



PERKINS V

Comprehensive Local Needs Assessment (CLNA)– Secondary

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for local eligible recipients to conduct a Comprehensive Local Needs Assessment (CLNA) and update it at least every two years.

The new CLNA is designed as the foundation of Perkins V implementation at the Region level—it drives the local application development and future spending decisions. This process is an opportunity to take an in-depth look at the Regions entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The CLNA, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.

To implement the CLNA, consortia must evaluate, in consultation with a wide range of stakeholders, how the overall CTE offerings measure:

- Performance on federal accountability indicators
- Alignment to labor market needs
- Size, scope, and quality of programs offered
- Progress toward implementing programs and programs of study
- Recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity

This tool will provide an overview of the CLNA translates the law into concrete, actionable steps for conducting a rigorous CLNA that meets Perkins V requirements. The CLNA provides a structure to ensure that the CLNA is not an exercise in compliance, but a valuable tool for program improvement founded on meaningful, regular, data-driven consultation with stakeholders that drives program quality and equity.





The Michigan Department of Education – Office of Career and Technical Education convened a [statewide subcommittee](#) to design the CLNA process. Michigan organized the six CLNA requirements into three main categories: student performance, labor market alignment, and program implementation.

Student Performance

Section 1: Student Performance

Labor Market Alignment

Section 2: Labor Market Alignment – Employer Demand

Program Implementation

Section 3: Program Implementation – Student Demand

Section 4: Progress Toward Implementing Programs of Study

Section 5: Recruitment, Retention and Training of CTE Teachers and CTE Paraprofessionals

Section 6: Progress Towards Improving Equity and Access for Special Populations Students

Michigan’s Secondary Regional CLNA Process

Step 1: Each Operating Agency (OA) will complete the CLNA.

Step 2: The OA will submit the completed OA CLNA to the Career Education Planning District (CEPD) Director.

Step 3: The CEPD will summarize the OA data and submit the summary to the Perkins Region Grant Coordinator.

Step 4: The Perkins Region Grant Coordinator will summarize the CEPD CLNA and submit to the Michigan Department of Education – Office of Career and Technical Education (MDE – OCTE).

