



➤ PERKINS V

Comprehensive Local Needs Assessment (CLNA)

Introduction, Instructions, and Process

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.

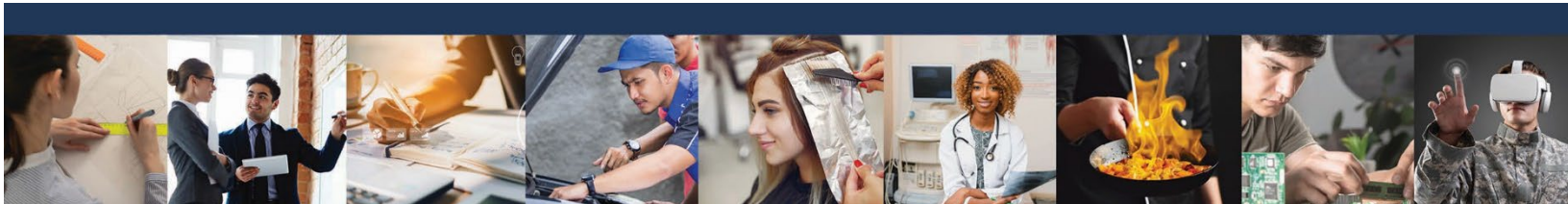


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Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21st Century Act of 2018) is the new requirement that local eligible recipients must complete a Comprehensive Local Needs Assessment (CLNA) and update it once every two years.

The 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 Region’s entire local Career and Technical Education (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 the 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 high-quality programs of study
- Recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity

This tool will provide an overview of how 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 it 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.

Legend

Operating Agency (OA)	The operating school district, including all programs within a school district.
CEPD	Career Education Planning District
Region	Secondary Perkins Grant Region

Size, Scope, and Quality

In Michigan, CTE Programs are intentionally structured into 27 Regions comprised of 53 Career Education Planning Districts (CEPD) inclusive of all school districts throughout the state.

This regional structure provides access to state-approved CTE programs for students throughout the state of Michigan. Programs for secondary students are available through area career centers, intermediate school districts, public school academies, and local education agencies.

Size

- At least one state-approved CTE program in five different career clusters must be offered by each Perkins Region, consistent with the needs identified by business and industry partners in the Region or State and the CLNA.
- At least ten state-approved CTE programs, identified by program serial numbers (PSNs), must be delivered within the Perkins Region, consistent with high-skill and in-demand occupations identified by business and industry partners within the specific Region or state and the CLNA.
- Programs must be of sufficient size to be offered on a regular basis, as relevant to regional needs.

Scope

- Each state-approved CTE program must document a high-quality CTE Program of Study demonstrating the secondary and postsecondary linkages, assuring the opportunities to transition from secondary to postsecondary education and career.
- Region members must be invited to the annual Perkins Grant planning meetings and be provided with the opportunity to provide input into their Regional Perkins Plan.
- Region members must be invited to participate in the biennial CLNA, in order to provide input into the direction and planning of the Regional Perkins Grant.

Quality

- Program advisory committees are required for each state-approved CTE program. Program advisory committees must meet a minimum of twice annually to assure that the program is responsive to the needs of business and industry. Specific guidance is provided in the [Program Advisory Committee Tool Kit](#).
- Each Region is required to achieve performance targets established for the Perkins Core Performance Indicators (CPI).
- Each state-approved CTE program is expected to make continuous improvement and consistent with regional performance targets.
- Each state-approved CTE program must utilize the CTE state standards as identified for each CTE specific program area ([CTE Instructional Resources, by Career Cluster \(michigan.gov\)](#)).
- Each state-approved CTE program must employ appropriately certified instructors who receive annual industry-related professional development, which may include industry externships.
- Each secondary state-approved program is required to integrate four key components.
 - Classroom Instruction
 - Laboratory Learning
 - Work-Based Learning
 - Student Leadership
- An online learning component may be incorporated in the CTE program.
- Each state-approved CTE program of study is required to culminate in a recognized postsecondary credential.
- Each state-approved CTE program learning environment must be barrier-free to assure access and equity for all students, including special populations students.
- Each state-approved CTE program must demonstrate key components of a high-quality program of study.

Making the CLNA Work for the Region

While the CLNA process may seem daunting at first, it is important to keep in mind that the Region can leverage this process to work within the regional context. Using the Region's goals to guide the process, as described in the next section, will help to ensure the outcomes will be valuable in driving CTE program improvement in the local communities, without creating a tremendous administrative burden.

Consider leveraging many activities in which Regions and CEPDs are already engaged to build the CLNA. The information collection and consultation activities for the CLNA do not necessarily need to be new or different from current processes. The data collected, relationships that have been formed with industry, community partners, processes engaged in for curriculum development, revision and program approval all provide a relevant foundation for the CLNA. The key difference in Perkins V is that all these pieces are pulled together strategically and intentionally to help Regions plan for the future!

In the CLNA, there is a series of data and analysis questions to assist in guiding the process. Ultimately, the CLNA process is about assisting the Region in making a more formal shift from collecting data to using data to ensure local CTE programs help create success for students and employers. The activities of the CLNA should become a regular part of the overall Regions or institution's data-driven decision-making and program improvement cycles, not merely an additional activity every two years. By fully integrating this new Perkins V CLNA into routine activities, Regions will be able to realize the full value of the process.

Getting Started: Foundations of a Rigorous Assessment Process

As Regions embark on this shift toward a focus on using data more strategically, the following four steps will help each Region lay the groundwork for a rigorous CLNA process through clear goals, preparation, and organization.

Step 1: Determine Regional Goals

In addition to any state goals and requirements that must be integrated into the CLNA, consider local priorities that should shape CLNA work. For example, developing a process for program justification, increasing the number of students earning industry certifications, strengthening industry advisory board engagement, and/or closing equity gaps are goals that could align with the CLNA and the local application. If the Region has already established a strategic plan or “vision” for the local CTE programs and supports, it is important to use the CLNA to further those goals. If the Region does not already have a set of strategic priorities, the CLNA may be a way to help identify those for the future.

Step 2: Identify Stakeholders and a Leadership Team

Consultation with “a diverse body of stakeholders” is at the heart of ensuring a rigorous and meaningful CLNA process. The law names, at a minimum, the following participants who should engage in the initial CLNA, local application development, and ongoing consultation:

- Perkins V Regional Governance Members
- CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
- State or local workforce development board representatives
- Career Education Advisory Councils (CEAC)
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of Special Populations (SPOPS)
- Representatives from agencies serving at-risk, homeless, and out-of-school youth
- Representatives from Indian Tribes or Tribal organizations, where applicable

To identify stakeholders, start with individuals and organizations that CTE programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in the CTE programs, the Region may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. For example, the local

Chambers of Commerce, while a great partner, may not include full representation of industry sectors with labor market demand. This is an excellent opportunity to diversify partnerships and build a stronger career pathway system among education, workforce, and community leaders through sustained relationships.

In addition to identifying stakeholders, select a core leadership team to guide the CLNA and local application process to facilitate final decision-making. This leadership team will likely consist of CTE program administrators and other key local decision-makers. The team will look different based on the size and characteristics of the institution, service area or district, but whoever is selected should have in-depth knowledge of the Region's CTE programs.

Step 3: Make a Plan for Seeking Feedback

The law makes no requirements about how to organize and work with stakeholders. Regions can use this flexibility to their advantage. For instance, Regions could broaden industry advisory boards to encompass all the above-named stakeholders or constitute a new group as a separate entity. Regions could convene all the stakeholders regularly or meet with subsets of partners who have expertise in sections of the CLNA. In addition to meetings, also seek feedback through surveys, interviews, focus groups, and listening sessions, in person or virtually—consultation does not have to be conducted entirely face-to-face.

As Regions, think about how to gather feedback, inventory existing mechanisms, and consider how to build on them. For example, do the local school districts already survey parents? If so, ask to add additional questions relevant to the CLNA to that survey. Does a representative of the institution already participate in monthly Chamber of Commerce meetings? If so, the Region could be added to the agenda one month to dialogue with community leaders on specific CLNA questions. The sooner the Region identifies possible information collection opportunities that fit seamlessly with existing work, the easier and more effective the process will be.

After identifying existing mechanisms, look for gaps in outreach and consider ways to gather input from stakeholders who may not already be part of current activities.

Regions also need to think about how to ensure a continual feedback loop with key stakeholder groups to meet ongoing consultation requirements. To keep partners motivated, regularly show them the results of their input and publicly recognize their contributions. Links to guides and toolkits with sample documents and best practices for engaging community partners can be found in [ACTE's High-Quality Tools](#) online library, Business and Community Partnerships section.

Step 4: Gather and Develop Data

In advance of stakeholder meetings, build the evidence base for the CLNA by compiling already-available sources of regional, state, and local information and developing plans to collect new data. Data of use to the CLNA process can come from internal sources, such as student performance data, student and parent survey findings, and feedback from local industry advisory boards, or from external sources, including state labor market information (LMI) and results of a state or

third-party program evaluation. Ensure the Region is collecting information from a variety of sources using quantitative and qualitative methods, so that educators can cross-validate what they learn from one methodology or information source with what they glean from another source or method of data collection (this is known as triangulation).

Data collection methods of particular use for CLNAs include surveys, focus groups, and listening sessions. Findings from surveys and transcripts from focus groups and listening sessions can be used, in turn, to spark further discussion among stakeholders. The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) may have resources to help you develop questions and deploy surveys.

Efforts to engage stakeholders and identify information sources, with support and guidance from MDE-OCTE, will hopefully provide a solid foundation for an internal CLNA process. However, after considering the time and resources available, the Region may decide to commission one or more separate evaluations to fulfill parts of the CLNA. An external evaluator could be a faculty member or graduate student from a local university, a program evaluation expert from a national association, a professional evaluator employed by an evaluation firm, or a volunteer from a community or business partner who has evaluation experience and is willing to donate their time. To get started looking for an evaluator, search the American Evaluation Association's directory by location and keyword. To assist with the LMI data pull, connect with the Regional LMI contact: <https://milmi.org/Contact-Us>.

Operationalizing the Process: Translating the Law into Meaningful Assessment

To translate language in sections of Perkins V related to the CLNA into meaningful action items, be sure to include suggestions on data to review, stakeholders to consult, and questions to ask to further the analysis. The six CLNA requirements, as outlined in the law, can be distilled into three main ideas: 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 High-Quality 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

Process, Timeline, and Data Sources

Process

Operating Agency (District) to CEPD

- Each CEPD will provide access to the CLNA OA via the link provided
- It is the CEPD's responsibility to provide instruction and guidance to the OA on completing the OA CLNA
- Any questions from the OA should go to the CEPD Director
- The OA will complete the CLNA.
- The OA will submit the completed OA CLNA via the CTE Portal to the CEPD Director by the date the CEPD designates.

CEPD to Perkins Region Grant Coordinator

- The CEPD will collect the OA information via the CTE Portal and complete the CEPD section of the CLNA via the CTE Portal.
- Questions from the CEPD go to the Perkins Region Grant Coordinator
- The CEPD will submit the completed CLNA to the Perkins Region Grant Coordinator by the date the Region designates.

Perkins Region Grant Coordinator to MDE - OCTE

- Upon receiving the CEPD section of the CLNA, the Perkins Region Grant Coordinator will complete the Region CLNA, with the CLNA Leadership Team, via the CTE Portal.
- Questions from the Perkins Region Grant Coordinator go to the MDE-OCTE Perkins Grant Team Leader
- The Perkins Region Grant Coordinator will submit the CLNA to MDE-OCTE before midnight on April 1, 2026.
- Each Region should maintain the operating agency, CEPD, and Regional CLNA Documentation, for 5 years beyond the life of Perkins V

Perkins Region Grant Coordinator questions should be directed to the Perkins Grant Team Leader by region number. See contact information below.

Perkins Grant Regions	Team Leader
4, 13, 16, 17, 22, 28, 30	Christine Black
1, 2, 3, 11, 21, 24	Tom Knight
10, 12, 14, 19, 20, 27, 29	Christine Lewis
5, 6, 7, 9, 15, 18, 23	Yincheng Ye

Timeline

Region Timeline: Required

The CLNA 2026-2028 is due to the MDE-OCTE on **April 1, 2026**, before midnight.

Region Timeline: *Suggested*

- Regions meet with CEPDs to set the calendar in late August/early September 2025
- Host Operating Agency meeting to complete CLNA in late September/early October 2025
- CEPDs complete CLNA in late October/early November 2025
- Regions complete CLNA in January/February 2026
- Regions verify alignment between CLNA and Perkins V application in March 2026

MDE-OCTE Timeline

- CLNA released to the field August 14, 2025
- CLNA comments and application modifications (as needed) returned to the Region by May 1, 2026

Data

Data Source	Date Range
Career and Technical Education Information System (CTEIS)	2023 - 2024 School Year (Required)
Local Education Agency Data	2023 - 2024 School Year (Required)
MiSchooldata.org	2022-2023 School Year (Required)
Workforce Demand Data	Current to 7 Years Out (Recommended, not required)

Use recommended and locally identified data sources.

Perkins V Core Performance Indicators (CPI) and Every Student Succeeds Act (ESSA) Component Alignment

This chart shows how the Perkins V CPIs and the Components of ESSA are aligned.

Perkins CPI	ESSA Components
1S1 – Four-Year Graduation Rate	ESSA 1: Four-Year Graduation Rate
2S1 – Academic Proficiency in Reading Language Arts	ESSA 2: Proficiency - 11 th grade proficiency on the M-Step, SAT, and MI-Access ELA test
2S2 – Academic Proficiency in Mathematics	ESSA 3: Proficiency - 11 th grade proficiency on the M-Step, SAT, and MI-Access Math test
2S3 – Academic Proficiency in Science	ESSA 4: Proficiency - 11 th grade proficiency on the M-Step, SAT, and MI-Access Science test
3S1 – Post-Program Placement	ESSA 5: No Component
4S1 – Nontraditional Program Concentration	ESSA 6: No Component
5S1 – Program Quality- Attained Recognized Postsecondary Credential	ESSA 7: School Quality, as some elements of School Quality align (i.e., Postsecondary alignment) advanced coursework includes CTE completers

Perkins V CPIs

1S1 – Four-year graduation rate: The percentage of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading Language Arts: CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science: CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

3S1 – Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

4S1 – Nontraditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1 – Program Quality – Attained Recognized Postsecondary Credential: The percentage of CTE concentrators graduating from high school who have attained a recognized postsecondary credential.

ESSA Components

- Proficiency – Percent of students meeting Michigan’s academic standards (ELA, Math, & Science)
- Growth – Percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe
- School Quality – Combines five components into a single index score. Schools not having one or more components’ weight distributed

Perkins V Special Populations Definitions

Special Populations are defined as:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional 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 –
 - (i) is a member of the armed forces (such as term is defined in Section 101(a)(4) of Title 10, United States Code); and
 - (ii) is on active duty (such term is defined in Section 101(d)(1) of such title).

Youth who are migrants are another special populations category. Although this student category is not explicitly listed in Perkins V, the Perkins V legislation aligns with ESSA legislation, and “students who are migrants” is reported as a special populations category under ESSA.

The Michigan Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For more information, view the official [Notice of Nondiscrimination \(michigan.gov\)](#) or contact Jim Whittaker at 517-241-2091 or whittakerj@michigan.gov.