2026 Comprehensive Local Needs Assessment (CLNA)

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Overview

One of the most significant aspects of Perkins V legislation is the Comprehensive Local Needs Assessment, or **CLNA**. The purpose of the CLNA is to align planning, spending, and accountability activities under Perkins V to support, improve, and expand upon high-quality CTE programs.

Any gap areas identified through the development of the CLNA should directly align to the goals and action steps in the FY25 and FY26 local Perkins V funding application (i.e., the Secondary Funding application in AcceleGrants).

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CLNA Priorities

The framework for the CLNA will focus on these six priorities with a final summary section.

1. **Reflections from 2024**: *Reflect on the progress made during the implementation of the 2024 CLNA. (when applicable)*
2. **Student Performance**: *Evaluate CTE student performance on state-determined accountability indicators and local targets.*
3. **Labor Market Needs**: *Justify alignment of CTE program(s) to high wage, high skill, and/or in-demand career clusters.*
4. **Student Access & Participation**: *Evaluate the access to and equitable participation in RIDE-approved CTE programs for all student groups/subpopulations.*
5. **Programs of Study**: *Determine the ability of current programs to prepare students for success.*
6. **Educator Recruitment, Retention, and Training**: *Assess the recruitment, retention, and training of highly skilled CTE educators at the local level.*
7. **Summary & Conclusions**: *Summarize the findings to create goals and actionable strategies that will transform CTE programs in your community.*

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Ultimate CLNA Purpose

Responses to 6 Priority Area Questions

Salient Findings

3 SMART Goals

Responses should be:
Brief, informed, and meaningful.

Section 1:
Reflections from 2024

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Section 1: Reflections from 2024

Section 1: Reflections from 2024 (Note: only applicable for LEAs who submitted a CLNA in 2024)

In this section, you will be asked to reflect upon the 2024 CLNA that your LEA completed to refine your vision for CTE in your LEA for the next two years. Please utilize your 2024 CLNA to complete the following questions:

1. Using the following table, please copy/paste your LEA's three SMART (specific, measurable, actionable, reasonable, and timebound) goals from the 2024 CLNA and provide a brief narrative about your progress.

SMART GOAL	Progress since 2024 CLNA (250-word max)

2. Reflect on the successes and challenges of achieving the goals identified in the 2024 CLNA's Conclusions.

3. Discuss how the LEA plans to integrate its 'unfinished business' from 2024 goals with your currently identified needs. (Note: Best to answer this question after you've completed all sections of the CLNA.)

✓ **PRO TIP**

Questions 1 and 2 can be answered first; best to leave Question 3 for the end, as you will best know how integrate past and present priorities once you've gone through the whole exercise.

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Section 2:
Student Performance

A Word About Perkins V Indicators (SY25)

It is important to note that you will be analyzing your students' performance against Perkins V Performance Indicators, which are federally mandated. **For the Student Performance section, you are only concerned with how your programs fare against the targets for the following Perkins V Indicators:**

Indicator	*Cohort or Graduating Class	**Definition	State Target (2024-25)
1S1	Cohort of 2022	Number of concentrators who graduated in 4 years or less	94%
1S2	Cohort of 2020	Number of concentrators who graduated in 6 years or less	93%
2S1	Graduating Class 2025	Number of concentrators with a proficient ELA SAT score	72%
2S2	Graduating Class 2025	Number of concentrators with a proficient Math SAT score	72%
2S3	Graduating Class 2025	Number of concentrators with a proficient Science Assessment score	10%
3S1	Graduating Class 2025	Number of concentrators who are in postsecondary education	72%
4S1	Graduating Class 2025	Number of concentrators in non-traditional fields	15%
5S3	Graduating Class 2025	Number of concentrators having taken WBL courses	10%

*Cohort = Ss that entered 9th grade and graduated in 4 years; **Graduation Class = Ss that graduated in 2025   **Concentrators = Ss who have taken two or more CTE courses (Perkins V definition)

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Perkins Subpopulations

Gender
- Female
- Male

Race
- Asian
- Hispanic
- White
- Two or More

Individuals with Disabilities
- No
- Yes

Economically Disadvantaged
- No
- Yes

English Learner
- No
- Yes

Single Parent
- No
- Yes

Out of Workforce
- No
- Yes

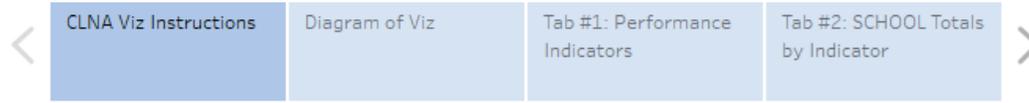Non-Traditional
- No
- Yes

Homeless
- No
- Yes

Foster Care
- No
- Yes

Active Duty Parent
- No
- Yes

You will likely spend the most time analyzing data from the top row, as you will have few to zero students representing the other special populations (purple).

RIDE Rhode Island Department of Education

Rhode Island Career and Technical Education

Comprehensive Local Needs Assessment (CLNA)
for Perkins V Reporting

This visualization provides District Specific Data to complete the CLNA required for the Federal Perkins V reporting 2023-24 year

After this slide there is an image that diagrams the interactive visualization on last 2 tabs

<u>Tab #1: Performance Indicators</u>: **provides district specific data by School and CTE Program(s)**
<u>Indicators 1S1 & 1S2</u> - **cohort-based indicators are shown on the left-hand side**
<u>Indicators 2S1 to 5S3</u> - **Graduating class-based indicators are shown on the right-hand side**
<u>Data are Student Counts and Percentages (use scroll bars to view)</u>

<u>Tab #2: School totals by Indicators</u>: **provides district specific data totals for each school. The layout of this view is the same as Tab #1 and is for informational purposes only.**

After logging on to the RIDE Portal using your District Specific login, the visualization will show data for the school(s) in your district.

<u>Use the Left side of Tab #1</u> to select Perkins V Cohort-based Performance Indicators (1S1, 1S2).
If you have more than 1 school in your district, you MUST select each school to view school-specific CTE Program data <u>(Do Not Use (All))</u>. Then select each CTE Program to view Program specifc student counts & percentages.

<u>Use the Right side of Tab #1</u> to select Perkins V Graduation-based Performance Indicators (2S1, 2S2, 2S3, 3S1, 4S1, and 5S3).
If you have more than 1 school in your district, you MUST select each school to view school-specific CTE Program data <u>(Do Not Use (All))</u>. Then select each CTE Program to view Program specifc student counts & percentages.

<u>Tab #2: SCHOOL totals: is for informational purposes only.</u>

Diagram of Data Visualization for Perkins Indicators

Section 2: Student Performance

In this section, you will (1) evaluate your students' performance on Perkins Indicators in the aggregate and disaggregated by gender, race, and special population groups.

Using the data visualization tool provided by RIDE, you will answer the following questions:

State Goals:
1. According to each of the Secondary Measures, how are students from different genders, races, and ethnicities performing in your CTE programs?
2. According to each of the Secondary Measures, how are students from each special population student group performing in your CTE programs in comparison to students who are not identified in a special population?
3. Which groups of students are struggling the most in CTE programs?
4. Where do the biggest gaps in performance exist between subgroups of students?
5. Are there certain CTE programs where special populations are performing above average? Below average?
6. What are the driving differences/root causes of inequities in your CTE programs?

✓ **PRO TIP**

First, familiarize yourself with the tool and its functionality. Then, download your LEA's data as an Excel file to filter and sort the data for easier analysis.

LEAs With More Than One High School...

In an effort to make this process manageable for our larger districts—

LEAs with **two or more high schools** will complete a CLNA for their **lowest performing high school on metric 1S1 (4-year graduation rate)** as determined by Perkins Indicator performance.

Section 3:
Labor Market Alignment

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Section 3: Labor Market Alignment

In this section, you will consider the alignment between programs offered and the labor market needs of your local area and/or Rhode Island.

Use the [Department of Labor and Training's (DLT's) most recent LMI dataset](#) to complete the following table for all Perkins-funded programs. On this website, resources are available within the "Data Center" tab.

Program name:	Median wage:	RI-specific openings:

Please add rows, as needed.

1. What industries are projected to grow the most in your local area? What occupations?
2. Are your CTE program offerings broad enough to expose students to all the priority sectors/occupations in your area?
3. Is there a need for new or expanded CTE programming to meet existing industry/occupational demand that your LEA might consider addressing? Please explain.
4. How do your CTE program enrollments match projected job openings? Where are the biggest gaps?
5. What skill needs have industry partners identified as lacking in your programs?
6. Which graduates of your programs are thriving in the labor market, and why?
7. What opportunities exist in your local labor market for students with disabilities, MLLs, or other special populations?
8. How does your LEA communicate LMI data points to students and families when recruiting and serving students?
9. Does your school offer programs meeting other needs <u>not</u> identified by RI's Labor Market information? Please explain.

✓ **PRO TIP**

First, familiarize yourself with LMI data— understand what you are looking at!

Ensure that any new programs you'd like to start, directly support labor market needs.

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Section 4:
Student Access & Participation

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Section 4: Student Access & Participation

In this section, you will you will evaluate your progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations.

Use locally supplied data pertaining to your special populations to answer these questions:

1. Which population groups are underrepresented in your CTE programs overall, and in specific program areas? Overrepresented?
2. Are there additional enrollment discrepancies related to priority sector occupations?
3. Are all student subgroups applying to or entering CTE programs proportionate to the school population?
4. What barriers currently exist that prevent special populations groups from accessing your programs?
5. What efforts have been made to recruit and retain a diverse student population of learners into your programs?
6. What supports do you have in place to ensure student subgroups successfully complete a CTE program of study?
7. To what extent are there barriers that limit special population groups from accessing school's CTE programs, either in general, or by specific program?
8. What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs?
9. How are students in your LEA's middle school utilizing their Individual Learning Plans and school counselors to determine whether or not a CTE program is good fit?

> ✓ **PRO TIP**
>
> **Collaborate with district/school-level student support personnel (i.e., Special Ed Dir., MLL coordinator, school counselors, etc.) for this section.**

Section 5:
Programs of Study

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Section 5: Programs of Study

In this section, you will consider how well you are implementing the full scope of the CTE Industry Standards in your CTE Programs.

Use CTE Industry-Specific Program Standards, the RI CTEBOT Work-Based Learning Criteria and Resources, and CTE Completer information.

1. Describe the rate at which your students are earning culminating credentials—which programs are most successful? Which student groups are earning them at higher/lower rates?
2. In anticipation of the CTE program audit, which of your programs are not currently meeting the expectations of the full standard for which they were approved? Please identify the program(s) and explain your plan to correct this.
3. How do the academic courses, CTE courses, and industry credential requirements in each program build from basic knowledge and skills to more complex knowledge and skills?
4. Is the technical content of programs sufficiently rigorous? How do you validate this?
5. Please complete the following table to identify what work-based learning (WBL) experiences (industry projects, service learning, internships, apprenticeships and/or school-based enterprises) are required within each of your programs and provide a brief description.

Program Name	WBL Type	Brief Description

Please add rows, as needed.

6. Identify which student subpopulations are successfully completing the minimum 80-hour WBL requirement and explain these trends.

✓ **PRO TIP**

Have available all local data sources and trackers. Be sure to collaborate with your CTE teachers for program-specific information.
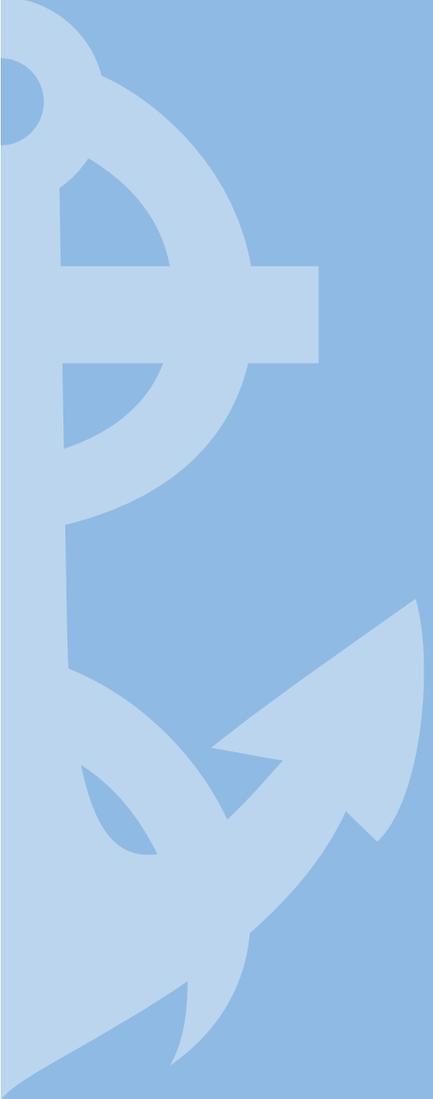
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Section 6:
Educator Recruitment, Retention, and Training

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Section 6: Educator Recruitment, Retention, & Training

In this section, you will assess and develop plans to improve the quality of your faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession.

Use teacher certification data and other teacher-related information to answer the following questions:

CTE Program Name	CTE Teacher Name	RIDE Certification Name & Type (Full or Emergency)	Industry Recognized Certification (e.g., PLTW)	Notes (E.g. close to retirement, has signaled interest in leaving the LEA, etc.)

1. Using the chart above, are all the educators teaching in your programs adequately certified/credentialed?
2. What specific professional learning opportunities are offered by your LEA for CTE staff and how often do you offer them?
3. Outside of LEA-sponsored PD, what are teachers in your LEA doing to stay current within the industry that they teach?
4. Please describe your talent management system including what processes and strategies are in place to recruit, induct, and retain faculty and staff. Are these processes and strategies efficient and effective, especially for instructors coming from industry? How do you know?
5. Does your staff/faculty reflect the demographic makeup of your student body? If not, what steps are you taking to ensure staff/faculty begin to reflect the demographic makeup of your student body?
6. What are the current barriers to hiring qualified staff and faculty?
7. When educators leave employment from your LEA, what is the process to determine their reasons for departure? What are the patterns that you've seen? How do you plan to address this?

✓ **PRO TIP**

Enlist your HR Director to support this piece. Leverage Perkins funding to support teacher PD and certification needs

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Section 7:
Summary & Conclusions

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In this section, you will capture the results of each section's root cause analysis/reflection to effectively address your most critical needs to determine which programs and activities to prioritize funding in your local Perkins application.

2026 CLNA Summary Analyses	
(250-word max for each section below)	Evidence-Based Findings: Identify the most pressing needs of your local CTE system as they relate to each of the sections
Reflections from 2024	
Student Performance	
Labor Market Alignment	
Student Access & Participation	
Programs of Study	
Teacher Recruitment, Retention & Training	

✓ **PRO TIP**

Gather critical stakeholders to help synthesize and distill each section's most pressing needs to prioritize action.

Where can money make a difference?

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Section 7: Summary & Conclusions Continued

Questions to Consider:

➤ Based on your observations of the data and determination of root causes of those observations from each component, what conclusions are you drawing about the needs of your current CTE system? Which programs are the strongest? Which ones need to be transformed or retired? What feedback and/or data provided the most "food for thought"?

➤ Given your findings, please outline your top three 2026 CLNA SMART goals in the following table, and please include your top strategy to achieve each goal.
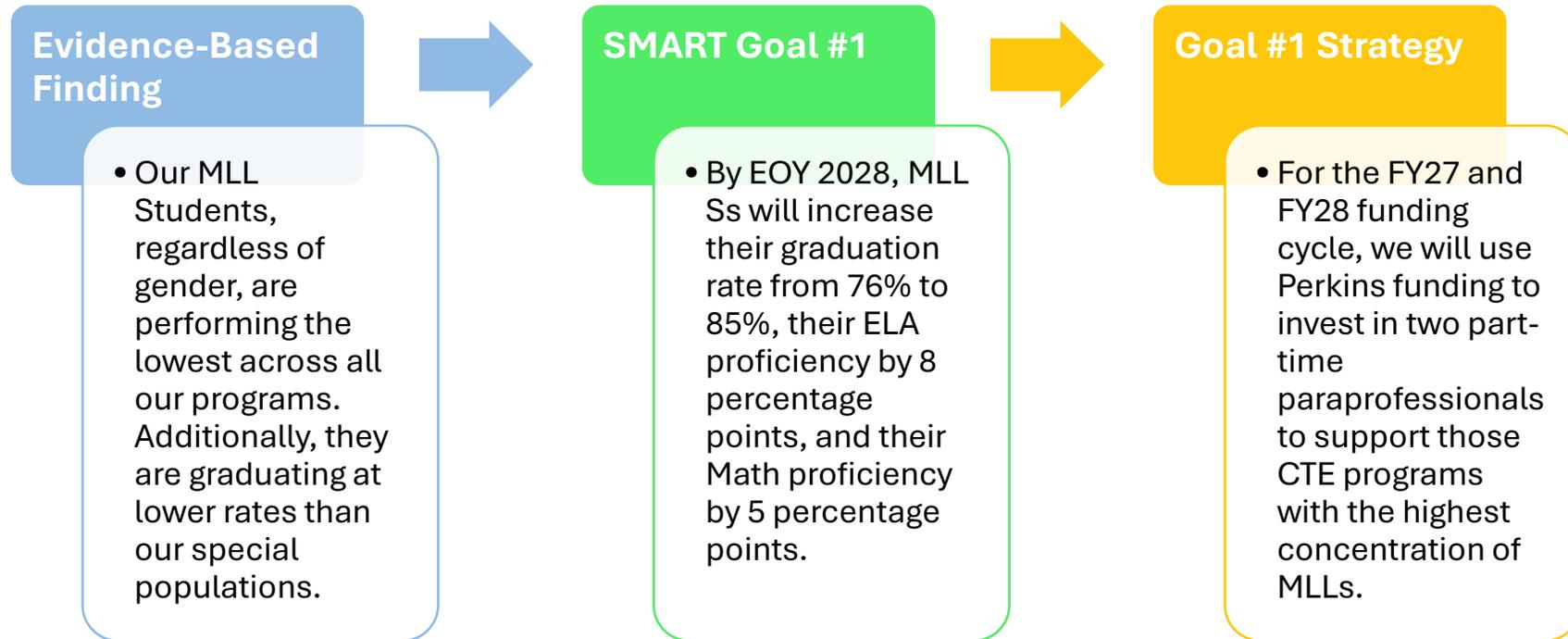
✓ **PRO TIP**

Gather critical stakeholders to help synthesize and distill each section's most pressing needs to prioritize action.

Where can money make a difference?

SMART Goal #1	
Goal #1 Strategy	
SMART Goal #2	
Goal #2 Strategy	
SMART Goal #3	
Goal #3 Strategy	

Student Performance Example

Evidence-Based Finding

- Our MLL Students, regardless of gender, are performing the lowest across all our programs. Additionally, they are graduating at lower rates than our special populations.

SMART Goal #1

- By EOY 2028, MLL Ss will increase their graduation rate from 76% to 85%, their ELA proficiency by 8 percentage points, and their Math proficiency by 5 percentage points.

Goal #1 Strategy

- For the FY27 and FY28 funding cycle, we will use Perkins funding to invest in two part-time paraprofessionals to support those CTE programs with the highest concentration of MLLs.

Deadline and Submission Guidance

- Please join us for another office hour—will announce in the RIDE Weekly Field Memo

- Schedule additional time with a member of the CTE Team as needed

- When complete, save doc as a PDF and return to CTE@ride.ri.gov.

Deadline to submit is May 1, 2026 @5pm