs of study? • What existing programs or dual credit articulations are not satisfying academic requirements or leading to credentials of workplace value? • Are students taking advantage of CTE dual credit opportunities? Why or why not? • Where are there labor market-informed opportunities to develop/expand programs of study? • Who generally initiates the establishment or review of programs of study? Can you be more proactive or collaborative? 	

PART D: Recruitment, Retention, and Training of CTE Educators

Postsecondary institutions are required to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention, and professional development, with attention paid to diversity in the profession.

What does the law say? Perkins V, Section 134(c)(2)(D) says the CLNA must include: “A description of how the eligible recipient will improve recruitment, retention, and training of CTE educators, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.”

What does the law mean? Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require root cause analysis of educators or other staff shortages.

It is recommended to focus your discussion on this section around the state CTE certification policies and the relevant terms defined in Perkins V, particularly the definition of “professional development,” which emphasizes sustainability, relevance, and quality of these experiences. Take a comprehensive view as you consider the educators, administrators, staff, and academic and career counselors that support your CTE programs. Consider the ways they demonstrate their commitment to the profession through the pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across CTE programs, and opportunities to enhance their professional development. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from a background in an industry sector or occupation.

To take this analysis further, compare your current staff capacity to your future plans for CTE programming. For example, based on your CLNA, you may intend to develop new CTE programs of study or expand your career development services in the next four years. As you consider your current staff, you will need to make projections about where you need to increase skills or hire new people.

Finally, consider your methods for recruiting and retaining educators and staff traditionally underrepresented in the profession. Compare the demographics of your educators and staff to the makeup of your student body.

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Position announcements and recruitment materials/practices • Instructor certification process and data • Employee retention data • Employee demographics, ratios, credentials, salaries, etc. • Professional development resources and activities • Staff climate surveys/focus groups • Student evaluations • Student demographics 	<ul style="list-style-type: none"> • Instructors, administrators, and counselors/advisors • Human resources • Institutional research/data staff • Multicultural student services • Program advisory committees • Business/industry/labor representatives • Representatives of special populations
Questions to Consider	
<ul style="list-style-type: none"> • Do your staff and instructors reflect the demographics of your student body? • What program areas will require recruitment of new faculty or staff? Are there emerging fields, and if so, would this warrant recruitment of specialized faculty and staff? • Are there professional development opportunities aimed to help faculty improve and update their knowledge, skills, and competencies in their field of specialty? • What resources/activities ensure that program content and delivery is current and relevant? • How will you improve recruitment, retention, and training of CTE educators, faculty, specialized instructional support personnel? section 134(c)(2)(D) • Are there industry trends, emerging technologies, curriculum shifts, learning modalities, etc., that your programs have not responded to? Why? 	

PART E: Progress Towards Closing the Gaps and Access

Perkins V legislation requires evaluation of the progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for all students.

What does the law say? Perkins Section 134(c)(2)(E) says the CLNA must include: “A description of progress toward implementation of equal access to high-quality career and technical education courses and CTE Programs of Study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and CTE programs for student groups;
- (ii) providing CTE programs that are designed to enable student groups to meet the local levels of performance; and
- (iii) providing activities to prepare student groups for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.”

What does the law mean? This requirement is focused on support for student groups. The law challenges states to assist locals in directing resources or support to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different student groups.

Review participation data for students from student groups and consider how CTE programs are promoted to prospective students.

Strategies for inclusion of all students into CTE programs includes the following:

- Depicting students from student groups in promotional materials
- Actively recruiting students from student groups

- Providing career guidance that helps students from student groups choose a pathway that fits their goals and strengths.
- Partnering with local schools to familiarize middle school and elementary school students with CTE offerings and building relationships to leverage resources.

Finally, consider CTE program delivery through an closing the gaps lens. Look at the accommodations, modifications, and supportive services offered and identify ways to increase those opportunities to support all students. Examine the curriculum, instruction, materials, and assessments for content that may marginalize students.

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> • Disaggregated performance data • Student demographics • Faculty/staff demographics • Climate surveys • Marketing and recruitment materials • DEI-related professional development opportunities • Cultural and affinity groups • Disability support services 	<ul style="list-style-type: none"> • Instructors, administrators, and counselors/advisors • Marketing and communications • Title II adult education providers • Disability support services • Multicultural student services • Institutional research/data staff • Students and alumni • Representatives of special populations • Tribal representatives/organizations • Social services agencies
Questions to Consider	
<ul style="list-style-type: none"> • What strategies do you have in place for CTE programs that are designed to enable student groups to meet local levels of performance? section 134(c)(2)(E)(i) • What strategies do you have in place to overcome barriers that result in lower rates of access to performance gaps in the courses and CTE programs for student groups? section 134(c)(2)(E)(ii) • Are you proactively offering accommodation and services or waiting for students to request them? • Do students have the opportunity to join affinity or support groups? • How are you leveraging various sources of funding and financial aid to support special population students? 	

Comprehensive Local Need Assessment Online Resources

The following resources are general web-based resources that may assist with the comprehensive local need assessment. Some resources may mention secondary schools and/or may be from another state. The goal with all links listed below is to provide a global view of resources that may be helpful for institutions' CLNA efforts.

Perkins V Background

Perkins V Full Text, September 2018

https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

Major Tenets of Perkins V, by Advance CTE, August 2018

https://cte.careertech.org/sites/default/files/PerkinsV_One-Pager_082418.pdf

Summary and Analysis of Perkins V, by Advance CTE, August 2018
https://cte.careertech.org/sites/default/files/AdvanceCTE_ACTE_P.L.115-224Summary_Updated082218.pdf

Perkins IV/Perkins V Side-by-Side, by Advance CTE, October 2018
https://cte.careertech.org/sites/default/files/PerkinsV_Side-by-Side_Draft_Updated101618.pdf

CLNA General

Perkins V Implementation Resources, by Advance CTE (some links at the URL are also featured in this resource list)
<https://careertech.org/resources/perkins-v>

“A Guide for Local Leaders: Maximizing Perkins V’s Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity,” by Advance CTE, March 2019
https://cte.careertech.org/sites/default/files/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf

“Using Needs Assessments for School and District Improvement: A Tactical Guide,” by Advance CTE, 2017
https://cte.careertech.org/sites/default/files/Using_Needs_Assessments_For_School_and_District_Improvement.pdf

Stakeholder Engagement

“Communicating about Perkins V,” by Advance CTE, October 2018
https://cte.careertech.org/sites/default/files/Communicating_through_PerkinsV_2018.pdf

“Planning for Engagement: Identifying Key Stakeholders for Perkins V,” by Advance CTE, October 2018
https://cte.careertech.org/sites/default/files/PlanningforEngagement_IdentifyingKeyStakeholdersforPerkinsV_102618.pdf

“Stakeholders and Perkins V: Meaningful Engagement for Student Success,” by Council of Chief State School Officers, March 2019
<https://ccsso.org/resource-library/stakeholders-and-perkins-v-meaningful-engagement-student-success>

CCSSO Stakeholder Engagement Resources, by Council of Chief State School Officers, October 2018
https://cte.careertech.org/sites/default/files/CCSSO_20Stakeholder_Engagement_Resources_October2018.pdf

“Let’s Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans,” by Council of Chief State School Officers, August 2023
<https://ccsso.org/resource-library/lets-get-conversation-started>

Labor Market Information

Texas Labor Market Information, by the Texas Workforce Commission – state and regional job growth, unemployment statistics, and salary and wage information

<https://texaslmi.com/>

[instructional videos](#)

CareerOneStop career advisor page –a collection of research and tools on jobs and training. ZIP code, state, and national data on over 900 occupations is available

<https://www.careeronestop.org/ResourcesFor/CareerAdvisor/career-advisor.aspx>

Projections Central state occupational projections – long-term and occupational trends by state and detailed occupation

<https://projectionscentral.com/Home/Index>

EDEPS (Economic Development and Employer Planning System) – state- and national-level data on occupations, study and training, certifications, licensure, wages. Multiple resources have state drop-down menus, for example, state data on high wages and high-demand occupations.

<https://www.edeps.org/Default.aspx?st=TX>

<https://www.edeps.org/HSWD/HighSkillWageDemandTX.aspx>

Workforce Development Boards' WIOA Plans

<https://twc.texas.gov/partners/workforce-development-boards-wioa-plans>

Closing the Gaps and Equal Access

“Practitioner Perspectives on Equity in Career and Technical Education,” MDRC Center for Effective Career and Technical Education, July 2019

https://www.mdrc.org/sites/default/files/CTE_Equity_Brief_2019.pdf?utm_source=MDRC+Updates&utm_campaign=413787f97b-EMAIL_CAMPAIGN_2019_07_18_12_16&utm_medium=email&utm_term=0_504d5ac165-413787f97b-34984981

National Alliance for Partnerships in Equity Resources: Career Clusters by Gender, Postsecondary

<https://napequity.org/member-services/accountability/dashboards/perkins-state-data-dashboards-career-clusters-gender-postsecondary/>

National Alliance for Partnerships in Equity Resources: CTE Concentrators by Sub-Population, Postsecondary – sortable by state and year; compare state data to your local data

<https://napequity.org/member-services/accountability/dashboards/perkins-state-data-dashboards-sub-population-postsecondary/>

Texas Higher Education

COORDINATING BOARD

This document is available on the Texas Higher Education Coordinating Board website:
<http://highered.texas.gov>.

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