



# Sections Overview of the Comprehensive Local Needs Assessment

Division of Career and Adult Education

Updated Fall 2021



## Presentation Overview

Introduce Florida's Perkin's CLNA sections on:

- **Stakeholder engagement**
- **Program Size, Scope, and Quality (SSQ)**
- **Program Labor Market Alignment (LMA)**
- **Programs of Study**
- **Faculty and Staff**
- **Student Performance**
- **Equity and Access**

# What the Law Says About Stakeholder Engagement (1 of 2)



Perkins V Sec. 134:

*“CONSULTATION.—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...”*



# What the Law Says About Stakeholder Engagement (2 of 2)

## Perkins V Sec. 134:

- “...(1) 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;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) 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);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.”

# What the Law Means About Stakeholder Engagement



Translation:

- **Everyone who is connected with your programs – secondary, postsecondary, Career Source, Chambers of Commerce, economic development agencies, industry organizations, businesses, parents, students, special populations, at-risk youth, Indian Tribes – should be involved in your needs assessment AND the shaping of your plan and budget!**

# The RFA Requirements for Stakeholder Engagement



The RFA will require you to list:

- **Who** you consulted with.
- **What stakeholder category** they represent.
- **How** you engaged with that category of stakeholder.
- **What topics** you consulted them on.

# How to Get Started with Stakeholder Engagement



- **Create a list of stakeholders** for each Law-required category.
- **Develop a schedule and strategy** of engagement.
- **Share the workload** with your secondary/postsecondary regional partners!

# What the Law Says about Size, Scope, and Quality



Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...a description of how career and technical education programs offered...are...sufficient in size, scope, and quality to meet the needs of all students served...”*





# What the Law Means about Size, Scope, and Quality

## Programs need to:

### *Size*

- Provide an opportunity for students to become full program completers. (Middle school: Must link to full high school program. High school: CTE programs must offer three or more courses (or two, if can complete in two. See CLNA page for exact language.)

### *Scope*

- Provide students an opportunity for work-based learning, career and technical student organizations or capstone experiences that engage students learning inside or outside the classroom.
- Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the eligible recipient's most recent CLNA.

### *Quality*

- Provide an opportunity for students to earn a recognized postsecondary credential.
- Provide instruction that integrates academic, technical and employability knowledge.
- Provide instruction that incorporates relevant equipment, technology and materials to support learning.
- Provide CTE instructors who are given support to: (1) maintain up-to-date knowledge and skills across all aspects of industry; and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
- Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.



# RFA Requirements for Size, Scope, and Quality (1 of 2)

## Inventory

- In an Excel file, you will be asked to list all of your CTE programs and inventory:
  - Sites where the student can and can not take the full course sequence
  - Experiential learning opportunities – work-based learning, CTSOs, capstones
  - Business/industry engagement means
  - Industry-recognized credential opportunities



# RFA Requirements for Size, Scope, and Quality (2 of 2)

## Management Description

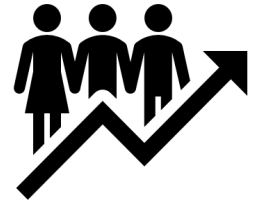
- In the RFA you will be asked to describe needs for:
  - Course sequencing
  - Business engagement
  - Engaging instruction
  - Instructional supports
  - Faculty and staff professional development



# How to Get Started with the Size, Scope, and Quality Section

- **Create a complete inventory** of your CTE programs.
- **For each program, identify:**
  - Sites where the student can and can not take the full course sequence
  - Experiential learning opportunities – work-based learning, CTSOs, capstones
  - Business/industry engagement means
  - Industry-recognized credential opportunities
- **Engage stakeholders** on CTE program needs and plans.

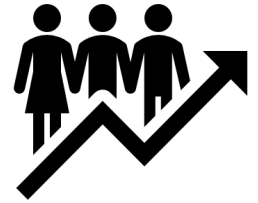
# What the Law Says About Labor Market Alignment (LMA)



Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...a description of how career and technical education programs offered...are...aligned to State, regional, Tribal, or local in-demand industry sectors or occupations...”*

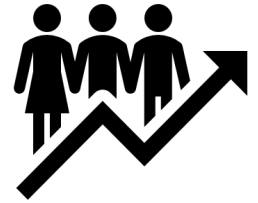
# What the Law Means About Labor Market Alignment (1 of 2)



You can only use Perkins funds on CTE programs that:

- Have official data supporting their value.
- Have official letters of support backing up their need.

# What the Law Means About Labor Market Alignment (2 of 2)



You must EITHER have:

- **One Primary Source** documenting LMA
- **Two, Different Secondary Sources** documenting LMA

## Primary Sources (One Needed)

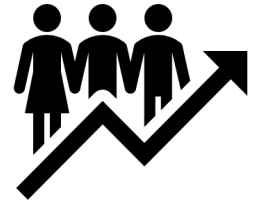
- DEO's Statewide or Regional Demand Occupation List
- FL Dept. of Agriculture and Consumer Services List
- Enterprise Florida List
- Local Career Source Targeted Occupation List
- Local Career Source WIOA Plan

OR

## Secondary Sources (Two Different Needed)

- Job Analytics Resources for the region
- Letter of Support from: local Career Source Board, economic development agency, chamber of commerce, employer, or industry association

# RFA Requirements for Labor Market Alignment



## **Inventory (Excel)**

- For each CTE program you offer, list if the program has LMA documentation (and, therefore, is Perkins fundable if it also meets SSQ).

## **List Planned Changes Based on Labor Market Information (RFA)**

- List programs to be phased out (if applicable)
- List programs considered for development (if applicable)



# How to Get Started with the LMA Section



- **Create a complete inventory** of CTE programs.
- **Identify SOC codes** (the official primary or an alternative SOC code).
- **Determine if SOC codes are on an official Primary Source list.**
- **Get Letters of Support** from workforce partners, as needed.
- **Engage workforce partners** on program alignment and needs.

# What the Law Says & Means About Program of Study Implementation



Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...an evaluation of progress toward the implementation of career and technical education programs and programs of study...”*

## **This Means:**

- Agencies should take stock of what they need to start implementing to have stronger educational pathways.

# RFA Requirements for Programs of Study (1 of 2)



- **Complete a Primary Program of Study Form (RFA)**
  - List one or more aligned secondary programs
  - List one or more aligned postsecondary programs
  - List one or more accelerated credit opportunities (dual enrollment, accelerated academics – IB, AP, AICE, CLEP, or a statewide/local articulation agreement)

# RFA Requirements for Programs of Study (2 of 2)



In the RFA, identify needs related to:

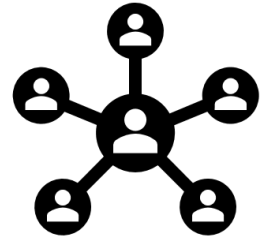
- **Alignment**
  - Identify CTE programs that do not have linkages to other education levels
- **Acceleration**
  - Identify CTE programs could have additional accelerated credit opportunities added to create programs of study.
- **Coordination**
  - Identify CTE program areas with inadequate advisory council representation.
- **(Secondary Only) Percent Enrollment**
  - Estimate the percent enrollment in Programs of Study and determine how many additional programs of study would need to be implemented to meet the 2022-23 50% Programs of Study enrollment requirement for secondary agencies. (It will be 75% CTE enrollment in programs of study for 2023-24.)

# How to Get Started with the Programs of Study Section



- **Create an inventory of programs that have:**
  - Linkages to other education levels (secondary/postsecondary)
  - Have accelerated credit
  - Have advisory council oversight
- (Secondary only) **Determine what percent of enrollment you have in programs of study.**
  - Calculation:  $(\text{Enrollment in fully compliant POS}) / (\text{Enrollment in all locally-offered CTE programs}) = \% \text{ in POS}$
- **Identify programs of study to be developed.**
- **Engage workforce and educational partners on developing and improving programs of study.**

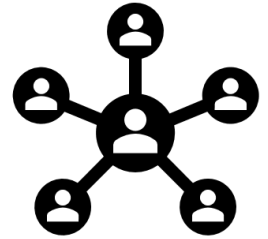
# What the Law Says About Faculty and Staff Recruitment, Retention, and Training



Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions...”*

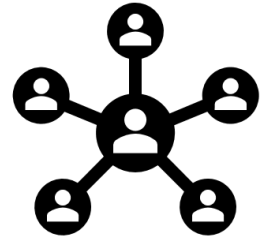
# What the Law Means About Faculty and Staff Recruitment, Retention, and Training



Perkins eligible recipients must evaluate deficits in their faculty and staff recruitment, retention, and training.

- **Where you need staff** (recruitment)
- **Where you are losing staff** (retention)
- **Where you need to train your staff** (training)

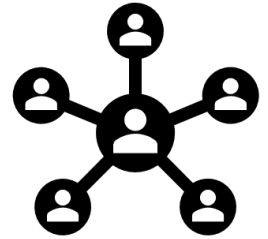
## RFA Requirements for Faculty and Staff



- Describe how your agency evaluates recruitment, retention, and training efforts.
- Describe process for identifying “*individuals in groups underrepresented in such professions*” (Perkins V Sec. 134).
- Needs assessment findings for recruitment, retention, and training.

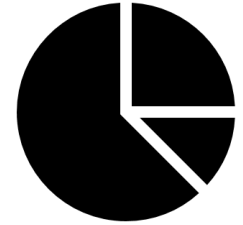


## How to Get Started with the Faculty and Staff Section



- **Review policies and procedures** for recruitment, retention, and training.
- **Engage faculty and staff** on needs identification and plan development.

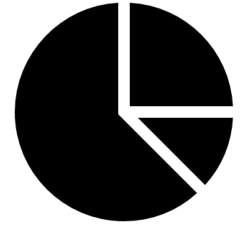
# What the Law Says About Student Performance



## Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...an evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965....”*

# What the Law Means About Student Performance



Identify areas of underperformance at the:

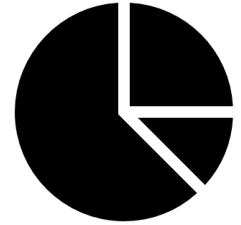
- **Agency level**
  - Where the agency performed less than 90% of their performance target on the Perkins Indicators
- **Special population and subgroup level**
  - Where certain groups of students performed under the agency's average performance

# RFA Requirements for Student Performance



- **Underperformance:** Identify where in the last three years of data the agency underperformed (got less than 90% of local target).
- **Gaps:** Identify special populations or subgroups that performed under the agency's average.
- **Trends:** Identify upward or downward performance patterns over the last three years of data.
- **Root Cause Analysis:** Identify factors that likely contributed to the identified underperformance, gaps, and trends.

# Getting Started with the Student Performance Section



- **Review 3 years of Perkins performance** at the agency level, the program level, and the special population/subgroup level.
- **Identify underperformance, gaps, and trends.**
- **Engage diverse stakeholders** on needs identification, root cause analysis, and plan development.

# What the Law Says About Equity and Access



## Perkins V Sec. 134:

*“The comprehensive local needs assessment...shall include...A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) 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.”*

# What the Law Means About Equity and Access



Evaluate your agencies special population support system, including:

- **“Strategies”**
  - Evaluate your agency’s recruitment, retention, and support strategies
- **“Programs”**
  - Evaluate your performance-related special population support
- **“Activities”**
  - Evaluate “activities to prepare” special populations for competitive, integrated employment

The requirements of this portion of Law assume you are aware of which special populations are under/over enrolled in various CTE programs, including CTE for high-skill, high-wage, or in-demand occupations/industries

## RFA Requirements for Access and Equity



- Evaluate your agency's special population
  - Resources, social services, and academic support
  - Strategies to overcome barriers
  - Student performance support programs
  - Activities that lead to competitive, integrated occupations and industries



# Getting Started with the Equity and Access Section



- **Review enrollment data** by program to identify areas where special populations are under or over represented.
- **Create an inventory** of all "strategies," "programs," and "activities" currently implemented to support special populations.
- **Engage educational staff and special population representatives** on needs identification, root cause analysis, and plan formation.

## Questions?

- Use the chat or unmute to voice a question!
- Follow up with [Perkins@fldoe.org](mailto:Perkins@fldoe.org)