

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING GUIDE

San Diego Community College District
2023-24

For the 2024-25 and 2025-26 CLNA – due Spring 2024

This Reporting Guide provides districtwide guidance and commitments for the completion and documentation of the Comprehensive Local Needs Assessment (CLNA) at each SDCCD institution.

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Perkins CLNA Overview

Purpose & Intent:

- Foundation of Perkins V planning and implementation
- Completed every two years
- Results should drive local application development and all future spending decisions for the two-year period
- One per District

Core Components:

Required Elements

Institutions must evaluate, in consultation with a diverse range of stakeholders, how overall CTE offerings measure up on:

1. Performance on federal accountability indicators
2. Alignment to labor market needs
3. Scope, size, and quality of programs offered
4. Progress toward implementing programs and programs of study
5. Recruitment, retention, and training of faculty and staff
6. Progress toward improving access and equity

Special Populations

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals
6. English learners
7. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
8. Youth who are in, or have aged out of, the foster care system
9. Youth with a parent who is a member of the armed forces and is on active duty

Within the needs assessment, specific focus on these special populations shall include:

- an evaluation of the performance of special populations on the performance measures;
- an evaluation of strategies to overcome barriers that results in lower access to, or performance gaps in, the courses and programs for special populations;
- programs that are designed to enable special populations to meet the local levels of performance;
- and provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency.

Consultation with “a diverse body of stakeholders”

The law names, at minimum, the following seven participant groups who should be engaged in the initial needs assessment, local application development, and ongoing consultation:

1. CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth
7. Representatives from Indian Tribes or Tribal organizations, where applicable

Timeline

Colleges are encouraged to begin exploring CLNA data elements throughout the fall semester to set local priorities that can be used to inform their local application process.

CLNA materials will be due in April (date subject to change pending Chancellor’s Office requirements)

See [District Perkins resource page](#) for an up-to-date schedule.

State Guidance

The CCCCO released a [reporting framework](#) in early February 2022. As of August 2023, the State is not requiring use of this framework, but is highly recommending its use.

The San Diego Community College District has integrated the reporting framework into this Districtwide CLNA Guide and the Districtwide Reporting Worksheet Packet.

In 2019, the State provided a number of optional templates. See State Templates section for details. The use of state templates are recommended throughout this guide (where appropriate).

Submitting Your CLNA

San Diego City College, Mesa College, Miramar College, and the College of Continuing Education will utilize the [Districtwide Reporting Worksheet Packet](#) to submit the required CLNA components to the District Office. These materials will be compiled into one districtwide CLNA and uploaded to NOVA.

See [Perkins resource page](#) for a word version of the reporting worksheet packet.

Districtwide Reporting Worksheet Packet Summary:

The districtwide reporting worksheet packet provides space for the documentation of each institution's local CLNA processes and outcomes. Worksheet areas include:

- Required Narrative Responses:
 - Executive Summary – Narrative response questions for each CLNA element (1-6)
 - Local Planning Team Process Questions
 - Stakeholder Engagement & Feedback Questions
 - Coordination Strategy Questions
- Stakeholder Membership List submission
- For each required element (1 – 6), space to document and communicate:
 - Last CLNA's Priority Strategies
 - Continuation or revision of these strategies
 - Data Reviewed
 - Observations made from data review and constituent engagement
 - Priorities and Strategies
 - Action Plan

Documentation – Being Audit Ready

Institutions will hold the following 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 Reports

Institutions will submit the following to the District:

- Completed districtwide reporting worksheet packet

Planning & Preparation

The following information is organized by required element as outlined within the Perkins V act. Within each element, recommended materials to review, questions to ask, etc. are provided. Districtwide commitments are also included.

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.
 - [2020 Comprehensive Regional Needs Assessment](#)
 - [2022 Comprehensive Regional Needs Assessment](#)
 - 2023 Comprehensive Regional Needs Assessment – *coming fall 2023!*
- Institutions will participate in regional Perkins workshops and discussions.

Districtwide Coordination

- Each institution agrees to and follows the districtwide expanded consultation model (see page 21). This expanded stakeholder engagement model is informed by the regional expanded consultation model proposed in 2019.
- All Program and Local Planning Team meeting agendas, minutes, and materials are held on file at the institution.

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 student performance 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.

Recommended Materials to be Reviewed (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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

Where do I get the data?

[Perkins V Core Indicator Reports](#)
[Perkins IV Core Indicator Reports](#)

5 year comparisons and historical data available in [shared folder](#) provided in June 2023.

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCCO [Appendix C Key Questions to Ask](#)):

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?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCCO [Appendix C Key Questions to Ask](#)):

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?

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.

Recommended Materials to be Reviewed (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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.

Where do I get the data?

Institutions are encouraged to utilize college-specific program data. This may include materials from program review, special requests from your local research office, etc.

The regional [Program Fact Sheets dashboard](#) developed by the Centers of Excellence and based on college submitted SOC and TOP code information may also be useful. The SOC and TOP code information was collected in Spring 2023.

The District produced PDF versions of each institution's programs. These 2023-24 fact sheets are available in the Districtwide Career Education Deans Teams folder – [view here](#).

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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 the 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?

Recommended Program Summaries and Program SWOT Analysis: In 2020, the State encouraged to develop program summaries, based on available data, that include an analysis of each programs strength(s), weakness(es), challenges, and opportunities. Institutions were 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

Recommended data to compile and review across career education programs (provided by the State): See [Appendix D](#) and [Appendix E](#) provided by the State in 2020.

Recommended Data Review Questions to Inform Planning (provided by the CCCC [Appendix C Key Questions to Ask](#)):

1. What strengths and gaps were identified by your needs assessment regarding size, cope, 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?

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.

Recommended Materials to be Reviewed (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

- 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

Where do I get the data?

Institutions are encouraged to utilize local college-specific data and documentation. Special requests to your local research office may be needed.

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCCO [Appendix C Key Questions to Ask](#)):

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?

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.

Recommended Materials to be Reviewed (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

- 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

Where do I get the data?

Institutions are encouraged to utilize local college-specific data and documentation including your institution-wide strategic plan. Special requests to your local research office may be needed.

The District provided a [Diversity Update](#) in September 2021. *See 2023 Update coming soon!*

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCCO [Appendix C Key Questions to Ask](#)):

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?

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.

Recommended Materials to be Reviewed (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

- 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

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCO [Appendix C Key Questions to Ask](#)):

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 high-wage, 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?

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

- Review student performance data from core indicators and ask
 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?

Where do I get the data?

Institutions are encouraged to utilize local college-specific data and documentation including policies and procedures, equity reports, and disproportionate impact studies. Suggestions include local equity plans, strategic goals, and environmental scans.

The State recommends the use of Perkins Core Indicators (see the recommended data review questions to inform planning section on the following page) and the Vision for Success goals.

Statewide reports may also be appropriate:

- [Equity Gaps in Priority Jobs and Programs Report \(Spring 2023\)](#)
 - [SDCCD Summary of the Report](#)
 - [COE presentation on the report](#)
- [Regional Black Student Equity Report](#)
- Recover with Equity: Roadmap for Higher Education
 - [Summary of Recovery with Equity: Roadmap for Higher Education After the Pandemic](#)
 - [Recovery Framework](#)
 - [Full report](#)
- [JSPAC resources and publications](#)
- [The Campaign for College Opportunity Reports and Publications](#)
- [Recovery with Equity: Roadmap for Higher Education After the Pandemic](#)
- Resilient Jobs
 - [COE August 2020 Report](#)
 - [COE March 2021 Report Update](#)
 - [August 2020 Summary - SDCCD Specific \(Educational Services Summary\)](#)

Additional Reports of Interest:

[CTE Employment Outcomes Survey Districtwide Summary \(August 2023\)](#)

[August Districtwide CTE Biennial Report](#)

- *Past reports:* [2021 CTE Data Brief Part 1](#) and [2021 CTE Data Brief Part 2](#)

Launchboard Data Summaries

- 2020-21 Launchboard Data Summaries (produced May 2023):
 - [City College Summary](#)
 - [Mesa College Summary](#)
 - [Miramar College Summary](#)
 - [College of Continuing Education Summary](#)
 - [Credit Colleges Summary \(across all credit colleges\)](#)

Districtwide Dashboards

- DSPTS CTE Student Outcomes – within [DSPTS Dashboard](#)
- CTE DSPTS 2022-23 Summaries
 - [City College - Fall 2022](#)
 - [Mesa College - Fall 2022](#)
 - [Miramar College - Fall 2022](#)
 - [Credit Colleges - Fall 2022](#)
 - [College of Continuing Education - Fall 2022](#)

District Office of Institutional Effectiveness and Planning

- [District Page](#) - includes all published reports and dashboards
- [Public Dashboards](#) Enrollment Management, Student Profiles, DSPTS, Foundational Data, Student Centered Funding Formula

Additional districtwide career education reports, resources, and data available [here](#).

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.

Example Materials to be Review (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCCO [Appendix C Key Questions to Ask](#)):

- 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

Where do I get the data?

Institutions are encouraged to leverage previously requested LMI reports, institution-specific CTE Biennial Review data, local college-specific data and reports, and regional sector reports.

- [Districtwide CTE related reports](#)
- CTE EOS Findings ([CTE Employment Outcomes Survey](#))
 - [2022 Reports](#) – view by college
 - [Districtwide Summary](#) (August 2023)
- [Reports posted to the My Workforce Connection website.](#)
- [Labor Market Briefs](#)
- [San Diego Imperial Counties Regional Center for Excellence in Labor Market Information](#)
- [2022 Sector Analysis – San Diego County](#)
- [Regional Program Fact Dashboard](#)
- [Advancing San Diego Talent Demand Reports](#)

Recommended Questions to Ask (recommended by the [2019 ACTE CLNA Guide](#) and the CCCCCO [Appendix C Key Questions to Ask](#)):

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?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCCO [Appendix C Key Questions to Ask](#)):

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)?

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 the [2019 ACTE CLNA Guide](#) and the CCCC [Appendix C Key Questions to Ask](#)):

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?

State Templates

These materials were distributed by the CCCCO in spring 2020. They remain relevant.

- [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 \(PDF\)](#)

[2022 Reporting Framework – distributed by Chancellor's Office](#)

Districtwide Consultation Plan

EXPANDED CONSULTATION				
Required Stakeholder Groups	2023-24 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, WBL and/or Employer Relations Liaisons, Career Services and/or Career Counseling Representatives; K12 Pathway Coordinator	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, ERL and/or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Dean	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 <i>(majority of committee membership should be industry/employer)</i>	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors; Employer Relations Liaisons; Workforce Development Council
Parents and students	Student representatives and/or alumni	Student and/or Alumni Representatives	NA	NA
Representatives of special populations	NA	Local DSPS; Student Equity Initiative(s) representatives; Student Equity Deans	NA	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.

Please note additional materials and resources are available on the [District Career Education Data, Reports, and Resources page](#).

CCCCO Perkins Materials:

- [CCCCO Perkins V Website](#)
- [CLNA Reporting Framework](#) (2022-2023)
- Templates and Guides
 - [Attachment C Key Questions to Ask](#)
 - [Membership Stakeholder List - Template](#)
 - [Appendix D](#) (2020)
 - [Appendix E](#) (2020)
- Core Indicators
 - [Perkins V Core Indicator Reports](#)
 - [Perkins IV Core Indicator Reports](#)
- [Perkins Allowable Costs Summary](#)
- [NOVA](#)

SDCCD 5 year Comparisons – Available in Shared Folder

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

SDCCD Historical Districtwide Data – Available in Shared Folder

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

Nationwide Materials

- [The Strengthening Career & Technical Education for the 21st Century Act](#)
- [ACTE's Perkins Resource Page](#)
- [2019 ACTE CLNA Guide](#)
- [Advance CTE's Summary of Perkins V compared to Perkins IV](#)

Statewide

- Joint Special Populations Advisory Committee [Website](#)
- CTE Employment Outcomes Survey - [website](#)
 - [2022 Reports](#) – view by college
- [The Campaign for College Opportunity Reports and Publications](#)
- [Recovery with Equity: Roadmap for Higher Education After the Pandemic](#)
- [Launchboard](#) (Strong Workforce Metrics, Student Success Metrics, Adult Ed Pipeline, Community College Pipeline, K14 CTE Transitions, Guided Pathways)

Regional Materials

- [San Diego Imperial Counties Regional Center for Excellence in Labor Market Information](#)
- [Reports posted to the My Workforce Connection website.](#)
- [Labor Market Briefs](#)
- [San Diego Imperial Counties Regional Center for Excellence in Labor Market Information](#)
- [2022 Sector Analysis – San Diego County](#)
- [Regional Program Fact Dashboard](#)
- [Advancing San Diego Talent Demand Reports](#)
- Regional Comprehensive Local Needs Assessment
 - 2023 Report – *coming soon!*
 - [2022 Report](#)
 - [2020 Report](#)
- [Advancing San Diego Talent Demand Reports](#)
- [Equity Gaps in Priority Jobs and Programs Report \(Spring 2023\)](#)
 - [SDCCD Summary of the Report](#)
 - [COE presentation on the report](#)
- [Regional Black Student Equity Report](#)
- Resilient Jobs
 - [COE August 2020 Report](#)
 - [COE March 2021 Report Update](#)
 - [August 2020 Summary - SDCCD Specific \(Educational Services Summary\)](#)

DISTRICTWIDE

For the most up-to-date materials and resources please review:

- [District Career Education Data, Reports, and Resources page.](#)
- [Summary of available data – preparing for the CLNA](#)

Resources include:

- 5 year Core Indicator Comparisons
- Program Fact Sheets
- Districtwide CTE Biennial Report and past districtwide Data Briefs
- Launchboard Summaries by College
- CTE DSPS Summaries by College
- CTE Employment Outcomes Survey Summary
- Perkins HR/Staffing Diversity Report
- Work-Based Learning / SG21 Reporting
- Early College Credit Reports
- Dashboard Disaggregated by CTE (DSPS, Online, Promise)