Purpose & Process of the Comprehensive Local Needs Assessment

Division of Career and Adult Education

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FLORIDA DEPARTMENT OF **EDUCATION**
fldoe.org

Presentation Overview

Introduce the CLNA's:

- **Legislative basis**

- **Purpose**

- **Process**

- **Prioritization and Planning**

"To Be Eligible…" CLNA Funds Requirement

- Sec. 134(c): "To be eligible to receive financial assistance under this part, an eligible recipient shall--

  - (A) **conduct a comprehensive local needs assessment** related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and

  - (B) not less than once **every 2 years**, update such comprehensive local needs assessment."

"…to meet the needs identified…" CLNA Funds Requirement

- Sec. 135(a): "(a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to **meet the needs identified in the comprehensive needs assessment** described in section 134(c).

Layman's Terms Translation of the CLNA Financial Ties

- You must conduct a CLNA every two years to receive Perkins funds.

- You may only use Perkins funds on needs identified through your CLNA.

The Purpose of a Needs Assessment

Needs assessments identify the gap between the way things are and the way things ought to be.

The Way Things Are ⟷ **Needs** ⟷ **The Way Things Ought To Be**

What a Needs Assessment Is Not

A Needs Assessment Is Not:

- Plans
- Solutions
- A wish list

(Though planning and problem solving should be happening simultaneously to the needs assessment!)

CLNA Priorities:

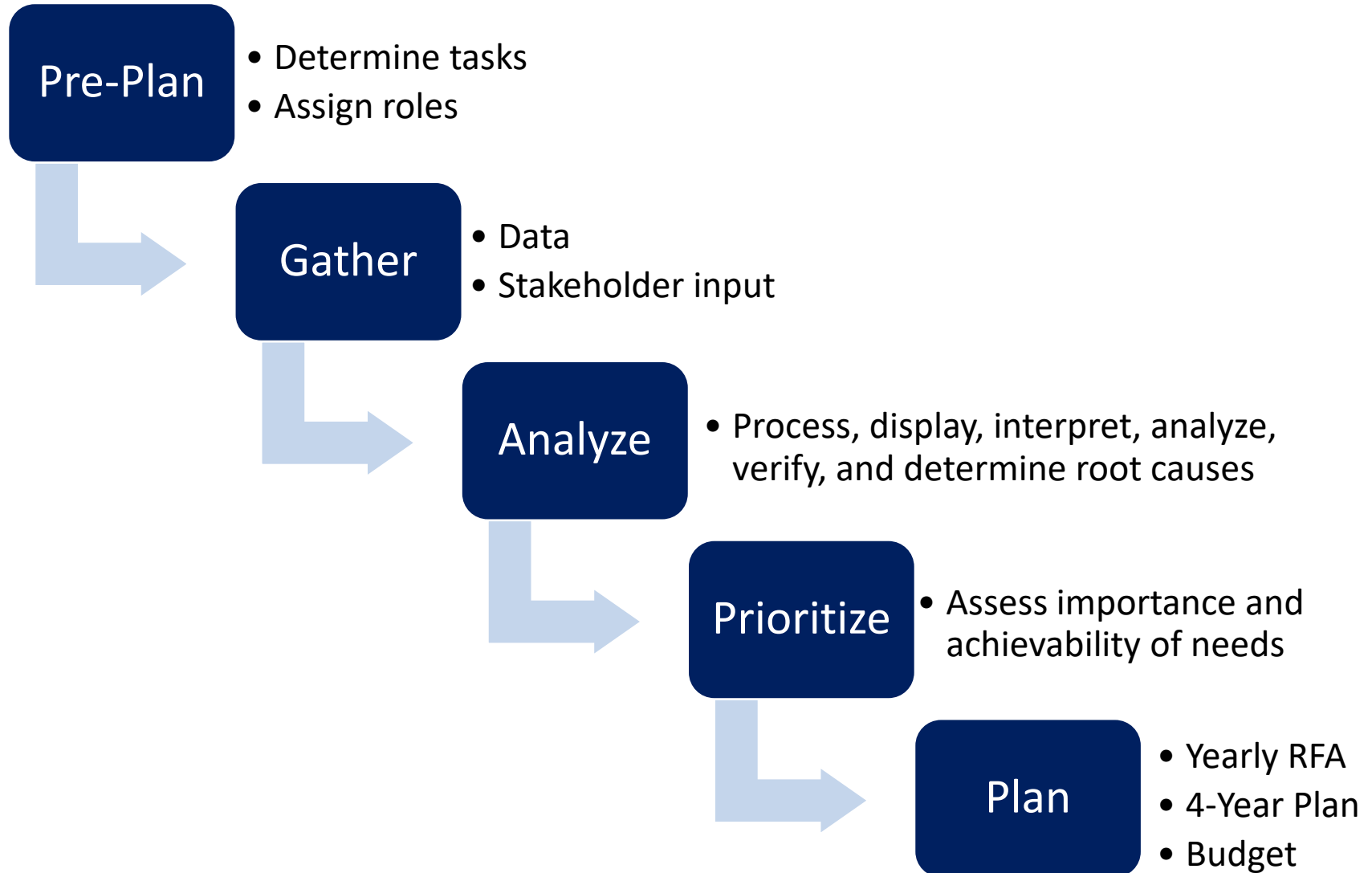**Perkins V mandates that Perkins eligible recipients:**

Analyze Data	Engage Stakeholders
Identify relevant quantitative and qualitative data sources to investigate.	Contact diverse stakeholders to get perspectives from all angles.

The goal is to improve the quality of local CTE decisions made about programs, expenses, and plans so that students have better career outcomes.

CLNA Process Overview

Pre-Plan
- Determine tasks
- Assign roles

Gather
- Data
- Stakeholder input

Analyze
- Process, display, interpret, analyze, verify, and determine root causes

Prioritize
- Assess importance and achievability of needs

Plan
- Yearly RFA
- 4-Year Plan
- Budget

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Pre-Planning As a Leadership Team

- Create a CLNA leadership team and make assignments.

- Determine local, personalized priorities and purposes for the CLNA.

- Devise a timeline of major CLNA events.

- Identify data sources and analysis techniques.

- Determine strategies for stakeholder engagement and regional collaboration.

Data Analysis

Examples:

- Student performance, equity, and access
- Labor market information
- Information on programs, and faculty and staff

Look for:

- Patterns
- Trends
- Gaps
- Disparities

Dig deeper by:

- Corroborating results
- Performing root cause analysis

Proper Diagnosis – Distinguishing Symptoms from Ailments

- If you're having severe chest pain, aspirin probably isn't enough.

- If you unexpectedly start slurring your speech and half your face sags, you probably need more than some rest and relaxation.

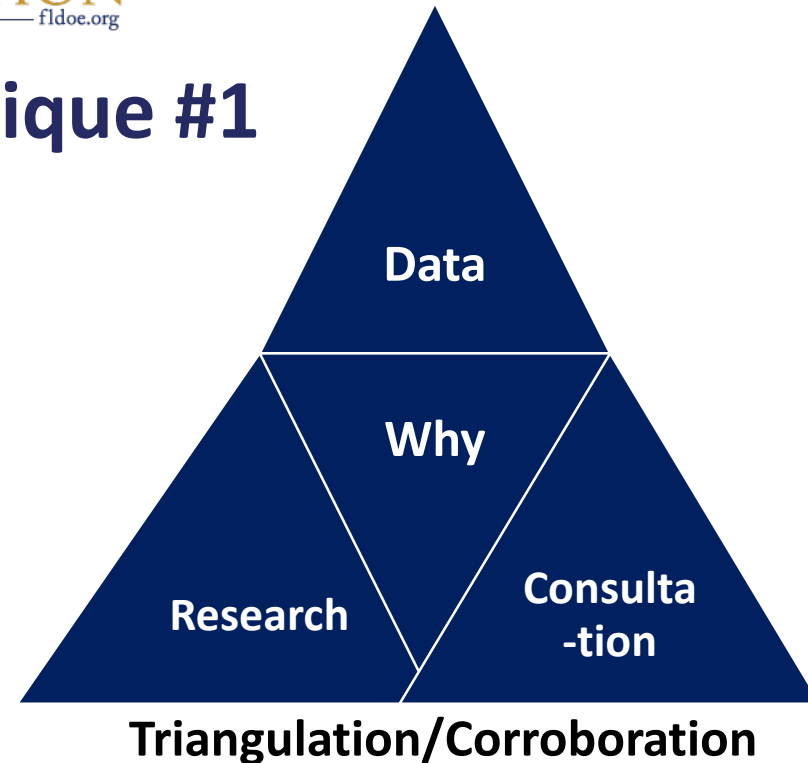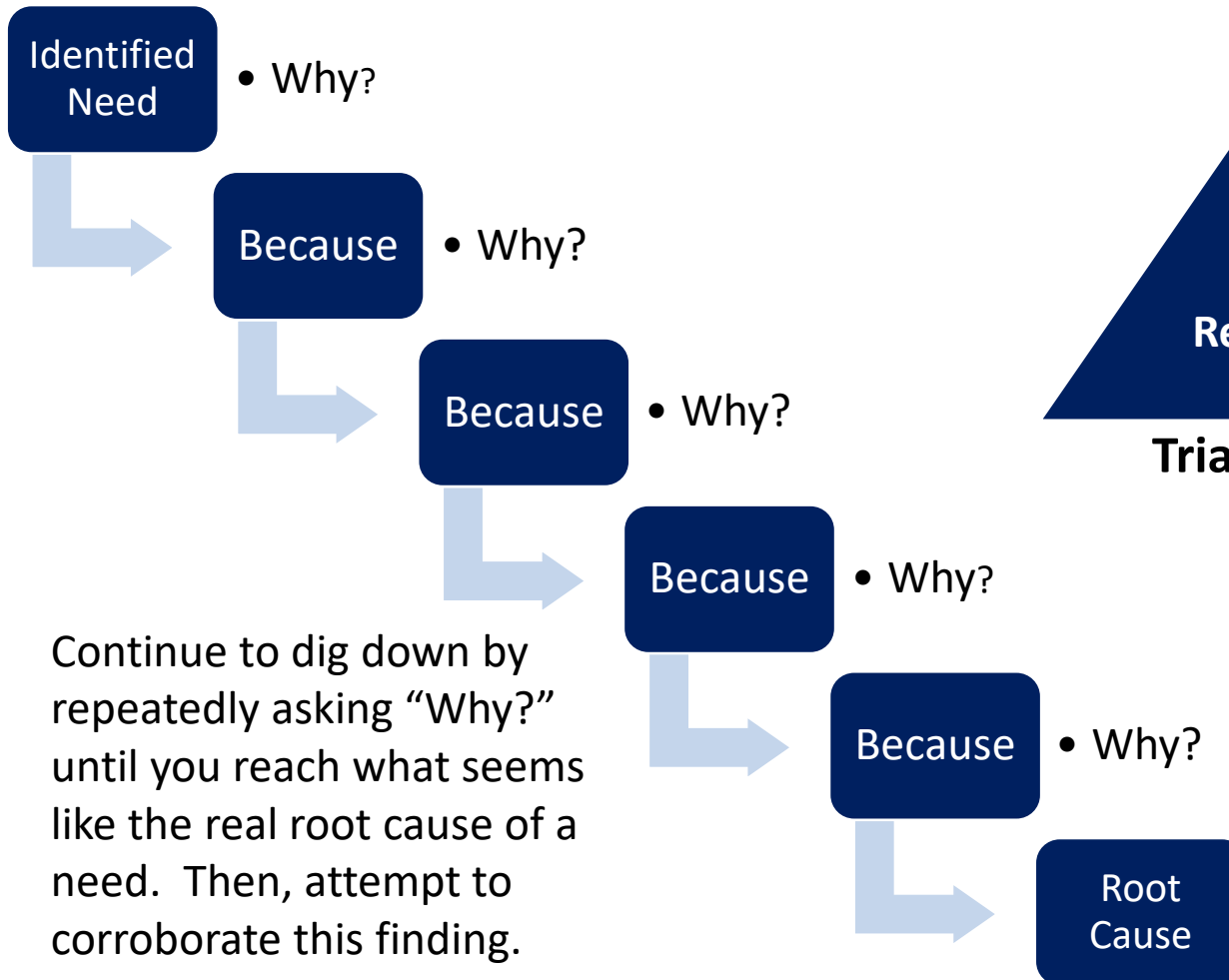- Just like a doctor, it's your task to find the real need that is causing the symptoms

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![Florida Department of Education logo - fldoe.org]

Root Cause Analysis - Treat the Ailment, Not the Symptoms

- **Example**: You find a gap in performance between special population students and non-special population students.

- What's the real diagnosis?

- What's the *real* need?

Answering that takes research, consultation, and analysis!

Root Cause Analysis Technique #1

- ## The "5 Whys" Technique

| Identified Need | • Why? |

| Because | • Why? |

| Because | • Why? |

| Because | • Why? |

| Because | • Why? |

| Root Cause |

Continue to dig down by repeatedly asking "Why?" until you reach what seems like the real root cause of a need. Then, attempt to corroborate this finding.

Data

Why

Research

Consulta-tion

Triangulation/Corroboration

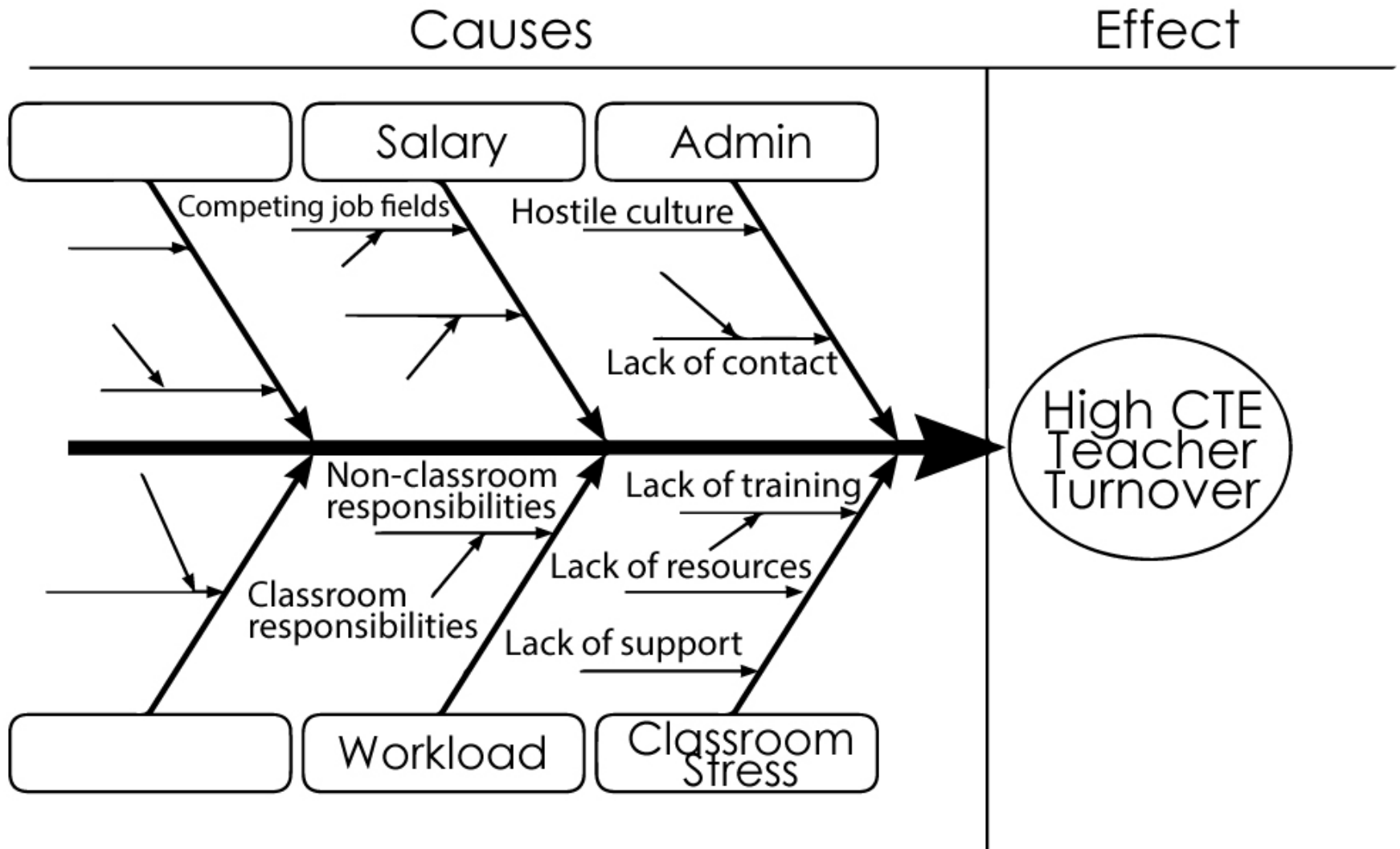# Root Cause Analysis Technique #2

- Use fishbone diagramming to methodically analyze categories of contributing causes
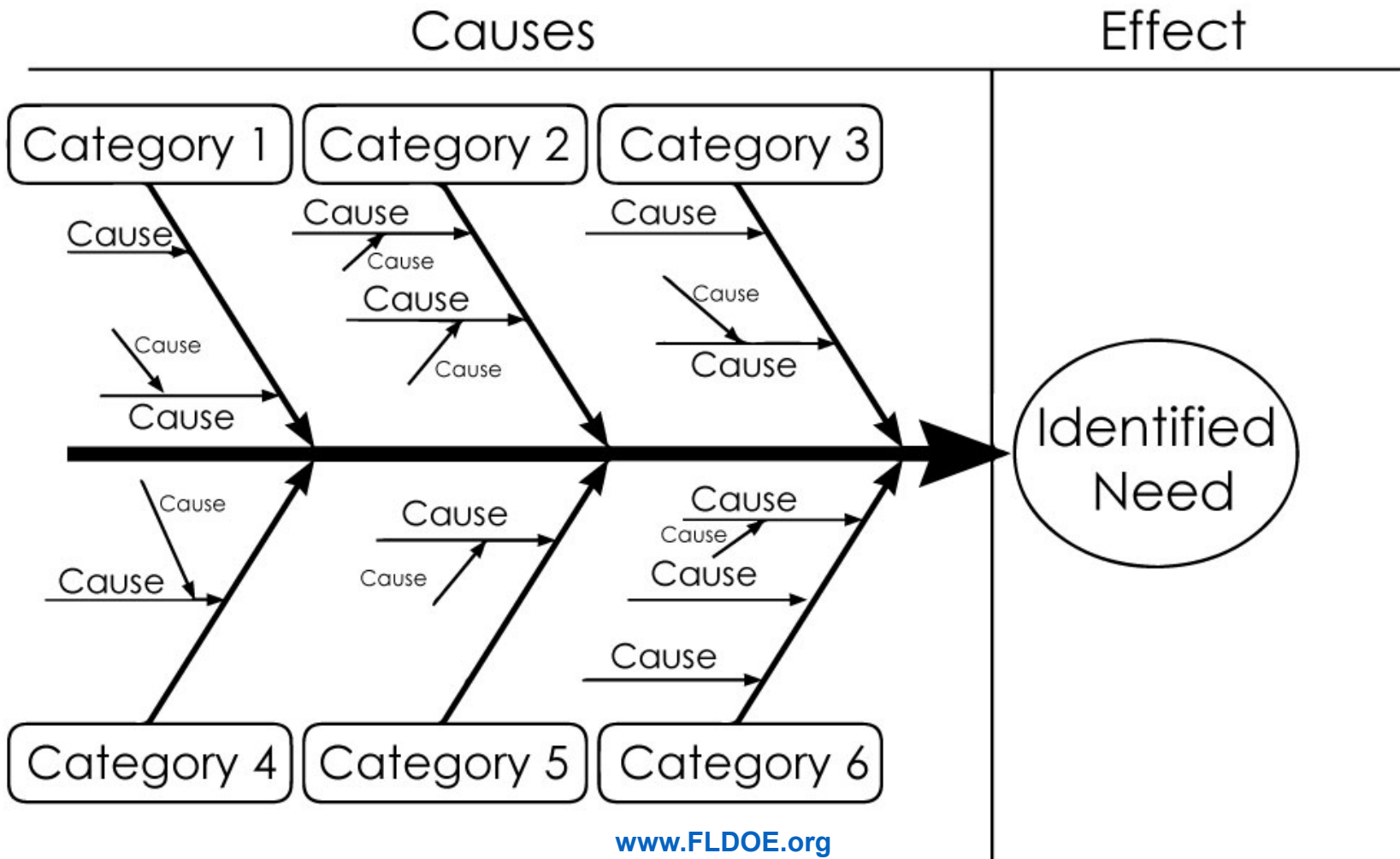
Root Cause Analysis Example #2

- **Example**: You have very high CTE teacher turnover.

- What's the real diagnosis?

- What's the *real* need?

Example Fishbone for Teacher Turnover

Consultation Mandate – Sec. 134

Sec. 134(d):"In conducting the comprehensive needs assessment 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…"

Required Stakeholder Categories

- **<u>Secondary</u> -** teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals

- **<u>Postsecondary</u> -** faculty and administration

- **<u>Parents and students</u>**

- **<u>Workforce</u> -** state board or local workforce development boards and a range of local or regional businesses or industries

- **<u>Subgroups and special populations</u> -** representatives of special populations; representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; Indian Tribes and Tribal organizations, where applicable

See Sec. 134 for complete list! **www.FLDOE.org**

Stakeholder Consultation Means:

- **Involve** stakeholders as active co-creators of policies and programs.

- **Inquire** for input on CTE weaknesses, strengths, opportunities, and barriers.

- **Inform** stakeholders on a host of topics throughout the consultation process – the CLNA process, what CTE is, how they can get involved, etc.

- **Inspire** stakeholders about the importance of CTE as a critical means of shaping student's career trajectories and the labor market.

INVOLVE

INQUIRE

INFORM

INSPIRE

Reference:
https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/framework-communications-engagement.pdf

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Example Stakeholder Engagement Strategies and Opportunities

- **Input Through Existing Events** - professional development, advisory meetings, CTE showcases, PTO meetings, CTSO events, etc.

- **Planned Discussions** – regional summit, roundtable, focus group, work group, listening session, classroom discussions, etc.

- **Digital surveys** – social media/blog, website, newsletter/listserv, e-blast, etc.

- **Webinars**

- **Paper surveys** - direct mail or in-class or in-meeting dissemination

- **Personalized emails**

- **Phone conferences**

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Sharing Stakeholder Engagement Regionally

Many of the required CLNA stakeholders identified below can be regionally shared so as to streamline the consultation process.

Can Be Regionally Shared	Local Engagement with the Option of Regional Engagement
• Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries • 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) • Representatives of Indian Tribes and Tribal organizations in the State, where applicable	• 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 • Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators • Parents and students • Representatives of special populations

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Example Stakeholder Engagement Scenario with Regional Collaboration

The below table contains all required stakeholders and CLNA components.

Phase	When	Topics	Stakeholders Involved	Means
Local Program Assessment	Late Summer/ early Fall	• Student Performance • Size, Scope, and Quality • Labor Market Alignment	• CTE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk • Business/industry • Indian Tribes/Tribal orgs	• Leadership work groups • Focus groups
Regional Summit	Mid Fall	• Labor Market Alignment • Programs of Study	• Secondary • Postsecondary • CareerSource, WDBs • Business/industry • Out-of-school, homeless, at-risk • Indian Tribes/Tribal orgs	• Guided roundtable discussion
Local Implementation Assessment	Late Fall	• Implementation Progress • Faculty & Staff • Equity & Access	• CTE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk	• Leadership work groups • Focus groups • Survey students • Classroom discussions

Required Ongoing Consultation - Perkins Law - Sec. 134(e)

- (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…"
  - **Annually update the CLNA**
  - **Ensure programs of study are:**
    - Responsive
    - Economically aligned – employer consultation and collaboration, labor market information, labor market projections
    - Work-based learning
    - Coordination of various funding sources

See Sec. 134 for more detail!

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Prioritization of Results

- You will not be able to address all identified needs.
- Strategize how you wish to accomplish high-priority and medium-priority needs in your short-term and long-term planning.

	Low Achievability	High Achievability
High Importance	**Medium Priority** Where possible, address in your long-term plans.	**High Priority** Address in your short-term plans.
Low Importance	**Low Priority** Maintain a record of these.	**Medium Priority** Where beneficial, address in your short-term plans.

The Start of Your RFA – Identifying Solutions to Your Needs

Create Solutions	Find Solutions
• Analyze issues as a leadership team to come up with solutions. • Consult stakeholders on viable options.	• Read evidence-based research to find effective interventions. • Ask similar agencies regarding what they have tried, are trying, and what has been effective.

Excellent Sources for Solutions to Needs

- Association for Career & Technical Education (ACTE)
    - Best place to start: High-Quality CTE Tools
- Advance CTE
- National Alliance for Partnerships in Equity (NAPE)
- Perkins Collaborative Resource Network (PCRN)
- Secondary academic:
    - What Works Clearinghouse
    - Best Evidence Encyclopedia

Where to Invest, According to Sec. 135

- **Career Exploration & Development**
  - Courses, labor market info, student graduation and career plans, career guidance and counseling, etc.

- **Staff Professional Development**
  - Academic integration into CTE, labor market info training, industry training, CTE management training, equity training, evidence-based pedagogical practices, strategies for students with disabilities, strategies for English learners, makerspaces or libraries

- **Support for High-skill, High-wage, or In-demand Industries/Occupations**

- **Academic Integration into CTE**

- **Student Performance Increasing Activities**
  - Curriculum, strategic relationship development, accelerated credit opportunities, equipment/technology/materials, work-based learning, certification and assessments, staff recruitment/retention initiatives, program alignment and transitions, distance/blended learning, competency-based education, guidance and counseling, employability skill development, adult ed CTE, CTSOs, open access educational resources, arts and design integration into CTE, intermediaries, reduce out-of-pocket expenses for special pops

- **Evaluation**
  - CLNA, local reporting

Wrap Up

- **Your needs assessment is your opportunity to…**
  - Deepen stakeholder relationships
  - Dig into data
  - Find problems worth solving

- **Your plan is your opportunity to…**
  - Solve the problems you found in the CLNA
  - Form a strategic vision for helping students get better careers, faster

- **Your budget is your…**
  - Values and vision put into monetary form

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Questions?

- Use the chat or unmute to voice a question!
- Follow up with Perkins@fldoe.org