



PERKINS V

Comprehensive Local Needs Assessment (CLNA)

Appendix A, B, C

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.



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APPENDIX A - Definitions

The definitions in this Appendix are to assist educators in understanding the context in which the CLNA questions were written and what data the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) is requesting.

College Credit: Explained below.

- *Articulated Credit:* This type of credit can be obtained through a formal articulation agreement between a secondary Career and Technical Education (CTE) program and a postsecondary institution.
- *Direct Credit:* These courses provide students with the opportunity to take college-level courses in high school and are generally taught by college faculty.
- *Concurrent Enrollment:* This refers to students enrolled in high school while also taking postsecondary courses that are held at the high school building. High school instructors deliver the course on behalf of the postsecondary institution.
- *Dual Enrollment:* A student is simultaneously enrolled in high school and a postsecondary course. The postsecondary course can be on campus or online and taught by the college faculty.

Teacher Certification: Explained below.

- *Annual Career Authorization (ACA):* The ACA provides districts with the opportunity to hire qualified persons from business/industry to teach state-approved 9-12 CTE programs and associated 6-12 non-CTE career pathway courses. Districts must follow the ACA guidelines for these annually authorized individuals to remain in the classroom.
- *Professional CTE Teaching Certificate:* A certificate with a CTE Classification of Instructional Program (CIP) Code that is an endorsement and is valid for teaching in state-approved 9-12 CTE programs and associated 6-12 non-CTE career pathway courses. [Certification Guidance](#).
- *Standard CTE Teaching Certificate:* A certificate with a CTE CIP Code that is an endorsement and is valid for teaching in state-approved 9-12 CTE programs and associated 6-12 non-CTE career pathway courses. [Certification Guidance](#)

Other Frequently Used Terms

- *Career and Technical Education*: State-approved CTE programs.
- *Eligible Recipient*: Refer to the full [Perkins V](#) definition.
- *Gender*: For CLNA 2026-2028, use male or female.
- *Induct Staff*: The process of onboarding newly hired staff.
- *High-wage, high-skill, in-demand*: Today's in-demand jobs. Occupations are considered high-wage when at least half of their wage measures are at or above the regional average for all occupations.
- *Operating Agency*: A Local Education Agency (LEA) or Public-School Academy (PSA) operating a state-approved CTE program. The Operating Agency is the district associated with the CTE Operating Building in the Educational Entity Master (EEM).
- *Professional Development in a Related Field*: Relevant training for CTE teachers and paraprofessionals in the CIP code they are instructing.
- *Program of Study*: Coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that includes employability skills and culminates in the attainment of a recognized postsecondary credential.
- *Program Serial Number (PSN)*: A Program Serial Number is assigned by OCTE for a state-approved CTE Program or a CTE Early Middle College (EMC) Program designating a specific CIP code in a specific building with a specific program type.
- *Technical Skills*: Refers to the occupational-specific knowledge and expertise needed to accomplish complex actions and tasks taught in the CTE Program.
- *Underrepresented and Overrepresented*: This is determined by comparing the percentages of CTE Special Populations (SPOPS) enrollment of the total CTE enrollment to the percentage of all SPOPS enrollment to the total enrollment.

(See next page)

SPECIAL POPULATION REPRESENTATION

Example: Determining English Learners (EL) representation in CTE

- There are 1,000 students in the school, of those, 150 students are EL (150 of 1000).
- EL school enrollment is 15%.
- There are a total of 200 students in high school enrolled in CTE. Of the 200 enrolled, 5 are EL (5 of 200).
- EL CTE enrollment is 2.5%.

EL School Enrollment:

$$\frac{150}{1000} = 15\%$$

EL CTE Enrollment:

$$\frac{5}{200} = 2.5\%$$

Comparing EL representation in CTE to school: $2.5\% - 15\% = -12.5\%$

The EL enrollment in the school is 15%. The expectation would be that approximately that same percentage of EL students would be enrolled in CTE for similar representation. There is a smaller percentage of ELs in CTE, however, so they are underrepresented in CTE by 12.5%.

A deviation greater than **+10%** in the CTE SPOPS enrollment compared to the total enrollment would be considered an **overrepresentation**. A deviation less than **-10%** is considered an **underrepresentation**.

APPENDIX B - Data Resources

Core Performance Indicator Reports/Data Guidance

Public reports show an asterisk for cell sizes too small to maintain student confidentiality. Authorized CTEIS users may view reports with unsuppressed data by logging in to CTEIS using MILogin.

Data may be collected in three different locations on the web: CTEIS Reports, CTEIS website, and CTEIS Online Dashboard. See details and links below.

- CTEIS Reports
 - <https://reports.CTEIS.com/> → Perkins Performance Evaluation
- CTEIS website Log in (To see the complete data)
 - www.CTEIS.com → Log in with MILogin and password → Reports → Year End Reports (<https://CTEIS.com/Report/YearEndReports23>) → Perkins Secondary Performance Evaluation – Area Totals
- CTEIS Online Dashboard (To see the data in Operation Agency Level, select multiple buildings to compile an operating agency – Located on the left side of the dashboard)
 - <https://analytics.CTEIS.com/> → Perkins CPIs – Race and Gender → Perkins V → Performance – Race and Gender
 - <https://analytics.CTEIS.com/> → Perkins CPIs – Special Pops → Perkins V → Performance – Special Populations

Core Performance Indicators (CPI) information that can be obtained by state target, groups, ranks, and trends, as shown below with steps.

- CPIs: Compare with Statewide Average and State Targets
 - From CTEIS Reports → Perkins Performance Evaluation → Perkins Secondary Performance Evaluation - Area Totals
 - Available for State, Region, CEPD, Fiscal Agency, Building, FED Cluster
 - From CTEIS website → Reports → Year End Reports → Perkins Secondary Performance Evaluation → Area Totals
 - Available for State, Region, CEPD, Fiscal Agency, and Building
 - From CTEIS Online Dashboard → CPI Performance
 - By Gender, By Race
 - Available for Region, CEPD, Cluster, CIP, Building, and PSN.
- CPIs: By Groups
 - From CTEIS Reports → Perkins Performance Evaluation
 - Area Totals by CIP Code

- Area Totals by Entity
- Area Totals by Special Populations
- From CTEIS website → Reports → Year End Reports → Perkins Secondary Performance Evaluation
 - Area Totals by CIP Code
 - Area Totals by Entity
 - Area Totals by Special Populations
- From Online Dashboard → CPI Performance
 - By Gender
 - By Race
 - By Special Population
- CPIs: Rankings
 - From CTEIS Online Dashboard → Perkins CPIS – **Race and Gender** → Perkins V → Ranking – Race and Gender
 - Rankings by CEPD, Region, Operating Agency, Building Name, Federal Cluster Name, CIPName (Code), and Program Type.
 - Available for Regions, CEPD, and Regions by CIP Code
 - From CTEIS Online Dashboard → Perkins CPIS – **Special Pops** → Perkins V → Ranking – Race and Gender
 - Rankings by CEPD, Region, Operating Agency, Building Name, Federal Cluster Name, CIPName (Code), and Program Type.
 - Available for Regions, CEPD, and Regions by CIP Code
- CPIs: Trends
 - From CTEIS Online Dashboard → Perkins CPIS – **Race and Gender** → Perkins V → Trends – Race and Gender
 - Trends by CEPD, Region, Operating Agency, Building Name, Federal Cluster Name, CIPName (Code), and Program Type.
 - Available for Regions, CEPD, and Regions by CIP Code
 - From CTEIS Online Dashboard → Perkins CPIS – **Special Pops** → Perkins V → Trends – Race and Gender
 - Trends by CEPD, Region, Operating Agency, Building Name, Federal Cluster Name, CIPName (Code), and Program Type.
 - Available for Regions, CEPD, and Regions by CIP Code

Program Enrollment and Course Level Data Guidance

- Program Enrollment and Completion Report: Number of enrolled students by CIP
 - From CTEIS Reports → CTE Enrollments → Program Enrollment and Completion Report (Duplicated)
 - From CTEIS website Log in → Reports → Year End Reports → CTE Enrollments
 - Two choices available
 - x0506 – Unduplicated Enrollment Breakouts
 - x0503 – Unduplicated Enrollments Totals
 - Each student is counted once for each CIP Code in which he/she was enrolled that year. (Duplicated count)
 - Available for State, Region, CEPD, Fiscal Agency, and Building
 - Shows:
 - Number of programs by CIP Code
 - Total number of students enrolled by CIP Code
 - Number and percentage of students who were Concentrators at the end of the year
 - Number and percentage of students who were Completers at the end of the year
 - From CTEIS Online Dashboard → PV CTE Enrollments
 - Choices to choose from
 - X0503 – Unduplicated Enrollments – Completer status and grade
 - X0506 – Unduplicated Enrollments by Cluster
 - Enrollments Trends
 - Enrollments Map
 - Final Enrollment and Completion Report
 - PIV CTE Enrollments

State of Michigan Labor Market Information (LMI) Reports

Labor market information is often divided by Prosperity Regions, which do not align directly with Perkins Regions. Use local discretion when selecting the Prosperity Region data to analyze. It may be necessary to examine multiple projection files if the Perkins Region borders multiple Prosperity Regions.

- Career Outlook (brochures containing high demand and high wage for areas): [Regional Career Outlooks through 2030](#)
- LMI Data, Hot 50: This publication highlights Michigan’s high-demand, high-wage careers that show a favorable mix of long-term job growth, projected annual job openings, and median wages: [Michigan-Hot-50-Job-Outlook-through-2032.pdf](#)

Please note when looking at LMI data that the State of Michigan’s Department of Technology and Management and Budget has a clear cut-off of 50 jobs for the “Hot 50” or 20 jobs for the “Career Outlook.” More comprehensive information can be found in the excel file downloads available.

- Excel projection files by Prosperity Region: [Employment Projections Excel Files](#)

When looking at local information in comparison to the data, jobs further down the list, such as job 21, may still be a good occupation; therefore, do not solely focus on the jobs on these lists. It is also important to keep in mind other employee ‘suppliers’ in the area, when considering how programs align to employer demand, such as, is there a community college in the area that is also training students for employment in these fields. Consultation with regional stakeholders to provide multiple perspectives on labor needs and conditions helps regions identify needs and plan targeted activities.

MI School Data Reports

- Comparing enrollment rates: <https://www.mischooldata.org/> → K-12th Grade → Student Enrollment Counts Report → Data may be disaggregated by category

Assessing the Validity of Data When Data has Small Numbers

When reviewing Perkins Core Performance Indicators (CPI) think about how the region will use the data and at what level the data will be meaningful.

Here are some key things to consider:

- At what level do regions need to look at the data to understand root causes of the outcomes? Do regions need to break out the data by CIP Code? PSN? Teacher? Student characteristics? Teacher characteristics?
- Do regions have enough individuals in the data group to understand the group of interest?

The region is advised to review its building-level CPI reports by CIP Code and special populations. The CPI data can also be examined by race and gender using the CTEIS Dashboards. It should be noted that asterisks may appear in some cases, indicating that there are fewer than 10 students in the numerator or denominator, or no data displayed on the dashboard. Access to CPI reports with small student numbers on CTEIS can be granted by the superintendent.

When utilizing these reports to assess program improvement needs, it is crucial to analyze a minimum of three years of data to draw accurate conclusions. This is because small numbers can lead to significant fluctuations in percentages from year to year, unlike larger numbers. For instance, if there are only two students with disabilities in the program on average each year, the graduation rate could drop from 100% to 50% if one of those students fails to graduate in a given year.

While it is important to analyze outcomes data at a meaningful level to understand root causes, it is also essential to consider whether drawing conclusions about a group of students based on a small number of students is appropriate.

Suppose there is an inquiry into whether poor math skills among females contribute to a low CPI in a computer programming program. The investigation involves examining the 11th grade math Michigan Merit Examination (MME) scores by gender for computer programming students from the previous year. However, the public CPI report for math in the program displays an asterisk due to a cell size of less than 10. When accessing the secure report, it is revealed that there were only five females in the computer programming program, and their average math CPI was considerably lower than that of males. Can it be concluded that, on average, females in computer programming exhibit lower math performance than males?

The conclusion remains uncertain. The limited sample size of five students does not provide sufficient grounds for generalizing the findings to the entire student population. It is plausible that one or two females had exceptionally low scores, thereby disproportionately impacting the overall average for the five females in the program. Furthermore, it is possible that in the subsequent year, the few females in the program could achieve remarkably high math scores, thereby rendering the initial conclusion incorrect.

It is important to emphasize that districts should refrain from sharing or printing CPI reports containing cells with fewer than 10 students to avoid potential violations of privacy laws. Moreover, this level of detailed information is not required for conducting the needs assessment.

APPENDIX C - Perkins V CLNA Legislation

This section contains the Perkins V CLNA legislation in its entirety. Legislation specific to each section is repeated.

Perkins V, Section 134

(c) COMPREHENSIVE CLNA. —

- (1) IN GENERAL. – To be eligible to receive financial assistance under this part, an eligible recipient shall—
 - (A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection(a); and
 - (B) not less than once every two years, update such CLNA.
- (2) REQUIREMENTS. — The CLNA described in paragraph (1) shall include each of the following:
 - (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.
 - (B) A description of how career and technical education programs offered by the eligible recipient are—
 - (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
 - (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or
 - (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
 - (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
 - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
 - (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—

(i) strategies to overcome barriers that result in lower rates of access to, or 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.

(d) CONSULTATION. —In conducting the comprehensive CLNA under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) 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;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION. – An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

- (1) provide input on annual updates to the comprehensive CLNA required under subsection (c)(1)(B);
- (2) ensure programs of study are—
 - (A) responsive to community employment needs;
 - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

[View The Strengthening Career and Technical Education for the 21st Century Act of 2018 legislation.](#)

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