***The Strengthening Career and Technical Education for the 21st Century Act***

**(Perkins V)**

# **Comprehensive Local Needs Assessment (CLNA) 2024-2025**

**Virginia Department of Education**

**Office Career, Technical, and Adult Education**

**School Division Name:**

**School Division Number:**

***The Comprehensive Local Needs Assessment (CLNA) must be submitted to*** [***cte@doe.virginia.gov***](mailto:cte@doe.virginia.gov) ***by Tuesday, April 30, 2024.***

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## Comprehensive Local Needs Assessment (CLNA) 2024-2025

## Introduction to the Comprehensive Local Needs Assessment (CLNA)

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the requirement for a Comprehensive Local Needs Assessment (CLNA). Specifically, the law states that to receive Perkins V funds, an eligible school division shall conduct a CLNA related to career and technical education (CTE) and update the CLNA not less than once every two years.

The CLNA fosters and supports data-driven decision-making with more aligned planning, spending, and accountability.

## Purpose

The purpose of CLNA is for school divisions to gather representative stakeholders together to review and access their CTE programs and self-identify strengths and growth opportunities. The CLNA process assists school divisions in making a formal shift from collecting and reporting information the VDOE to strategically using information to drive internal school division decisions about CTE programs that build pathways to postsecondary success for all students and to meet the needs of employers and the community. The priority strategies identified in the CLNA will provide the connection to the use of Perkins V funding outlined in Schedules 17 and 18 of the Local Plan Application.

## Establishing the CLNA Team

The members of your school division’s CTE Advisory Committee, as identified in your Perkins Local Plan Application, represent the stakeholders who are required to comprise the CLNA team. The school division may seek additional CLNA team members to fill gaps in expertise or diversity to build partnerships for stronger career pathways between education, workforce, and the community.

### CLNA Completion and Submission Directions:

* Each of the following six element sections (A-F) have Team Considerations, Team Workspace, and Required Response areas for the local CLNA team to address potential strengths, growth opportunities, achievement and/or opportunity gaps to identify and rank the priorities of your school division’s CTE program.There is a writeable space to enter text for the Team Workspace and Required Response areas.
* The Team Considerations and Team Workspace areas are not required for submission.
* Required Response areas (A-F) must be completed and submitted.
* Required Worksheets in Sections A and C (A1 and C1)must be completed and submitted.
* Team CLNA Summary must be completed and submitted.
* Submit the completed CLNA to [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov) by **Tuesday, April 30, 2024.**
* If you have questions, please contact the *Office of Career, Technical, and Adult Education* at [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov) or by telephone at (804) 625-3592.

## Elements of the CLNA

The Perkins V law specifies the six elements of the CLNA in Section 134.

1. **CTE Student Performance:** An evaluation of CTE concentrators’ performance on the secondary level performance indicators, including an analysis of special populations and student groups defined in Elementary and Secondary Education Act of 1965 (ESEA).
2. **CTE Program Size, Scope, and Quality:** A consideration of how the CTE program is sufficient in size, scope, and quality to meet the needs of all students served.
3. **CTE Program Alignment to Labor Market:** An analysis of how the CTE program is meeting local, state, and regional workforce needs.
4. **CTE Program and Plans of Study Implementation:** A review of CTE programs and Plans of Study currently offered in order to develop new and revised programs and Plans of Study for the future.
5. **CTE Program Professional Recruitment, Retention, and Development:** A description of activities related to the recruitment, retention, and training of CTE teachers, support personnel, and counselors, including professionals in underrepresented groups.
6. **CTE Program Access:** A focus on designing supports for special populations, directing resources to close performance gaps, and removing barriers.

Each of the six elements should be reviewed independently with the findings of each element integrated into the CLNA Summary.

### Section A: CTE Student Performance

In this section, conduct an evaluation of CTE concentrators’ performance on the secondary level performance indicators, including an analysis of the student groups (as defined in the Elementary and Secondary Education Act (ESEA)) and special populations. Teams need to evaluate student secondary core indicators of performance, including an evaluation of performance for special populations and other student groups. See, Perkins V Section 134(c)(2)(A).

#### Data, Materials, and Sources of Evidence

* CTE Annual Performance Reports
* List of student groups as defined in [ESEA](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19764%2F638042929731070000&wdOrigin=BROWSELINK) and [special populations](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19766%2F638042929734330000&wdOrigin=BROWSELINK)
* Perkins performance data for the past several years aggregated and disaggregated by CTE program and subpopulation groups.

#### Team Considerations

* Overall, what student performance patterns can be identified across CTE indicators, CTE programs, and schools?
* Are there one or more performance indicators in which your school division struggles to meet across CTE programs or throughout the school division? What specific strategies can your school division implement to address the need?
* Which elements of the CTE programs are the strongest? The weakest? Why? Which of the weaker elements, if addressed, would have the largest impact on student performance?
* Which specific student groups are not participating in CTE or are struggling the most to be successful? Are there roadblocks that can be addressed immediately? What strategies need a more comprehensive long-term plan?
* Are there disparities in various populations and/or groups’ performance in specific programs? Why? How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them?
* What specific strategies can be explored and implemented across partners to address the need?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Comments:

#### Worksheet A1 - Secondary Level Performance Indicators (Required for CLNA Submission)

Perkins V requires CLNA teams to evaluate levels of performance, including special populations.

|  |
| --- |
| **Secondary Level Performance Indicators** |

| **Performance indicator** | **Three year trend (All Completers/Special Populations)** | **Meeting or not meeting performance indicators; if not meeting, list potential causes** | **Strategies to address potential causes of discrepancy gaps in participation and/or performance, if any, and include timeline for implementation** |
| --- | --- | --- | --- |
| **1S1: Four-year graduation rate** |  |  |  |
| **2S1: Academic proficiency in reading/**  **language arts** |  |  |  |
| **2S2: Academic proficiency in mathematics** |  |  |  |
| **2S3: Academic proficiency in science** |  |  |  |
| **3S1: Postsecondary placement** |  |  |  |
| **4S1: Nontraditional program enrollment** |  |  |  |
| **5S1: Recognized postsecondary credentials** |  |  |  |
| **5S3: Participated in work-based learning** |  |  |  |
| **5S4: Technical Attainment** |  |  |  |

**Section A: CTE Student Performance Response** (Required for CLNA Submission)

**Describe your school division’s results of the evaluation of the student performance on the secondary level performance indicators, including an evaluation of performance for special populations and each student group [include supporting evidence and source(s)]:**

**Response:**

### Section B: CTE Program Size, Scope, and Quality

In this section, consider the quality and implementation of CTE programs. Teams need to:

* assess whether the school division is offering a sufficient number of courses and CTE programs to meet the diverse needs of all student groups,
* determine whether those CTE programs are sufficiently broad as well as vertically aligned and linked to the next level of education, and
* determine the quality of CTE program delivery services to develop student knowledge and skills to prepare students for success. See, Perkins V Section 134(c)(2)(B):

#### Data, Materials, and Sources of Evidence

* [Secondary CTE Size, Scope, and Quality Requirements](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19762%2F638042929727470000&wdOrigin=BROWSELINK)

#### Team Considerations

**Size**

* Which CTE courses have the highest student enrollment? Are these CTE courses associated with students attaining careers in high-skill, high-wage, and/or in-demand industry sectors?
* Are there opportunities for all students to access the high-skill, high-wage, and in-demand CTE courses?
* Is enrollment sufficient to support each program? If not, how does your school division recruit for each? Are students choosing to enroll in these CTE programs? Have the reasons why students who want to enroll and do not enroll been identified and analyzed?
* If lower enrollment courses exist, are they more closely aligned with high-skill, high-wage, and in-demand CTE occupations than the programs with higher-enrollment? If so, how might your school division attract more students into these courses?

**Scope**

* Do opportunities to continue in a postsecondary track exist in high-skill, high-wage, and in-demand CTE programs?
* How is instruction in career and technical exploration provided in each middle school?
* What is the percentage of students who are participants, concentrators, and completers within each CTE program? Is student attrition high between the program levels? Are students being lost on the path to completion? How can that be addressed?
* Is there communication and coordination among secondary, postsecondary, and industry sectors concerning the development and delivery of CTE Plans of Study? How could that improve?

**Quality**

* Do all CTE programs prepare students for occupations that meet the requirements for high-skill, high-wage, and in-demand occupations? Do CTE programs lead to credentials of value in in-demand industries? How will your school division transition programs into Plans of Study over time?
* What strategies are in place to recruit and retain employers participating in high-quality work-based learning (HQWBL) experiences?
* Do CTE programs have up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and HQWBL opportunities?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Response:

### Section B: CTE Program Size, Scope, and Quality Response (Required for CLNA Submission)

### Describe how your school division’s CTE programs are sufficient in size, scope, and quality to meet the needs of all students [include supporting evidence and source(s)]:

### Response:

### Section C: CTE Program Alignment to Labor Market

In this section, consider the alignment between the CTE programs offered by your school division and the needs of labor market. Teams need to:

* evaluate the alignment between CTE programs offered and the labor market needs of the local area, region, or state, now and in the future, and
* analyze how CTE programs are meeting workforce needs to support the support labor market. See, Perkins Section 134(c)(2)(B)

#### Data, Materials, and Sources of Evidence:

* Results of any available gap analysis on educational outcomes and employment
* [Virginia - Bureau of Labor Statistics](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi16cn19JnyAhUaH80KHRSPAPYQFnoECBMQAw&url=https%3A%2F%2Fwww.bls.gov%2Foes%2Fcurrent%2Foes_va.htm&usg=AOvVaw26q3Otw3oownSqd0sUL9nL)
* [Labor Market Data / CTE Trailblazers](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjwgtCV9JnyAhV9Ap0JHUtLAS44ChAWegQIChAD&url=https%3A%2F%2Fctetrailblazers.org%2Flabor-market-data%2F&usg=AOvVaw3tAVzgygfSwZtYk4C93Gva) - Resources, Long-term Occupational Projections, and Career Cluster Data
* [Virginia Office of Education Economics (VOEE): Job Posting Analytics Explorer](https://voee.org/job-posting-analytics-explorer/)- Research most recent twelve months of online job postings in a region
* Input from business and industry representatives, with particular reference to opportunities for special populations
* Postsecondary employment and earnings outcomes from a state workforce agency or state longitudinal data system, and/or findings from a follow-up completer survey

#### Team Considerations

* Do CTE courses/programs offered in your school division prepare students for the high-skill, high-wage, and in-demand occupations available in the region?
* How many different courses align with the key industries, and how many students do they serve?
* Are there any CTE programs that need to be developed, refined, or transformed to better align with labor market demand? How might your school division transform or sunset CTE programs that are not aligned?
* What career exploration and counseling strategies are in place to attract and support all students in these aligned programs? What should be added?
* Does your school division offer CTE programs with pathways to occupations at all levels of educational attainment? Does your school division offer pathways with multiple on- and off-ramps? Which CTE courses are focused on the future attainment of advanced degrees? Are there courses that lead immediately to industry-valued credentials?
* What connections for the transition to postsecondary education have been made (dual credit, articulation, certifications, apprenticeship) in the in-demand areas?
* Are students within the special population categories offered the same opportunities to prepare for work in the local labor market as other students, and, if so, how?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Comments:

#### Worksheet C1 - Labor Market Trends (Required for CLNA Submission)

Perkins V requires analysis of present and future labor market data and valuate alignment between CTE programs offered and local/state labor market needs.

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| **Labor Market Trends** |

| **Industry/occupation** | **Provide evidence and source indicating projected percentage growth** | **Describe how this industry/occupation aligns with current CTE programming** | **Strategies to transform current CTE programming, if any** |
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**Section C. CTE Program Alignment to Labor Market Response** (Required for CLNA Submission)

### Describe how your school division’s CTE programs are aligned to local, regional, or state in-demand industry sectors or occupations including career pathways, where appropriate, or designed to meet local education or economic needs [include supporting evidence and source(s)]:

### Response:

### Section D: CTE Program and Programs of Study Implementation

In this section, consider how well your school division is implementing the full scope of CTE programs and Plans of Study, as defined in Perkins V, the CLNA Teams need to:

* address current and future plans to support the implementation of CTE programs and Plans of Study by using the data collected and analyzed in Section A. CTE Student Performance, and Section B. CTE Program Size, Scope, and Quality; and
* identify gaps and areas of improvement, examine root causes, and develop strategies to address school division needs. See, Perkins Section 134(c)(2)(C):

#### Data, Materials, and Sources of Evidence

* Percentage of total students participating in HQWBL experiences
* Percentage of CTE students participating in HQWBL experiences
* Plans of Study
* CTE course content information
* CTE course curricula and student task/competencies
* Advisory Committee meeting minutes
* Student Training Plans for HQWBL experiences
* Articulation Agreements
* Documentation of course sequences and aligned curricula
* Student Follow-up Surveys and student retention and transition data to postsecondary education within the Plan of Study
* Descriptions of dual/concurrent enrollment programs and student participation data
* Descriptions of student attainment of industry recognized credentials and articulated credit data

#### Team Considerations

* What roles do industry partners play in the development and delivery of CTE courses/programs within the school division?
* Which CTE courses provide students with the opportunity to earn dual/concurrent enrollment credits?
* How many students in the school division earned a state-Issued professional license(s), industry recognized credential(s), or postsecondary credit(s)?
* Are there noteworthy curricular examples of project-based learning, problem-solving activities, experiential learning, or differentiated instructional methods in your CTE program?
* How many CTE students have access to HQWBL experiences? How are HQWBL experiences supported in the school division?
* How does your school division communicate and coordinate the development and delivery of HQWBL opportunities with business/industry?
* Are Career and Technical Student Organizations (CTSOs) an active and integral part of each CTE program area?
* Do CTE courses/programs incorporate relevant academic, technical, and employability skills at each learner level?
* Do the Plans of Study provide for multiple entry and exit points for students?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Comments:

**Section D: CTE Program and Programs of Study Implementation Response** (Required for CLNA Submission)

**Describe your school division’s progress toward the implementation of CTE programs and Plans of Study [include supporting evidence and data source(s)]:**

**Response:**

### Section E: CTE Program Professional Recruitment, Retention, and Development

In this section, assess and develop plans to improve the quality of your school division teacher and staff through recruitment, retention, and professional development, with attention paid to diversity in the profession. See, Perkins Section 134(c)(2)(D):

#### Data, Materials, and Sources of Evidence

* CTE courses and endorsements
* Data on teacher preparation, credentials, salaries and benefits, and demographics
* Description of recruitment and retention processes
* Descriptions of professional development, mentoring, and externship opportunities
* Data on teacher and staff retention
* Data on teacher, staff, administrator, and counselor preparation; credentials; salaries and benefits; and demographics
* Description of recruitment and retention processes
* Data on teacher participation in professional development, mentoring, and externship
* Findings from surveys/focus groups of teachers’ needs and preferences

#### Team Considerations

* What CTE courses/programs have high teacher turnover? What noteworthy practices are in place to recruit new CTE teachers?
* How can teacher expertise and best practices be shared with other teachers throughout the school division?
* How diverse is the CTE staff in the school division (i.e., administrators, teachers, and counselors)? Does the diversity of the staff reflect the demographic makeup of the school division? If not, what are strategies to recruit staff who are more representative of student demographics?
* What professional development activities are offered in the school division around CTE academic, technical, or classroom management instruction?
* How are teachers provided with professional development opportunities to remain current in their fields?
* How might the school division collaborate and provide better customized professional learning experiences for industry-specific teachers by working together?
* How might the school division better leverage industry professionals to shape and support industry-specific professional development for teachers?
* Which professional development needs are most pressing? How can these needs be addressed through collaboration and partnership?
* What processes are in place to recruit and induct new teachers and staff? How are these processes efficient and effective, especially for teachers coming from business or industry?
* Do all CTE teachers hold the proper endorsement(s) for the CTE course(s) they teach?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Comments:

**Section E: CTE Program Professional Recruitment, Retention, and Development Response** (Required for CLNA Submission)

**Describe how your school division will improve recruitment, retention, and training of CTE teachers, staff, specialized instructional support personnel, paraprofessionals, and school counselors, including individuals in groups underrepresented in such professions [include supporting evidence and data source(s)]:**

**Response:**

### Section F: CTE Program Access

In this section, evaluate the school division’s progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for all students. This requirement is focused on supports for special populations and other underrepresented student groups; different strategies may be necessary to remove or reduce barriers for each student group. See, Perkins Section 134(c)(2)(E):

#### Data, Materials, and Sources of Evidence

* Applications, entry requirements, prerequisite courses, etc. in place for each CTE program
* Promotional materials and recruitment activities
* Career guidance activities
* Processes for providing accommodations, modifications, and supportive services for students with disabilities
* Information on accelerated credit and credentials
* Procedures for HQWBL experiences
* Data on participation and performance for students from [special populations](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19766%2F638042929734330000&wdOrigin=BROWSELINK) and other underrepresented [student groups](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19764%2F638042929731070000&wdOrigin=BROWSELINK)
* Findings from surveys/focus groups with students, parents, and community organizations that represent special populations and other underrepresented student groups

#### Team Considerations

* What patterns and trends in student group enrollment and participation can your school division identify across CTE programs?
* Does the CTE student group reflect the representative demographics of the school division?
* Which specific student group and/or special population group, if any, are under- and/or overrepresented in each CTE program area or course?
* Do all students have access to all CTE programs? How can your school division better offer all students the opportunity to access Plans of Study, including aligned pathways and recognized postsecondary credentials?
* Which CTE courses lead to high-skill, high-wage, and/or in-demand occupations? How might the school division increase opportunities for more students to enroll in these courses?
* Identify barriers related to equitable enrollment of underrepresented groups in high-quality CTE programs. What strategies can be used to actively address these potential barriers?
* What efforts are made to ensure students in middle schools have access to CTE opportunities? How do the middle and high school counseling departments communicate and collaborate regarding CTE opportunities?
* Does the school division collectively ensure that student groups at the middle school level have equitable access to information about CTE programs?
* What accommodations, modifications, transitional programs, and supports are provided to CTE students with IEPs or Section 504 Plans (e.g., access to local agencies, referral systems, etc.)? Which ones are most effective? What are noteworthy practices and how might the school division better leverage them?

#### Team Work Space

**Notes, areas of strength and improvement, and short- and/or long-term strategies:**

Comments:

**Section F: CTE Program Access** (Required for CLNA Submission)

## Describe your school division’s progress toward implementation of equal access to high-quality CTE courses and Plans 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; providing programs that are designed to enable special populations to meet the local levels of performance sufficiency; and 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 [include supporting evidence and data source(s)]:

**Response:**

## Translating CLNA Results into the Perkins Local Plan Application

Translating the CLNA into action, in the form of the Local Plan Application, is an invaluable opportunity to focus on CTE program improvement and to implement plans that will have a long-term impact on access to high-quality CTE courses and programs for all students.

Finishing the CLNA and allocating the school division’s Perkins funds into the Local Plan Application budget are the next steps in the process.

Consider these overarching questions to assist with prioritizing the CLNA findings:

* Which secondary level performance indicator is your school division struggling with the most? What strategies can help your school division address those needs?
* Does your school division offer Plans of Study with multiple on- and off-ramps to meet the short- and long-term employer needs in your community?
* Which elements of your school division programs are the strongest? The weakest? Which of the weaker elements could the school division address to have the largest impact on student performance?
* How can your school division offer more students the opportunity to benefit from the Plans of Study, including aligned pathways and recognized postsecondary credentials?
* Which professional development needs are most pressing? What strategies will your school division use to support educators over the next four years to ensure programmatic and performance goals can be met?
* Which specific [student groups](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19764%2F638042929731070000&wdOrigin=BROWSELINK) and/or [special population](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F19766%2F638042929734330000&wdOrigin=BROWSELINK) group is struggling the most in your CTE programs? Are there root causes of these challenges that can be addressed immediately? Which challenges need a more comprehensive long-term plan?

In prioritizing areas of focus, consider the program areas that need the greatest attention, areas where alternative funding sources are not available, and/or areas that will have the greatest impact on student achievement.

This prioritization should take into account the required and permissive uses of Perkins funds for school divisions. The Perkins Local Application offer opportunities for your school division how to address those needs to shape and support your school division’s CTE program offerings, and specifically align your Perkins allocation with the identified priorities.

### Team CLNA Summary (Required for CLNA Submission)

After the CLNA Team considers the compiled data from each required element:

* Indicate school division’s Perkins 2023-2024 allocation amount
* Assign a needs rating for each element: lowest, low, medium, high, or highest
* Describe a strategy to address CTE program improvement for each section element
* Estimate the amount of funding needed for each strategy
* Indicate a funding source(s) respect estimated funding: Perkins funds; other federal grant(s), if any; local funds; state grants; or a combination

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| **TEAM COMPREHENSIVE LOCAL NEEDS ASSESSMENT SUMMARY** |
| **School Division Perkins 2023-2024 Allocation Amount:** |

| **Section Element** | **Needs Rating** | **Strategy** | **Estimated Funding ($)** | **Funding Source(s)** |
| --- | --- | --- | --- | --- |
| **(A) CTE Student Performance** |  |  |  |  |
| **(B) CTE Program Size, Scope, and Quality** |  |  |  |  |
| **(C) CTE Program Alignment to Labor Market** |  |  |  |  |
| **(D) CTE Program Implementation** |  |  |  |  |
| **(E) CTE Program Staff Recruitment, Retention, and Development** |  |  |  |  |
| **(F) CTE Program Access** |  |  |  |  |

## Additional Guides and Resources

* Advance CTE with input from the Shared Solutions Workgroup on the CLNA - **A State Guide to Developing the Perkins V Comprehensive Local Needs Assessment Template (**[Word](https://cte.careertech.org/sites/default/files/PerkinsV_CLNA_Template_%20Guide.docx))
* Advance CTE with input from the Shared Solutions Workgroup on the CLNA - **State Needs Assessment Crosswalk (**[Excel](https://careertech.org/sites/default/files/StateNeedsAssessmentCrosswalk_June2019.xlsx)**and**[Google Sheet](https://docs.google.com/spreadsheets/d/1NyXfpsMnrHoQCZpFK5fZ9omAh-ATT-Xc2dUeS2fTQ-c/edit?usp=sharing)**)**
* **Association for Career and Technical Education (ACTE) - A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (**[PDF](https://cte.careertech.org/sites/default/files/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf)**)**
* Council of Chief State School Officers and the Center on School Turnaround at WestEd - **Using Needs Assessments for School and District Improvement: A Tactical Guide (**[PDF](https://cte.careertech.org/sites/default/files/Using_Needs_Assessments_For_School_and_District_Improvement.pdf)**)**

**If you have questions, please contact the *Office of Career, Technical, and Adult Education* at** [**cte@doe.virginia.gov**](mailto:cte@doe.virginia.gov) **or by telephone at (804) 625-3592.**