

CLNA Training Module #3 - Resources and Requirements – Transcript

Prepared by the Division of Career and Adult Education

The purpose of this module is to go over the resources and requirements available to Perkins eligible recipients to complete the Comprehensive Local Needs Assessment, a new requirement in Perkins V.

The screenshot shows the Florida Department of Education website. The browser address bar displays "fldoe.org/academics/career-adult-edu/Perkins/clna.shtml". The website header includes the Florida Department of Education logo, navigation links (About Us, Newsroom, How Do I?, Contact Us, Public Records), a search bar with the text "What are you looking for?", and a menu with categories: FEATURED TOPICS, ACADEMICS, SCHOOLS, TEACHING, ACCOUNTABILITY, POLICY, FINANCE. A breadcrumb trail reads: Home | Academics | Career & Adult Education | Perkins | Comprehensive Local Needs Assessment. The main content area has a blue sidebar with a "PERKINS" header and a list of links: Accountability Measures, Comprehensive Local Needs Assessment (highlighted), Invoicing, Perkins Grant, Perkins Grant Archives, Perkins IV Resources Archives, and Programs of Study. The main content area features the title "Comprehensive Local Needs Assessment" and the following text: "One of the major changes in Perkins V is the requirement for local agencies to conduct a Comprehensive Local Needs Assessment (CLNA). The CLNA will serve as the basis for local Perkins application development and future decision making. Agencies are expected to conduct their first CLNA in the 2019-20 program year, with the results incorporated in their 2020-21 application. Thereafter, the CLNA is to be conducted at a minimum every two years." Below this is a paragraph: "The 2020-2021 Request for Application for the first Perkins V implementation year is still under development, pending the public review of Florida's new State Plan. Appendix C of the draft State Plan includes a comprehensive summary of the requirements for the initial [Perkins V Comprehensive Local Needs Assessment \(CLNA\)](#)." This is followed by another paragraph: "The documents below are provided as samples for eligible recipients' use as they conduct their assessment. These are not inclusive of all documentation that should be maintained on the local process and only represent the portions that the recipient will be expected to submit with their local application. Please review the 'Perkins V - Comprehensive Local Needs Assessment - Toolkit' below for additional guidance on how to conduct the local assessment." The section "Florida CLNA: Standards and Required Templates" includes a bolded note: "Please note the CLNA Standards and Required Templates are considered draft pending State Board of Education approval and may be subject to minor modifications." Under "Summary of Requirements", there is a link: "Narrative Information and Template Overview (Word)". Under "Labor Market Alignment Templates and Resources", there is a link: "Overview of Labor Market Alignment Requirements and Standards (Word)". At the bottom of the screenshot, the text "Secondary Eligible Recipients" is visible.

On the fldoe.org website under Career and Adult Education and then Perkins and then Comprehensive Local Needs Assessment is the page that houses all the requirements and resources for this topic.

CLNA-ReqNarrComp (13) - Word

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Paragraph Styles

REQUIREMENTS FOR THE INITIAL PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

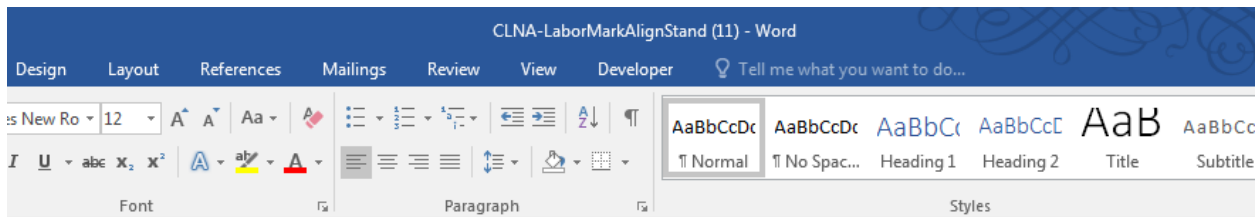
Local eligible recipients will be expected to provide narrative and supporting documents in the 2020-21 application for funds (RFA) which demonstrate that the local eligible recipient completed the required activities for the comprehensive local needs assessment (CLNA) as specified in Section 134.

At this time, **Table 1** and **Table 2** represent the information to be requested in the 2020-2021 application with regard to the required CLNA elements section and stakeholder consultation. The required attachments identified below must be completed for all programs in which the agency anticipates enrollment during the 2020-21 academic year. Note that the State Plan is still under development and these requirements may be adjusted as the plan goes through the public review and approval process. In addition, the RFA is still under development.

TABLE 1: REQUIREMENTS FOR NARRATIVE AND ATTACHMENTS FOR ELIGIBLE RECIPIENT'S CLNA

Element	Narrative and Attachments
Size, Scope, And Quality	<p>REQUIRED NARRATIVE INFORMATION FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> - Provide an overview of your agency's process for reviewing each middle grades CTE course at each school to determine if it met the state standards for the size, scope, and quality. - Provide the percentage of all middle grades courses that met the state standards for size, scope, and quality. <p>SIZE: Intentionally Designed Pathways</p> <ul style="list-style-type: none"> ▪ Does the LEA provide an opportunity for middle grades students to earn CTE high school credit? If "yes," describe the CTE high school credit bearing courses and course numbers by school available to middle school students. ▪ If response to previous question was "yes," does the LEA provide an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school? <ul style="list-style-type: none"> ▪ <i>Note: Perkins funds may not be used to support CTE high school credit bearing courses in middle grades unless the LEA can demonstrate additional program coursework is available in high school.</i> ▪ Identify the 9-12 CTE program title(s) and program number(s) by school that students can start in middle school and continue in high school.

At the top is a document that lays out the narrative requirements and prompts as well as a checklist of templates that must be filled out for your Perkins application process (the RFA).



OVERVIEW OF LABOR MARKET ALIGNMENT REQUIREMENTS AND STANDARDS

As part of the CLNA, all eligible recipients funded through Perkins V must assess alignment of their programs with local labor market needs. With the submission of a four-year plan beginning with the 2020-21 fiscal year, recipients must review and document this alignment.

As part of the labor market alignment, eligible recipients must do the following:

- Evaluate the current labor market needs in comparison to their current program offerings. Recipients should determine whether there are gaps in the local labor market needs that are not currently adequately addressed in their region. This evaluation may serve to identify additional program offerings for future planning and development.
- Evaluate all planned 2020-21 planned program offerings to determine their alignment with local labor market needs. Any program that is not aligned will not be eligible for the use of Perkins V funds. Recipients will have to maintain local documentation on this alignment process.
- Labor market alignment must be reviewed at least every two years as part of the CLNA.

For the review of current program offerings, recipients may use a variety of methods to document the alignment. These methods are divided into primary and secondary sources. Recipients may document alignment with 1 primary source or 2 secondary sources.

Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
Statewide Demand Occupation List (primary program SOC Code)	The primary SOC code appears on the 2019-20 Statewide Demand Occupation List OR the 2018-19 Statewide Demand Occupation List
Statewide Demand Occupation list (secondary program SOC Code)	The agency has identified another SOC included in the program framework for the program for which students in their program are placed for employment (documentation should be kept locally). This secondary SOC code appears on the 2019-20 Statewide Demand Occupation List OR the 2018-19 Statewide Demand Occupation List.

Below that is an overview of the labor market alignment requirements and standards. This includes primary and secondary sources as well as an explanation of the requirements.

CLNA-LMADD-SecondaryCTE (2) - Excel

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A8

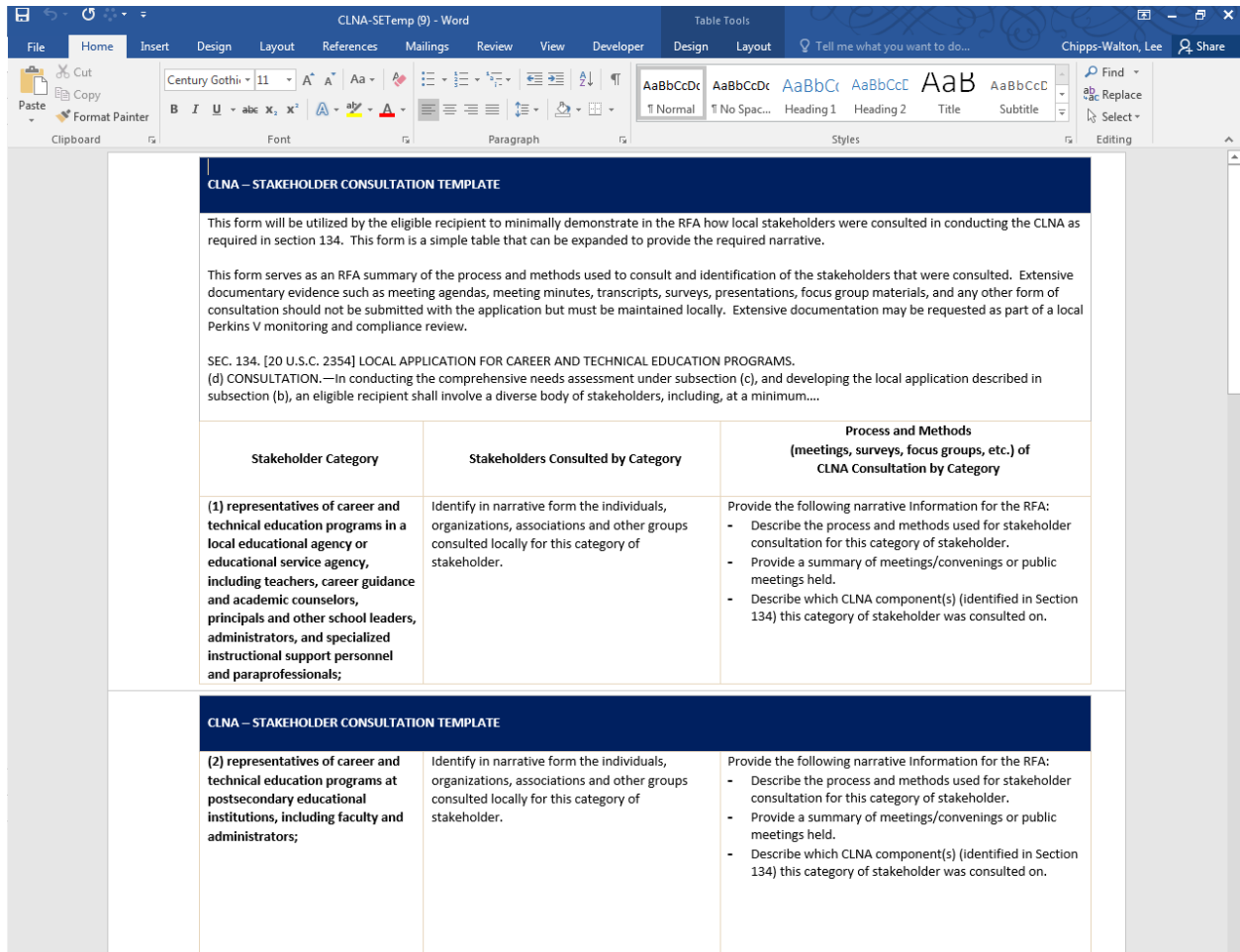
LABOR MARKET ALIGNMENT SUMMARY - K-12 CAREER PREPARATORY AND TECHNOLOGY EDUCATION PROGRAMS															
MUST INCLUDE ALL PERKINS ELIGIBLE CAREER PREPARATORY AND TECHNOLOGY EDUCATION PROGRAMS OFFERED BY THE AGENCY IN 2020-21															
Agency #	District #	District	PRIMAR												
Program Number	Program Name	Program Aligned with Labor Market Demand based on approved sources	Method	SOC Code used for Alignment	Alternative SOC Code (Y/N)	19-20 State DOL	18-19 State DOL	Workforce Region, if DOL and TOL used	19-20 Regional DOL	18-19 Regional DOL	19-20 Regional TOL	18-19 Regional TOL	Enterprise Florida Targeted Industry Sector	Targeted Occupation or Sector (current local WIOA Plan)	Agriculture (DOAC)
12	Agency #	3 digit number assigned to agency for grants by the DOE													
13	District #	2 digit District Number													
14	District	Name of the District													
15	COLUMN A	7-digit, program number for which labor market demand review was conducted													
16	COLUMN B	Program Name in Framework associated with Column A													
17	COLUMN C	"YES" if labor market demand has been substantiated by an approved method. NOTE: This information will be reported on the Size, Scope and Quality template also.													
18	COLUMN D	"Primary Source" or "Secondary Sources"													
19	COLUMN E	SOC Code used for the labor market demand review; must be primary SOC in the framework unless evidence of placement in the secondary SOC has been documented by the eligible recipient. Report as 6-digit number.													
20	COLUMN F	"YES" if an alternative SOC code was used for the labor market alignment (not the final SOC Code in the Framework).													
21	COLUMN G	"YES" if the SOC Code in Column E is on the 19-20 Statewide Demand Occupation List (DOL)													
22	COLUMN H	"YES" if the SOC Code in Column E is on the 18-19 Statewide DOL													
23	COLUMN I	If labor market need is substantiated based on a regional list for the service area of the eligible recipient, provide the Workforce Region; otherwise "N/A"													
24	COLUMN J	"YES" if the SOC Code in Column E is on the 19-20 Regional DOL for the service area of the eligible recipient													
25	COLUMN K	"YES" if the SOC Code in Column E is on the 18-19 Regional DOL for the service area of the eligible recipient													
26	COLUMN L	"YES" if the SOC Code in Column E is on the 19-20 Regional Targeted Occupation List (TOL) for the service area of the eligible recipient													
27	COLUMN M	"YES" if the SOC Code in Column E is on the 18-19 Regional TOL for the service area of the eligible recipient													
28	COLUMN N	"YES" if the SOC code in column E is linked to employment in a Enterprise Florida Target Industry Sector, if applicable													
29	COLUMN O	"YES" if the SOC code in Column E is linked to employment in a Targeted Occupation or Sector in the local WIOA plan for the workforce board in the region													
30	COLUMN P	"YES" if the program is identified as an Agriculture Occupation, with occupational demand identified by the Department of Agriculture and Consumer Services (DOACS)													
31	COLUMN Q	Secondary Source - "YES" if labor market demand is substantiated through a Job Analytics source for the eligible recipient													
32	COLUMN R	Secondary Source - "YES" if labor market demand is substantiated by a letter for support from the local CareerSource Board													
33	COLUMN S	Secondary Source - "YES" if labor market demand is substantiated by a letter for support from an economic development agency													
34	COLUMN T	Secondary Source - "YES" if labor market demand is substantiated by a letter for support a local chamber of commerce													
35	COLUMN U	Secondary Source - "YES" if labor market demand is substantiated by other employer or industry association													

Below that are Excel documents that are used to document labor market alignment. Here the rows are programs the columns are different means of documentation and there is an explanation of each of these columns included at the bottom of the first worksheet.

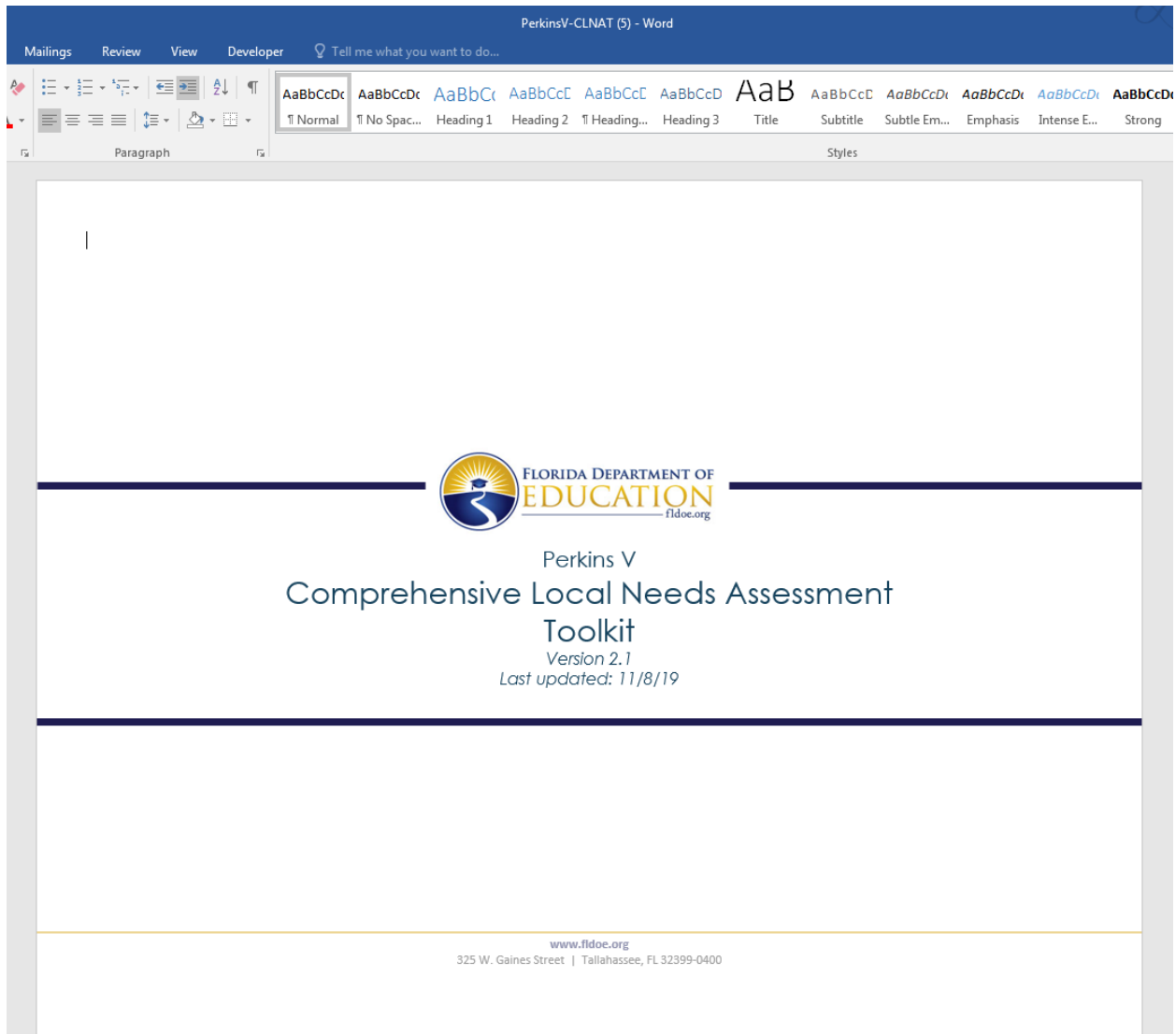
Below that are resources to complete this documentation process including Regional and Statewide Demand Occupation Lists and then CIP to SOC code crosswalks by workforce education level.

CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education									
MUST INCLUDE ALL PERKINS ELIGIBLE CAREER PREPARATORY AND TECHNOLOGY EDUCATION PROGRAMS OFFERED BY THE AGENCY IN 2020-21									
Section 134(c)(2)(B)(i)									
Agency #	District #	District	Program of Study	Size - Intentionally Designed Pathways			Scope - Exp		
Program Number	Program Name	Is there a fully developed Program of Study that meets Perkins V requirements?	Does the 9-12 CTE program provide an opportunity for students to take at least 3 courses (2 courses for 2 course programs), in all of the high schools or other instructional sites where this program is available?	Identify the high school(s) or other sites (including virtual) where the program offers at least 3 courses (or 2 courses for 2 course programs).	Identify the high school(s) or other sites (including virtual) where the program DOES NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable.	Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate available opportunities using the menu.	If WBL is provided, is it provided cooperatively in the program or in a separate companion WBL framework?		
9007600	Computer Science Principles	Yes	No	Sunshine High School	Oceanside High School	All - WBL, CTSO, Capstone	separate framework		Inform Techn Coop Educ (900
Agency #	3 digit number assigned to agency for grants by the DOE								
District #	2 digit District Number								
District	Name of the District								
COLUMN A	7-digit Career Preparatory or Technology Education program number								
COLUMN B	Program Name in Framework associated with Column A								
COLUMN C	"YES" if the district has a fully developed program of study which meets Perkins V requirements. Otherwise, "NO"								
COLUMN D	"ALL" if the district provides an opportunity for students to take at least 3 courses in the program (2 courses if it is a 2 course only program) in ALL high school; "SOME" if the opportunity								
COLUMN E	if "ALL" or "SOME" in Column D, provide all the 4-digit school site number(s) for the school(s) where students can take at least 3 courses in a program (or 2 courses for 2-course program								
COLUMN F	if "SOME" in Column D, provide the 4-digit school site numbers for the school(s) where a student cannot take 3 courses (or 2 courses in a 2 course program).								
COLUMN G	Indicate which opportunities are provided to students in this course: "ALL"= WBL, CTSO & Capstone; "WBL only", "CTSO only", "Capstone only"; "WBL/CTSO"; "WBL/Capstone"; "CTSO/(
COLUMN H	If WBL indicated in Column G, select one of the following: "Cooperative method"; "WBL Framework"								
COLUMN I	If "WBL Framework" in Column H, provide the WBL program number.								

Below that are the size, scope and quality templates. Once again the rows are programs and the columns are different criteria for size, scope and quality documentation. Again, there are explanations of each of these columns included at the bottom of the worksheet. At a later date many of these columns will have drop-down menus to make completion of this worksheet easier.



Below that is a document to capture the stakeholder engagement that is a requirement of law. This includes required stakeholder categories, the individuals, organizations and associations that you contacted and consulted with and the process and methods that you use to engage those stakeholders.



Below that are resources that are voluntary guidance documents that will give background information on the Comprehensive Local Needs Assessment. The first listed is what we're calling the CLNA Toolkit. This document was designed to give guidance on the project management aspects of the needs assessment, stakeholder engagement (including questions, engagement strategies by topic) and then data analysis guidance, including data sources and data analysis strategies. Below that are different training modules on the Comprehensive Local Needs Assessment. Beyond that are national resources on this topic. Questions can be directed to Perkins@FLdoe.org.