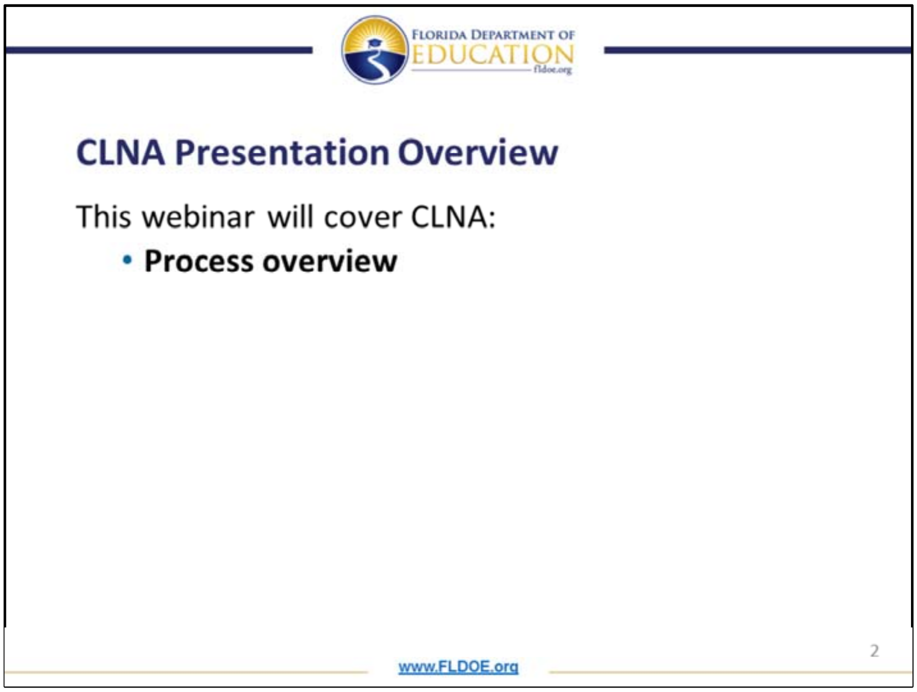
Comprehensive Local Needs Assessment (CLNA) Process Overview

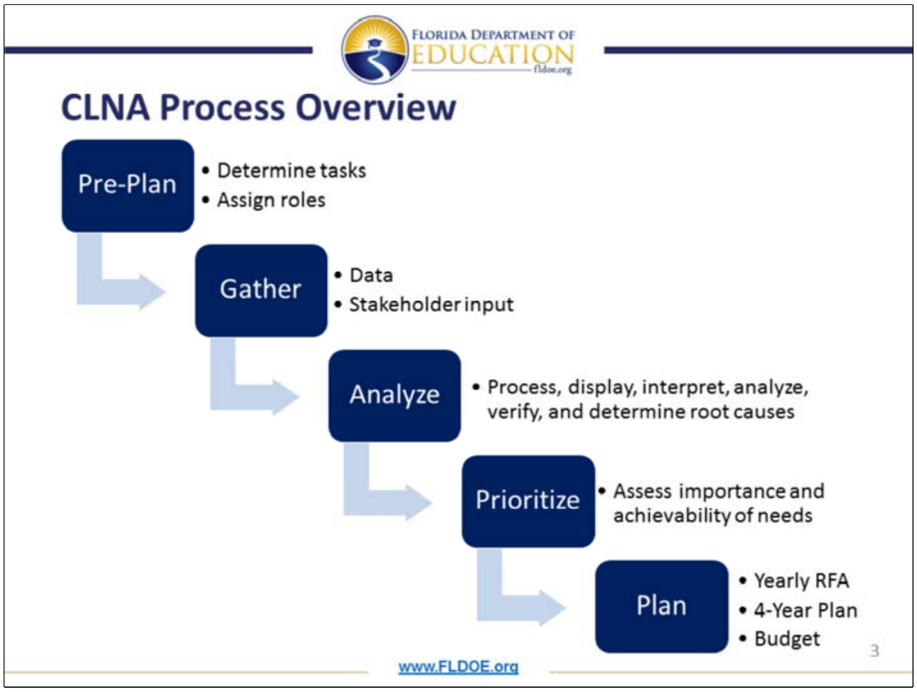
Training Module

Prepared by the Division of Career and Adult Education

Florida Department of Education
fldoe.org



The purpose of this module is to discuss the comprehensive local needs assessment's process. This needs assessment is a new requirement in Perkins V.



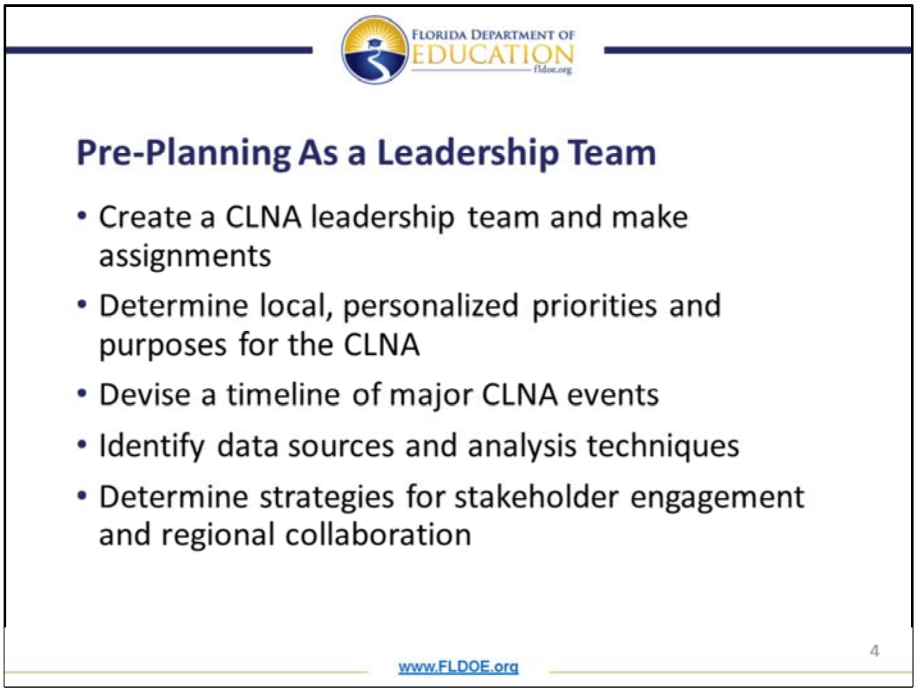
Here is a general overview of the process for the needs assessment:

It starts with a team of local individuals that are going to be doing this work. So, first identify the CLNA team that's going to be implementing this process. Then, determine needs and tasks and create a calendar and timeline of events.

Then, start the process of gathering information either through data sources locally or stakeholder engagement. We'll talk more about those a little bit later.

Next, there needs to be a process of engaging with those data findings – engaging with the feedback that you're receiving from stakeholders – process them, analyze them, verify and determine root causes.

Then, narrow those needs to the most important and the most achievable and prioritize those in the next step which is your planning process where you determine different interventions and initiatives, program offerings as well as your budget.

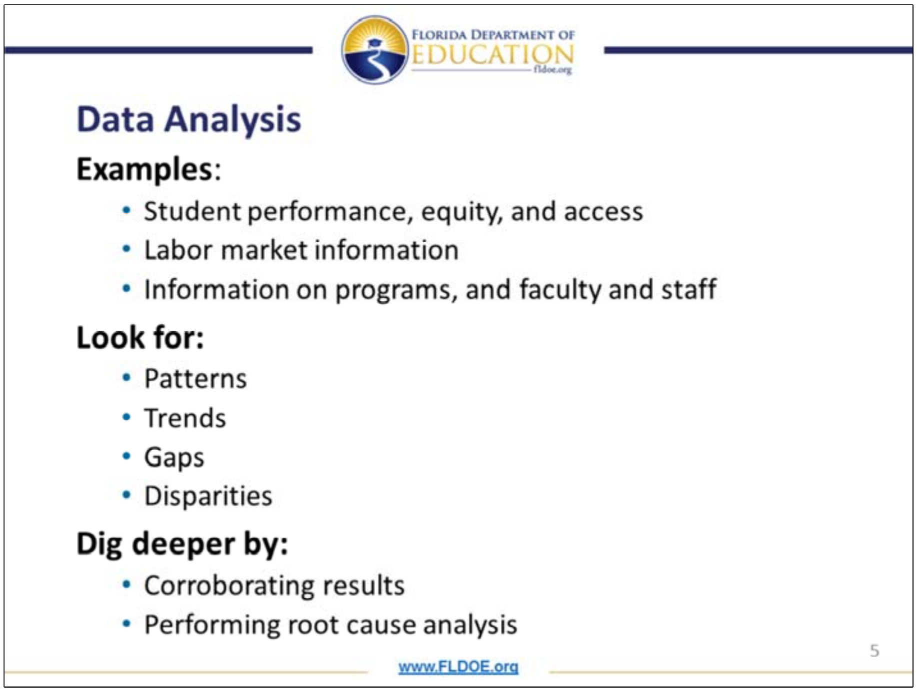


Step one is pre-planning as a leadership team. Create a leadership team and make assignments. You are encouraged to have that leadership team have representation from a number of different local education agencies.

Then, determine your personalized priorities for this needs assessment. Don't just make it about compliance for your Perkins grant, but also make it about really determining the needs of your students and creating interventions that result in better student outcomes.

Next, devise a timeline of major CLNA events.

Identify data sources and how you're going to engage that data as well as which stakeholders you're going to engage on which topics and at what point and using what means.



Examples of data analysis you will be completing in the CLNA (not exhaustive):

- Student performance
- Equity and access, such as through enrollment data for subgroup and special populations
- Labor market information, such as the Demand Occupation Lists from the Department of Economic Opportunity
- Information on programs, and faculty and staff

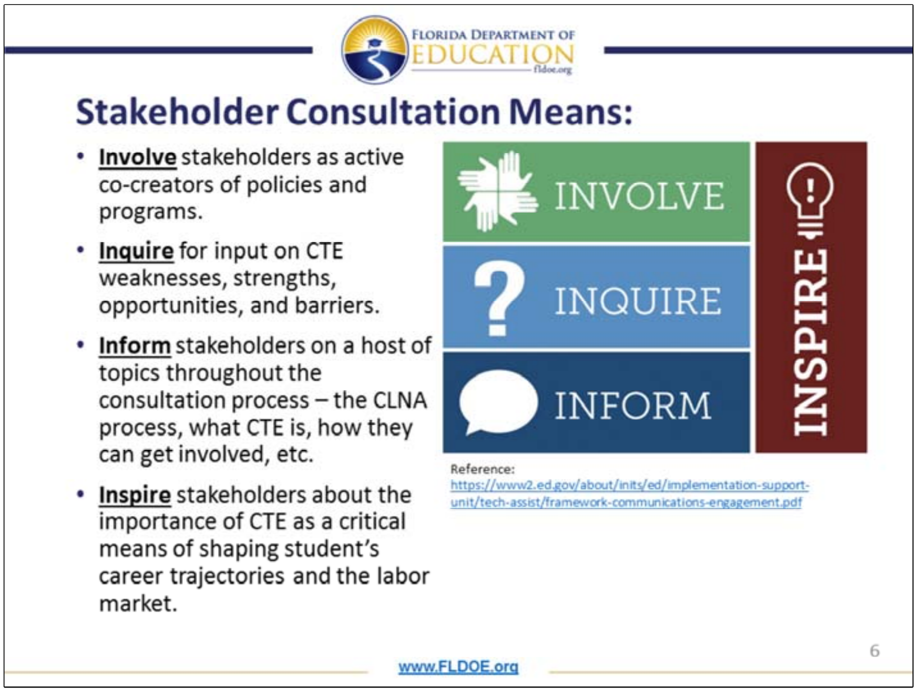
You will look for:

- Patterns
- Trends
- Gaps
- Disparities

You are going to be called to dig deeper and:

- Find corroboration for these results to verify them and

- Perform root cause analysis, which we will briefly look at later.



What is stakeholder consultation? What does the Law mean when it mentions it?

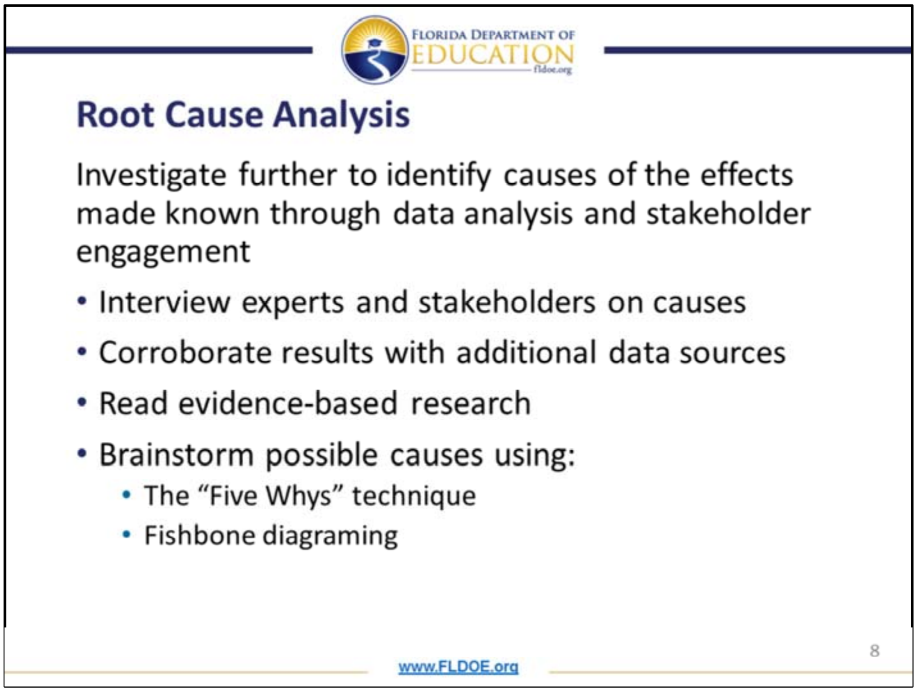
There are a number of aspects of it. First of all, it's involving your stakeholders as active co-creators of policies and programs. It's involving them in the decision making process.

Inquire on how they think that CTE can be improved. What are the weaknesses? What are the strengths? What are the opportunities and the barriers for local CTE?

Inform stakeholders along the way. For instance, as you're talking with business representatives or parents, explain what CTE is - explain what it offers students.

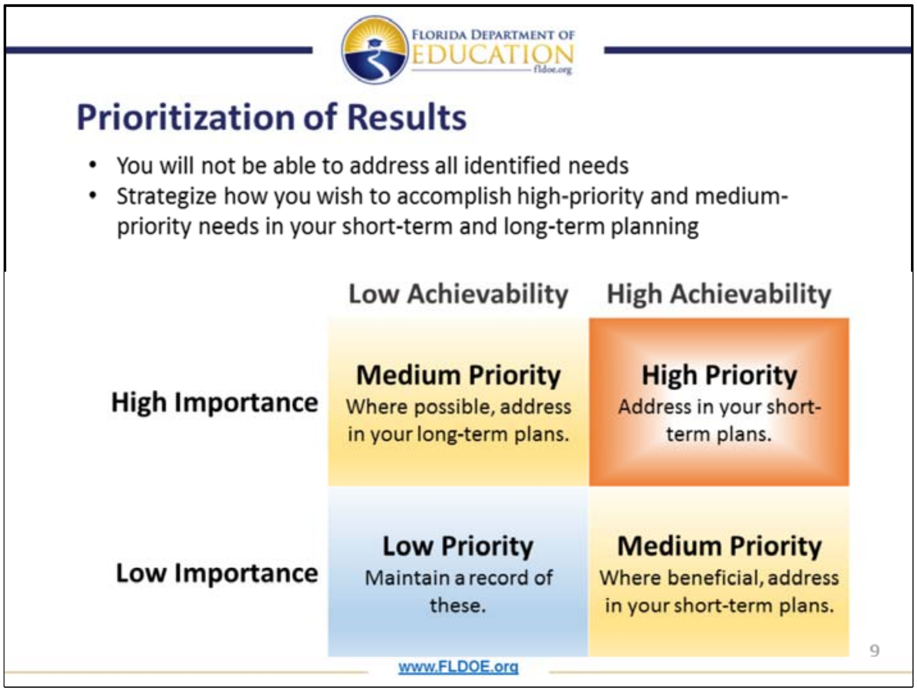
Inspire them to better understand CTE to get involved and invest in creating better career outcomes for students.

There is no formal definition within Perkins V on what constitutes "engagement." So, there are no limitations on how you can engage your stakeholders. It could be through existing events locally. It could be through creating regional summits and planned discussions, focus groups. Or, different means of digitally engaging people through surveys, webinars, personalized emails, or conference calls. Any and all means should be used.

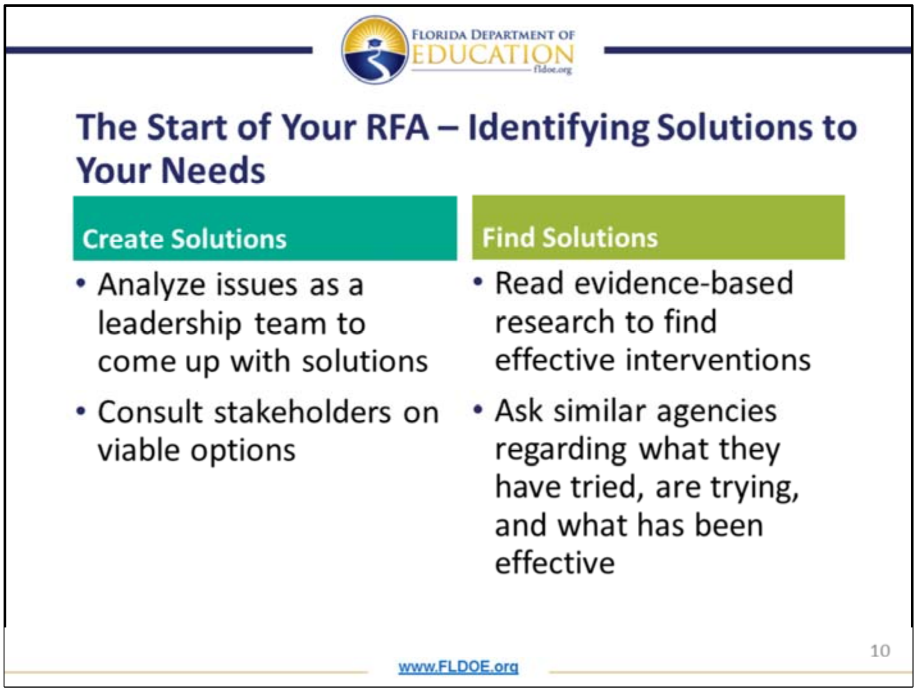


Then once this information and sets of data have been analyzed and once you've engaged your stakeholders, the CLNA leadership team will need to conduct root cause analysis to determine what the causes are for the effects that you are seeing in the data. To complete this work it will be necessary to:

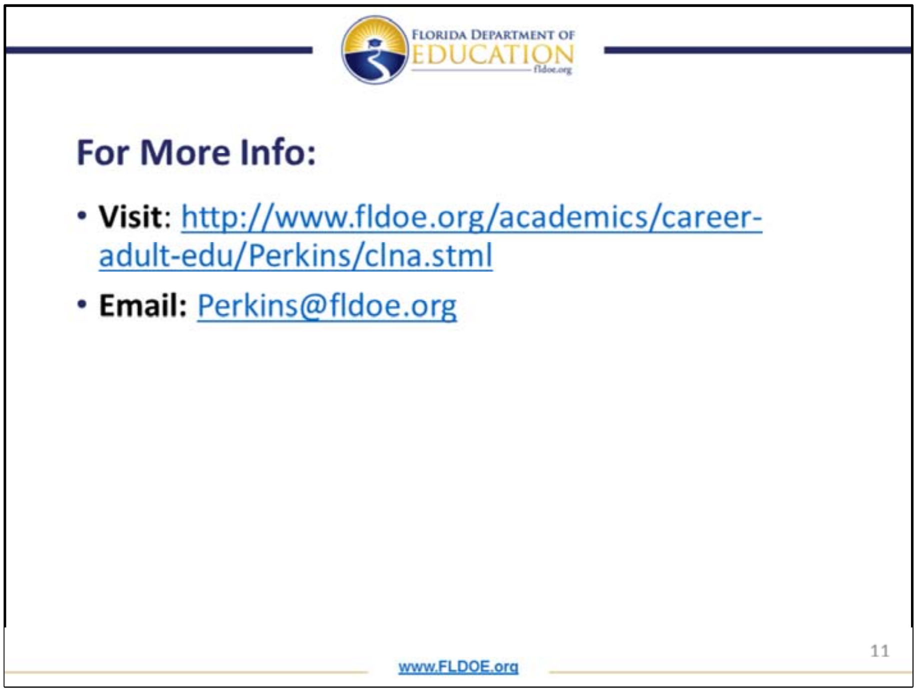
- Interview experts and stakeholders on causes
- Corroborate results with additional data sources
- Read evidence-based research
- Brainstorm possible causes using these techniques, which can be Googled and are further elaborated upon in the CLNA Toolkit:
    - The "Five Whys" technique
    - Fishbone diagraming



Once the needs have been identified, there has to be a process with your CLNA leadership team of prioritizing them, determining which ones will impact the most students the most deeply and determining how achievable interventions would be for these needs. There will be things that you will discover that you do not have the ability to influence and going through a process of weeding out those ones that you can't affect, keeping the ones that you can, and then prioritizing them by the most and deepest impact that you can for students. This is the start of your local application and your plan.



So, once you have identified these needs - these gaps between the way things are and the way things ought to be - then it’s your job to create or find solutions as a leadership team. This will mean brainstorming and continuing to conduct stakeholder consultation. Solutions can also be identified through the internet, directly engaging similar education agencies, or perhaps even from other states.



More information on the Needs Assessment can be found by visiting the Division of Career and Adult Education website on this topic or by emailing Perkins@fldoe.org.

www.FLDOE.org