



New York State Education Department  
Office of Career and Technical Education  
Comprehensive Local Needs Assessment  
Template Guidance Document

## Overview

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### Step 3: Analyze Student Performance







Please note that 4S1 and 5S3 are new indicators. As such, 2017 data is not available for evaluation on these items. Recipients should reflect on current practices and any local data available to analyze current performance.

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- x Articulation agreements provide opportunities for dual credit and/or apprenticeships with postsecondary institutions
- x \$ S S U R Y H G S U R J U D P V W K D W F U R P S X O H W H L Q V x 1 4 D R I T A S O B S E R V E R P K H U D or CDOS credential
- x All students participate in approved [work-based learning](#)

DIRECTIONS: On the sixth tab of the CLNA Template, please complete Chart 4: Size, Scope, and Quality. Only NYSED-Approved CTE programs that have been approved prior to November 1, 2019 may be reviewed.

## Step 5: Analyze Progress Towards Implementing NYSED-Approved CTE Programs of Study

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

The local needs assessment shall include

- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.



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## Step 6: Analyze Process for Recruitment, Retention, and

## Step 7: Analyzing Access and Equity in NYSED-Approved CTE Programs

Perkins Section 134(c)(2)(E)

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- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including <sup>2</sup>
- (i) Strategies to overcome barriers that result in lower rates of access to, performance gaps in, the courses and programs for special populations;
  - (ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and
  - (iii) Providing activities to prepare special populations for high skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

| What Information Should Locals Collect: Progress Towards Improving Access and Equity  |   |
|---|---|
| <p>What does the law say?</p> <p>The CLNA shall include a description of:</p> <ul style="list-style-type: none"> <li>x Progress toward implementation of equal access to high-quality CTE courses and programs of study for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in the courses and programs for special populations;</li> <li>x How they are providing programs that are designed to enable special populations to meet the local levels of performance; and</li> <li>x How they are providing activities to prepare special populations for high skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</li> </ul> | <p>What does the law mean?</p> <p>This requirement is focused on supports for special populations. States assist locals by directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.</p> |

Perkins V Sec.3(48)

SPECIAL POPULATIONS. § 75.1(4)(b)

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including low-income youth and adults;
- C. Individuals preparing for nontraditional fields;
- D. Single parents, including single pregnant women
- E. Out-of-workforce individuals;
- F. English learners;
- G. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- H. Youth who are in, or have aged out of the foster care system; and
- I. Youth with a parent who
  - a. Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - b. Is on active duty (as such term is defined in section 101(d)(1) of such title.)

DIRECTIONS: On the ninth tab of the CLNA Template, please complete Chart 7: Access and Equity

When the CLNA Template is completed, please complete the CLNA Summary. Both the CLNA Template and the CLNA Summary are required for the 2020-21 Perkins V Program Year Local Application. Applications will not be reviewed unless a CLNA Template and CLNA Summary has been received from the recipient.