

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING GUIDE

San Diego Community College District

2021-2022

(for the 2022-2024 CLNA – due spring 2022)

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Institutions to Hold on File:

- Process documentation for local needs assessment
- Documentation of data collected and reports reviewed for required CLNA elements 1-6
- Documentation of stakeholder feedback
- Meeting agendas and minutes from CLNA (stakeholder engagement meetings, data review discussions, planning team meetings, etc.)
- Career education program advisory committee meeting minutes
- Career education program advisory committee membership lists
- Data reviewed regarding program size, scope and quality for all Perkins funded programs
- Districtwide Consultation Plan
- Regional Consultation Report

Institutions to Submit the Following Items:

- CLNA Summary
- Stakeholder Lists
- Local Planning Team Process Narrative
- Local Needs Assessment Process Narrative
- Strategies Identified and Supporting Action Plans for required CLNA elements 1-6
- Coordination Strategy

CLNA Summary

Each Institution will submit responses to the below questions as a summary of their CLNA along with their local application. Answers will be compiled and submitted to the State via the NOVA online application within the “Local Needs Assessment” section.

Summarize the specific insight gained in the needs assessment related to each required element. *Questions provided by the State as listed within the NOVA application.*

1. CLNA Element #1: Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)

Max Characters:

- *625 characters per institution response*

2. CLNA Element #2: Provide a summary of Program Size, Scope, and Quality to meet the needs of all Students

Max Characters:

- *625 characters per institution response*

3. CLNA Element #3: Provide a summary of Progress Towards Implementation of CTE Programs of Study

Max Characters:

- *625 characters per institution response*

4. CLNA Element #4: Provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Max Characters:

- *625 characters per institution response*

5. CLNA Element #5: Provide a summary of Progress towards equal access to CTE programs for all students

Max Characters:

- *625 characters per institution response*

6. CLNA Element #6: Provide a summary of Alignment of programs to Labor Market Information (LMI)

Max Characters:

- *625 characters per institution response*
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Stakeholder Engagement & Consultation

In conducting the comprehensive local needs assessment under subsection 134(c) and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum:

- representatives of career and technical education 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 career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a 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 (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and any other stakeholders that the eligible agency may require the eligible recipient to consult.

Institutions will engage required stakeholders through local, district, and regional consultation coordination efforts. Meeting agendas and minutes will be held on file within the institution.

Regional Consultation Planning - Each institution agrees to and participates in regional consultation.

- The San Diego and Imperial Counties Community College Association via the Regional Consortium will conduct a regional needs assessment. Findings will be provided to each institution and incorporated into institution's Perkins planning. Each institution will hold the report on file.

Districtwide Coordination

- Each institution agrees to and follows the districtwide consultation plan 2020-2022.
- All Program and Local Planning Team meeting agendas, minutes, and materials are held on file at the institution.

Local Stakeholder Engagement / Local Planning Team

- **Membership List:** Each institution will utilize the State's template for listing stakeholders (see [appendix A](#) within State Resources). *This list will be provided to the District with the local application.*
- **Narrative on Local Planning Team process.** Each institution will provide a statement on how their local planning team / engagement with stakeholders is managed, convened, frequency, etc. *5,000 character limit.*
- **Stakeholder Engagement and Feedback.** Each institution will provide a statement on how local stakeholders were engaged during the needs assessment and summarize key stakeholder feedback. *5,000 character limit.* Complete stakeholder feedback will be recorded and held on file within the institution.

1.0 Student Performance

Required Needs Assessment Element #1

Perkins V Section 134(c)(2)(A)

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 special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Each institution will review progress towards implementation of CTE programs of study/career pathways and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will disaggregate data as much as possible to ensure insight and attention to special populations. Institutions will engage stakeholders regarding the performance of special populations.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions.

The SDCCD Educational Services Office will provide each institution the following 5 year comparisons:

- District Level Core Indicators
- Institutional Level Core Indicators
- Program Level Core Indicators Summary (for all past Perkins funded programs)

The SDCCD Educational Services Office will provide historical districtwide agreed upon and actual performance levels across current and past core indicators.

Institutions will utilize core indicator reports provided by the state for each program as well as the information listed above provided by the District during their Local Needs Assessment Process.

1.1 Materials for Review (recommended by the [2019 ACTE CLNA Guide](#))

Perkins performance data for the past several years. When possible, data reviewed should be aggregated and disaggregated by CTE program and subpopulation groups.

1.2 Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#)):

1. How are students in CTE programs performing on federal accountability indicators in comparison to non- CTE students?
2. How are students from special populations performing in CTE programs in comparison to students without identified special needs?
3. How are students from different genders, races and ethnicities performing in CTE programs? Which groups of students are struggling the most in CTE programs?
4. Where do the biggest gaps in performance exist between subgroups of students?

5. Which CTE programs overall have the highest outcomes, and which have the lowest?
6. Are there certain CTE programs where special populations are performing above average? Below average?
7. What are the potential root causes of inequities in CTE programs?

1.3 Recommended Data Review Questions to Inform Planning (provided by the State):

1. What strengths and gaps were identified by your needs assessment regarding student performance?
2. What subpopulation of students could benefit from additional evidence-based services/supports?
3. What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?
4. What new or current partners will support student performance priorities identified?
5. What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

1.3 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
 - Responsible parties – *lead roles, departments, etc.*
 - Specific data elements that informed the strategy identified
 - Timeline
 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
- Action plans will be submitted to the State via NOVA within the Districtwide CLNA pdf required for upload. Additionally, action plans will be held on file within each institution and at the District office.

2.0 Program Size, Scope, and Quality to meet the needs of all Students

Required Needs Assessment Element #2

California defines size, scope and quality as follows:

Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

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 Occupation in Demand index and/or through comprehensive local needs assessment.

Following the State provided definitions above, each institution will review program size, scope, and quality and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will disaggregate data as much as possible to ensure insight and attention to special populations.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions

Institutions will review data for all Career Education Programs. Evidence for all Perkins Funded programs must be maintained on file by the institution.

Institutions will look across program specific data and explore institution wide strengths, weaknesses, challenges, and opportunities across their career education programs and services. Institutions will engage in data review, discussion, and stakeholder engagement regarding program size, scope, and quality.

2.1 Material to Review (recommended by the [2019 ACTE CLNA Guide](#)):

Size:

- Total number of program areas, and number of courses within each program area
- Total number of students who could be served by the eligible recipient, aggregate and disaggregated
- CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated
- CTE course enrollments for the past several years
- Number of students applying to your programs, if applicable

- Number of students on waiting lists, if applicable
- Survey results assessing student interest in particular CTE programs

Scope:

- Documentation of course sequences and aligned curriculum
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student attainment of credentials and articulated credit
- Curriculum standards that show depth and breadth of programs
- Opportunities for extended learning within and across programs of study

Quality:

- A wide variety of materials can inform this evaluation. It may be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes.

2.2 Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#)):

1. Is the college offering programs in which students are choosing to enroll?
2. Is the college offering programs with too low an enrollment to justify the costs in offering those programs?
3. Is the college offering a sufficient number of courses, and course sections, within programs?
4. Are there students who want to enroll in CTE programs who are unable to do so?
5. Can students complete a program of study at their local institution and others in the service area?
6. Do some of programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences?
7. How do CTE programs compare to a set of quality standards developed by my state or by a relevant third party?
8. How do specific program areas compare in quality?
9. How do specific components of CTE programs, such as work-based learning or instruction, compare in quality?

2.3 Recommended Program Summaries and Program SWOT Analysis:

Institutions are encouraged to develop program summaries, based on available data, that include an analysis of each programs strength(s), weakness(es), challenges, and opportunities.

Institutions are encouraged, to consider exploring the following elements, facilitating program level discussions and providing three to five-year historical data where possible:

- K12 pathway alignment and partnerships – curricular alignment, dual enrollment, CCAP, articulation, outreach events, and partnerships
- 4 year university pathways alignment and partnerships – articulation, outreach, curricular alignment
- Career pathways – occupational pathways in an out of the program
- Work Based Learning opportunities for students including internships, career

exploration, employer speakers, tours, etc.

- Advisory Committee membership – a review of industry representatives engaged with program and course improvements

2.4 Recommended data to compile and review across career education programs (provided by the State): See appendix E provided by the State.

2.5 Recommended Data Review Questions to Inform Planning (provided by the State):

1. What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?
2. What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?
3. What new and/or modified policies, activities, or structures must be developed and implemented?
4. What professional development, resources, or support is required to enhance program size, scope, and quality?
5. What changes might be made to career exploration/guidance to improve program size, scope, and quality?

2.6 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
 - Responsible parties – *lead roles, departments, etc.*
 - Specific data elements that informed the strategy identified
 - Timeline
 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
- Action plans will be submitted to the State via NOVA within the Districtwide CLNA pdf required for upload. Additionally, action plans will be held on file within each institution and at the District office.

3.0 Progress towards Implementation of CTE Programs of Study/Career Pathways

Required Needs Assessment Element #3

Each institution will review progress towards implementation of CTE programs of study/career pathways and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will disaggregate data as much as possible to ensure insight and attention to special populations.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions

Institutions will look at data within programs as well as across programs.

3.1 Materials for Review (recommended by the [2019 ACTE CLNA Guide](#))

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student attainment of credentials and articulated credit

3.2 Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#)):

1. How fully are CTE programs aligned and articulated across secondary and postsecondary education?
2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
3. Do I have credit transfer agreements in place to help students earn and articulate credit?
4. Are students being retained in the same program of study?
5. Do students in the programs of study have multiple entry and exit points?
6. Are students in CTE programs earning recognized postsecondary credentials? Which ones?
7. Are secondary students in CTE programs earning dual/concurrent enrollment credit?

3.3 Recommended Data Review Questions to Inform Planning (provided by the State):

1. What strengths and gaps were identified by your needs assessment regarding CTE?
2. What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?
3. What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?

4. What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?
5. What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

3.4 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
 - Responsible parties – *lead roles, departments, etc.*
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 - Timeline
 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
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4.0 Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Required Needs Assessment Element #4

Each institution will review their recruitment, retention, and training of CTE professionals and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will disaggregate data as much as possible to ensure insight and attention to special populations.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions

Institutions will look at staffing within programs as well as across programs.

4.1 Materials to be Review (recommended by the [2019 ACTE CLNA Guide](#)):

- State and/or local policies on educator certification and licensing
- Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from teacher evaluations Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

4.2 Recommended Questions to Ask (recommended by the 2019 [ACTE CLNA Guide](#)):

1. How diverse is staff? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?
3. Are all the educators teaching CTE programs adequately credentialed?
4. Do college offer regular, substantive professional development opportunities?
5. What professional development offerings are most highly rated by participating staff?
6. What do educators report as needs and preferences for professional development, benefits and supports?
7. In what subject areas do I need to develop or recruit more educators?

4.3 Recommended Data Review Questions to Inform Planning (provided by the State):

1. What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

2. What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?
3. What new and/or modified policies, activities or structures must be developed and implemented?
4. What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

4.4 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
 - Responsible parties – *lead roles, departments, etc.*
 - Specific data elements that informed the strategy identified
 - Timeline
 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
- Action plans will be submitted to the State via NOVA within the Districtwide CLNA pdf required for upload. Additionally, action plans will be held on file within each institution and at the District office.

5.0 Progress towards equal access to CTE programs for all students

Required Needs Assessment Element #5

Each institution will review their progress towards equal access to CTE programs for all students and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will disaggregate data as much as possible to ensure insight and attention to special populations.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions

Institutions will assess equity at the program level as well as across programs.

5.1 Materials to be Review (recommended by the [2019 ACTE CLNA Guide](#)):

- Promotional materials
- Recruitment activities for special populations
- Career guidance activities for special populations
- Processes for providing accommodations, modifications and supportive services for special populations
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the root causes and strategies analysis from the Student Performance component
- Findings from surveys/focus groups with students, parents (if applicable) and community organizations that represent special populations

5.2 Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#)):

1. Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?
2. Are there additional enrollment discrepancies related to highwage, high-skill occupations?
3. What barriers currently exist that prevent special population groups from accessing your programs?
4. How are special population groups performing in your programs?
5. What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?
6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

5.3 Recommended Data Review Questions to Inform Planning (provided by the State):

Recommended that institutions review student performance data from core indicators.

1. What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?
2. What priorities regarding equal access for all students were uncovered in the needs assessment?
3. What new and/or modified policies, activities, or structures must be developed and implemented?
4. What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

5.4 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
 - Responsible parties – *lead roles, departments, etc.*
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 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
- Action plans will be submitted to the State via NOVA within the Districtwide CLNA pdf required for upload. Additionally, action plans will be held on file within each institution and at the District office.

6.0 Alignment to Labor Market Information (LMI)

Required Needs Assessment Element #6

Each institution will review labor market information and engage stakeholders within this review.

- Institutions will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions will engage in reflective questions, discussions, and action planning around findings.
- Documentation of meeting minutes, data collected, data shared, etc. will be held on file by the institution.
- Documentation of action planning to be held on file by the institutions

In addition to program level LMI, institutions will assess LMI regionally in order to reflect on any potential gaps in service, opportunities for new programming, or upcoming changes in industry needs.

6.1 Example Materials to be Review (Provided by the 2019 [ACTE CLNA Guide](#)):

- Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned)
- State- and local-defined lists of in-demand industry sectors and/or occupations State and local LMI
- Real-time job postings data from online search engines, possibly with analytics support from a data firm
- Input from business and industry representatives, with particular reference to opportunities for special populations
- Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni

6.2 Recommended Questions to Ask (provided by the [2019 ACTE CLNA Guide](#)):

1. Are CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region?
2. What industries are projected to grow the most in my local area? What occupations?
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
4. What are the emerging occupations in the area to which students should be exposed?
5. What skill needs have industry partners identified as lacking in my programs?
6. Which graduates of CTE programs are thriving in the labor market, and why?
7. What opportunities exist in local labor market for students with disabilities, English learners or other special populations?

6.3 Recommended Data Review Questions to Inform Planning (provided by the State):

1. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?
2. What priorities regarding were uncovered in the Labor Market Information (LMI)?
3. What new and/or modified policies, activities, or structures must be developed and implemented in response to the Labor Market Information (LMI)?

4. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

6.4 Action Plans: Institutions will identify one to five strategies related to this element to provide overarching guidance across a two-year period.

- Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.
- Action Plans will have, at minimum, the following elements:
 - One to five two-year strategies
 - Per strategy:
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- Action plans will be submitted to the State via NOVA within the Districtwide CLNA pdf required for upload. Additionally, action plans will be held on file within each institution and at the District office.

Using Findings to Drive Local Application

Perkins V Section 134(b)(1) and (2) (b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain— (1) a description of the results of the comprehensive needs assessment conducted under subsection (c); (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including— (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded

All local application funding decisions will be informed by the local needs assessment.

- Institutions will look across the separate required CLNA elements (1-6) and merge findings – exploring commonalities, differences, and opportunities for informed, funded, interventions to close gaps.
- Institutions will engage stakeholders to identify priority programs and activities for Perkins funding.
- Institutions will consider program opportunities that will have the greatest impact on student outcomes, opportunities where there are no alternative sources of funding, and programs areas in need of attention. When identifying the most pressing needs both student and employer needs will be considered.

There is no expectation that all needs identified through the CLNA process will be met through Perkins funded programs and activities. However, all Perkins funded programs and activities must be tied to the CLNA findings.

Prioritized programs and activities should take into account the six (A-F) [required uses of Perkins V funding](#).

Recommended Questions to Ask (recommended by [ACTE CLNA Guide](#)):

1. Which performance indicators are you struggling with the most? What strategies can help you address those needs?
2. Are there immediate employer needs in your community that you can help meet? What about longer-term needs toward which you can start building a pipeline?
3. Which elements of your programs are the strongest? The weakest? Which of the weaker elements could you address to have the largest impact on student performance?
4. How can you offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?
5. Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met?
6. Which specific subpopulations are struggling the most in your programs? Are there root causes of these challenges that can be addressed immediately? Which ones need a more comprehensive long-term plan?

Coordination Strategy

Institutions will develop an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

Institutions will provide responses to the following questions to the District: *no word count max or min.*

1. What went well in your CLNA process?
2. What could have been done differently to achieve better results?
3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?
4. What other initiatives can be leveraged and aligned across sectors to make this work successful?
5. How will you build connections to and through those other initiatives?
6. On what established schedule will you continue to meet and work together?
7. How will you demonstrate collective commitment to on-going engagement in this work?
8. In what ways did you consider districtwide and/or regional gaps, opportunities, or needs?

2019-2020 State Templates

- [Appendix A - Stakeholders Involvement List \(PDF\)](#)
- [Appendix B - Strategy and Action Plan \(PDF\)](#)
- [Appendix C - Key Questions to ask - V2 \(PDF\)](#)
- [Appendix D - Size, Scope and Quality Data Form \(PDF\)](#)
- [Appendix E - CDE-CC Sector Pathway Alignment \(PDF\)](#)
- [Appendix E - Clusters, Size, Scope and Quality Data Form \(PDF\)](#)

Districtwide Consultation Plan

EXPANDED CONSULTATION				
Required Stakeholder Groups	2021-2022 Stakeholder Engagement			
	Program Advisory Committees	Institution Specific Local Planning Team	Districtwide Consultation Group	Regional Consultation Group
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty; pathway representatives including K12 Pathway representatives, University (4-year) representatives; and noncredit, adult education, or credit pathway representatives	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, and or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Dean; SDUSD Director of CCTE	Lead Perkins/Career Education Deans
State or local workforce development board representatives	NA	NA	NA	SD Workforce Partnership
Representatives from a range of local businesses and industries	Industry representatives (majority of committee membership should be industry/employer); Regional Director of sector	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni	Student representatives	NA	NA
Representatives of special populations	NA	Local DSPS; Student Equity Initiative(s) representatives; Student Equity Deans	DSPS District Director	NA
Representatives from agencies serving at-risk, homeless and out-of-school youth	NA	NA	NA	SD regional representative(s) (Calworks, County Office of Ed, Housing Commission)
Representatives from Indian Tribes or Tribal organizations, where applicable	NA	NA	NA	NA

Available Data & Resources

In addition to institution-specific local data, the following districtwide and regional resources are available. Institutions are encouraged to utilize these resources throughout their local CLNA processes.

CORE INDICATOR

[State Perkins V Core Indicators](#)

5 year Comparisons – [Available in Shared Folder](#)

- Districtwide Level Core Indicators
- Institutional Level Core Indicators
- Program Level Core Indicators

Historical Districtwide Data – [Available in Shared Folder](#)

- Performance Levels (agreed upon and actual performance levels) across past and current core indicators

REGIONAL

[Program Fact Sheets / Regional Dashboard](#)

Dashboard developed by Centers of Excellence. Content informed by SOC code lists produced and shared in January 2021.

Subregional Labor Market Profiles - The San Diego-Imperial COE recently published subregional labor market profiles for San Diego County. The profiles highlight key labor market information (e.g., demographics, industries, businesses, occupations) in:

- [South Region](#)
- [North Region](#)
- [East Region](#)
- [Central Region](#)

Regional CLNA Report - *Available end of September / early October*

Coordinated by Centers of Excellence

Regional Equity Report – *Available end of September / early October*

Coordinated by Centers of Excellence

DISTRICTWIDE

Districtwide CTE Data Brief - [Available in Shared Folder](#)

- [Part 1 Data Brief](#) - includes districtwide and college specific data on sections, head count, and success rates, including race and ethnicity and gender.
- [Part 2](#) –This briefing provides a high level overview of CTE programs in the District

for the academic years of 2019-20 to 2020-21 (includes Summer, Fall, and Spring) in regards to CTE Major, and for the years of 2018-19 to 2020-21 for CTE Awards, CTE Award Earners, completion of 9+ CTE Units, and the CTE Employment Outcomes Survey. This briefing is Part 2 of 2 of the CTE Report.

[Districtwide 18-19 Launchboard Data Summary](#) – Also available in Shared Folder
Includes a summary of Districtwide CTE data from the California Community Colleges Chancellor’s Office (CCCCO) CALPASS Plus Launchboard. Data is from 2018-19 (the most recent available data) unless otherwise noted. By demographic and by outcomes for both credit colleges and college of continuing education.

- [Information on specific launchboard elements included.](#)

[CTE EOS](#) – Also available in Shared Folder

This information provides a broad view of our CTE students’ employment outcomes. This stand-alone briefing includes the three main outcomes from the survey (Employment, Employment in the field and Wage Gain). Program satisfaction is also included to provide context. This 9-13-21 version includes available data from the statewide survey for the last three years.

[HR/Staffing Diversity Report](#) – Also available in Shared Folder

Districtwide DSPS CTE Student Outcomes – [Access to online DSPS dashboard](#)

Early College Credit - [Available in Shared Folder](#)

- Joint SDUSD/SDCCD BOT Presentation Slides (March 2021)
- CCAP comprehensive report – *Available in October*
- CTE Transitions Credit by Exam
 - SDUSD to College Outcomes Report
 - SDCCE to College Outcomes Report – *Available soon*

SDCCD Environmental Scan - [Available in Shared Folder](#)