



**Comprehensive Local Needs Assessment
(CLNA) Purpose and Priorities**



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CLNA Presentation Overview

This module will cover CLNA:

- **Purpose**
- **Priorities**

The purpose of this module is to go over the purpose and priorities of the Comprehensive Local Needs Assessment or CLNA, a new requirement in Perkins V.

The Purpose of a Needs Assessment

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



Broadly, the purpose of a needs assessment is to discover the gap between the way things are and the way things ought to be. It's about finding problems and areas of potential growth – needs.

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!)

To contrast, a needs assessment is not about determining plans or solutions or a wish list of things you'd like to try to implement locally. Though, planning and problem-solving are essential processes that have to be happening along with the needs assessment process.

CLNA Priorities:

Our legislators have mandated that Perkins eligible recipients:

Analyze Data

Identify relevant quantitative and qualitative data sources to investigate

Engage Stakeholders

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.

Our legislators have inserted two main priorities within the CLNA. The first is to analyze data to make data informed decisions – to identify relevant quantitative and qualitative data sources and investigate the needs there. The second is to engage stakeholders – to contact a diverse set of stakeholders to get perspectives from all angles. The goal of both of those is to improve the quality of local CTE decisions made about programs, expenses, and plans so that students have better career outcomes.

Legislative Priority of a CLNA (1 of 2)

A CLNA is a precondition for Perkins eligibility

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

The CLNA is now a precondition for Perkins eligibility. In Section 134 it says, **“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).”

Legislative Priority of a CLNA (2 of 2)

A CLNA determines funds usage

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).”

The CLNA now determines how funds get used locally. “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).”

Topical Priorities - What “Comprehensive” Means

CLNA Required Components:

- **Student indicator performance**, including disaggregated by subgroup and special populations
- **Size, scope, and quality** for all CTE programs
- **Labor market alignment** for all CTE programs
- **Implementation progress** for programs and Programs of Study
- **Recruitment, retention, and training** of staff and faculty
- **Equity and access** for special populations

Our legislators have put in six main sections within the CLNA and they are what comprehensive means to them. These sections are:

- Student indicator performance, including disaggregated by subgroup and special populations
- Size, scope, and quality for all CTE programs
- Labor market alignment for all CTE programs
- Implementation progress for programs and Programs of Study
- Recruitment, retention, and training of staff and faculty
- Equity and access for special populations

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...”

Section 134 makes it now mandatory to consult stakeholders through the process of the needs assessment. “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

- **Secondary** - teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- **Postsecondary** - faculty and administration
- **Parents and students**
- **Workforce** - state board or local workforce development boards and a range of local or regional businesses or industries
- **Subgroups and special populations** - 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

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The following is not a quote from the Law, but is instead the major categories included in the Law. Please consult Sec. 134 for the complete list of required stakeholders. The major categories are:

- Secondary stakeholders
- Postsecondary stakeholders
- Parents and students
- Workforce representatives
- Special populations members and representatives

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!

It is now required to have ongoing consultation with stakeholders. This is for annual updates to the CLNA, as necessary, and to ensure that programs of study are responsive to business and industry needs, to ensure that programs are economically aligned, and that students are engaged in work-based learning wherever possible, and that there is coordination between various funding streams.

For More Info:

- **Visit:** <http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.stml>
- **Email:** Perkins@fldoe.org

For more information on the CLNA, visit the FLDOE website on this topic or email Perkins@fldoe.org.



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