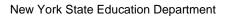


New York State Education Department
Office of Career and Technical Education
Comprehensive Local Needs Assessment
Template Guidance Document

## Overview

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Perkins V 202@022 Comprehensive Local Needs Assessment Guidance

## Step 3: Analyze Student Performance

Please note that 1S1 and 5S2 new indicators. As such, 2017/8 data is not available for evaluation on these items. Recipients should reflect on current practices and any local data available to analyze current performance.

- x Articulation agreements rovide opportunities for dual credit and/or apprenticeships with postsecondary institutions
- x \$SSURYHG SURJUDPV WKDWFURHPVSXOOHWWHLQQV×1eldDrRibt@AsseHWebDNPKHU DorCDOScredential
- x All studentsparticipate inapprovedwork-based learning

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

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

Perkins V Se	ction 13	4(c)(2)(	C)
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The localneeds assessment shall include

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

Step 6: Analyze Process for Recruitment, Retention, an/7564n BT 4 16 hs for Recruit

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

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

#### 7KH ORFDO QHHGV DVVHVVPHQW VKDOO LQFOXGH«

- (E) A description of progress toward implementation of equal accessist equality career and tehnical education courses are are of study for all students, including <sup>2</sup>
  - 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 ptipulato meet the local levels of performance; and
  - (iii) Providing activities to prepare special populations for highil, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to setfufficiency.

## What Information Should Locals Collect: Progress Towards Improving Access and Equity

What does the law say?

The CLNA shall include a description of:

- x Progress toward implementation of equal access to highpulity CTE courses and programs of study for all students including strategies to overcome barriers that result in lower rates of access to, or performance gap in the courses and prograftor special populations;
- x How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- x How they are providing activities to prepare special populations for high skill, high-wage, or indemand industry sectors or occupations in competitive, integrated settings that will lead to self sufficiency.

What does the law mean?

This requirement is focused on supports of special populations. States assist locals directing resources or supports to close performance gaps and remove barrænd to provide supports necessary to address different barriers and different populations.

#### Perkins V Sec.3(48)

#### SPECIAL POPULATIONS. ±7KH WHUP 3VSHFLDO SRSXODWLRQV PHDQ

- A. Individuals withdisabilities;
- B. Individuals from economically disadvantaged families, including illowome youth and adults;
- C. Individuals preparing for netraditional 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 McKirl/neyto 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 edtermin 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 Access and Equity

When the CLNA Template is completed, please complete the CLNA SummaryBoth the CLNA Template and the CLNA Summary Z L 🖰 🖰 V X E P L W W H G D O R Q J Z L W K W K I 2020-21 Perkins V Program YearLocal Application. Applications will not be reviewed unless a CLNA Template and CLNA Summary has been received from the recipient.