

APPENDIX C – Requirements for the Initial Perkins V Comprehensive Local Needs Assessment (CLNA)

This appendix provides the narrative components and information the eligible recipients will be required to submit as part of the local application.

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APPENDIX C-1: Summary of Florida’s Requirements for the CLNA Components and the Stakeholder Consultation

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. <p>SCOPE: Engaging Instruction</p> <ul style="list-style-type: none"> ▪ Provide a summary description for how your LEA’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.

Element	Narrative and Attachments
Size, Scope, And Quality	<p>QUALITY: Appropriate Instructional Supports</p> <ul style="list-style-type: none"> Provide a summary description for how your LEA’s middle grades exploratory courses provides instruction that incorporates relevant equipment, technology, and materials to support learning. <p>QUALITY: Prepared and Effective Teachers</p> <ul style="list-style-type: none"> Provide a summary description for how your LEA’s middle grades exploratory courses provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning. <p>QUALITY: Access and Equity</p> <ul style="list-style-type: none"> Provide a summary description for how your LEA’s middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY</p> <ul style="list-style-type: none"> <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - Middle Grades Exploratory Courses Template</i>
	<p>REQUIRED NARRATIVE INFORMATION FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> Provide an overview of your agency’s process for reviewing each CTE program at each school to determine if it met the state standards for the size, scope, and quality. Provide summary statistics on the percentage of all programs offered that meet the size, scope, and quality requirements. <p>Size: Intentionally Designed Pathways</p> <ul style="list-style-type: none"> Provide a summary description explaining whether or not the LEA provides an opportunity for students to take three CTE courses in a single CTE program (or two courses in programs with only two courses) in all high schools (or other instructional sites) where this program is available. <i>Note: Perkins funds may not be used to support CTE programs in high schools or other instructional sites that do not meet the state standard for “size.”</i> <p>SCOPE: Business and Industry Engagement and Workforce Alignment</p> <ul style="list-style-type: none"> Provide a summary description for how your LEA’s CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.

Element	Narrative and Attachments
Size, Scope, And Quality	<p>QUALITY: Engaging Instruction</p> <ul style="list-style-type: none"> Provide a summary description for how your LEA's CTE programs provide instruction that integrates academic, technical and employability skills. <p>QUALITY: Appropriate Instructional Supports</p> <ul style="list-style-type: none"> Provide a summary description for how your CTE programs provides instruction that incorporates relevant equipment, technology, and materials to support learning. <p>QUALITY: Prepared and Effective Faculty and Staff</p> <ul style="list-style-type: none"> Provide a summary description of how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning. <p>QUALITY: Access and Equity</p> <ul style="list-style-type: none"> Provide a summary description for how your CTE programs implement measures to eliminate barriers and create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR HIGH SCHOOL (GRADES 9-12) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> <i>CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template</i> <hr/> <p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY (SCHOOL DISTRICT AND FCS INSTITUTION) SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> Provide an overview of your agency's process for reviewing each CTE program at each campus to determine if it met the state standards for the size, scope, and quality. Provide the percentage of all programs offered that meet the size, scope, and quality requirements. <p>SIZE: Intentionally Designed Programs</p> <ul style="list-style-type: none"> Provide a summary description explaining whether or not the agency provides an opportunity for postsecondary students to complete an entire CTE program? Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer.

Element	Narrative and Attachments
Size, Scope, And Quality	<p>SCOPE: Experiential Learning</p> <ul style="list-style-type: none"> Provide a summary description for how your agency’s CTE programs provide postsecondary CTE students experiential learning in the form of either work-based learning, capstone experiences, or career and technical student organizations. <p>SCOPE: Business and Industry Engagement and Workforce Alignment</p> <ul style="list-style-type: none"> Provide a summary description for how your agency’s CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment. <p>QUALITY: Engaging Instruction</p> <ul style="list-style-type: none"> Provide a summary description for how your agency’s CTE programs provide instruction that integrates academic, technical and employability skills. <p>QUALITY: Access and Equity</p> <ul style="list-style-type: none"> Provide a summary description for how your agency’s programs implements measures to eliminate barriers and create opportunities for all students to succeed in CTE. <p>REQUIRED ATTACHMENT FOR POSTSECONDARY SIZE, SCOPE, AND QUALITY STANDARDS</p> <ul style="list-style-type: none"> <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – District Postsecondary CTE Template</i> <i>CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – FCS Institution Postsecondary CTE Template</i>
Labor Market Alignment	<p>REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)</p> <ul style="list-style-type: none"> Provide an overview of your agency’s process for: <ul style="list-style-type: none"> evaluating the alignment of current program offerings with current and future employment demand statewide and in your region. identifying areas in which your agency is not currently offering programs and for which there is a local demand for training. <p>REQUIRED ATTACHMENTS FOR SECONDARY PROGRAM LABOR MARKET ALIGNMENT</p> <ul style="list-style-type: none"> <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – Secondary Career Preparatory and Technology Education Template</i>

Element	Narrative and Attachments
Labor Market Alignment	<p>REQUIRED ATTACHMENTS FOR POSTSECONDARY PROGRAM LABOR MARKET ALIGNMENT</p> <ul style="list-style-type: none"> - <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template</i> - <i>CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – FCS Institution Postsecondary CTE Template</i>
Implementation of career and technical education programs and programs of study	<p>REQUIRED NARRATIVE INFORMATION FOR SECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study and the approximate number of students participating in a program of study. What percentage of your school district's CTE students are participating in a compliant Perkins V program of study? - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed. <p>REQUIRED NARRATIVE INFORMATION FOR POSTSECONDARY CTE PROGRAMS</p> <ul style="list-style-type: none"> - Provide a summary description of the number of CTE programs that have fully developed and compliant Perkins V programs of study. - Provide a summary description of the number of CTE programs under development where full Perkins V compliant programs of study should be developed.
Recruitment, retention, and training of teachers, faculty and all other professionals	<p>REQUIRED NARRATIVE INFORMATION (FOR BOTH SECONDARY AND POSTSECONDARY PROGRAMS)</p> <ul style="list-style-type: none"> - Provide an overview of your agency's process and method for: <ul style="list-style-type: none"> - Evaluating existing efforts of 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 and what the evaluation revealed about those efforts. - Evaluating whether the agency has underrepresented individuals in the professions. - Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.

Element	Narrative and Attachments
Evaluation of performance on Perkins Accountability measures	<p>REQUIRED NARRATIVE INFORMATION</p> <p>For the agency's Perkins IV core indicators of performance:</p> <ul style="list-style-type: none"> - Describe the agency's history of results on the core indicators of performance, including the history of meeting performance targets for the 2015-16, 2016-17, and 2017-18 years. - Analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: <ul style="list-style-type: none"> - Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.
Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students	<p>REQUIRED NARRATIVE INFORMATION</p> <ul style="list-style-type: none"> - Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school. This includes the removal of barriers, both intentional and unintentional that prevent some students from equitable participation in programs.

Agencies are required to consult with stakeholders as specified in Section 134. The following table provides a summary of the expectations for this consultation.

TABLE 2: REQUIREMENTS FOR REQUIRED STAKEHOLDER CONSULTATION DOCUMENTATION

Agencies are required to consult with stakeholders as specified in Section 134.

Attachment

CLNA-Stakeholder Consultation Template will be used to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA. The following narrative descriptions must be addressed:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings/convenings or public meetings held.
- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
- Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.

APPENDIX C-2: CLNA Stakeholder Consultation Template

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

This form will be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This form serves as an RFA summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

(d) 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...

Stakeholder Category	Stakeholders Consulted by Category	Process and Methods (meetings, surveys, focus groups, etc.) of CLNA Consultation by Category
(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;	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative Information for the RFA: <ul style="list-style-type: none"> - Describe the process and methods used for stakeholder consultation for this category of stakeholder. - Provide a summary of meetings/convenings or public meetings held. - Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative Information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

(4) parents and students;	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative Information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
(5) representatives of special populations;	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative Information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

(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)	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	Provide the following narrative Information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.
(7) representatives of Indian Tribes and Tribal organizations in the State, <u>where applicable</u>; and	Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).	Provide the following narrative Information for the RFA: <ul style="list-style-type: none">- Describe the process and methods used for stakeholder consultation for this category of stakeholder.- Provide a summary of meetings/convenings or public meetings held.- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

CLNA – STAKEHOLDER CONSULTATION TEMPLATE

**(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.
Provide response if applicable.**

Identify in narrative form the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder (if applicable).

Provide the following narrative Information for the RFA:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings/convenings or public meetings held.
- Describe which CLNA component(s) (identified in Section 134) this category of stakeholder was consulted on.

APPENDIX C-3: Overview of Size, Scope, and Quality Templates

As part of the comprehensive local needs assessment (CLNA), all eligible recipients receiving Perkins V funds must assess how the programs being offered meet the state's standards for size, scope, and quality in order to meet the needs of all students. While there are just two size, scope, and quality citations in Perkins V, its critical role cannot be underestimated -- size, scope, and quality serves as a filter to determine if an agency is eligible for funds. Section 135 – Local Use of Funds requires that funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective. This represents a significant departure from Perkins IV as size, scope, and quality was not identified in the Requirement for Uses of Funds. As such, under Perkins IV, eligible recipients were required to identify how a subset of their programs met size, scope, and quality components in secondary and postsecondary. Once that requirement was satisfied, eligible recipients were permitted to support CTE courses and programs with Perkins funds unless expressly prohibited.

With the submission of a four-year plan beginning with the 2020-21 fiscal year, agencies must review and document this alignment. As part of required review of all programs for alignment with the size, scope, and quality requirements, eligible recipients will report the results of the review on standard templates. Until the release of the final templates as part of the Request for Application, sample draft templates will be posted on the following site:

<http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml>

The following templates will be posted in the above location:

- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation -Middle Grades Exploratory Courses Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – District Postsecondary CTE Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – FCS Institution Postsecondary CTE Template

See below for a list of the fields that are included each template listed above.

Middle Grades Exploratory Courses

Grant Agency/District Identifiers

District Name

Middle Grades Course Number

Middle Grades Course Name

Size – Intentionally Designed Pathways

- Does the Middle Grades Exploratory Course introduce students to CTE programs available at the high school level? YES/NO
 - If "yes," provide responses to the following:
 - Identify one 9-12 Career Preparatory or Technology Education Program the middle grades exploratory course introduces students to, and
 - Identify one high school (or other instructional sites including virtual) where the high school program identified will be available in 2020-2021.

9-12 Career Preparatory and Technology Education

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Is there a fully developed Program of Study for this program that meets Perkins V requirements?

YES/NO

Size – Intentionally Designed Pathways

- Does the 9-12 CTE program identified provide an opportunity for students to take at least 3 courses in the same program (or 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 instructional sites (including virtual) where the program identified offers at least 3 courses (or 2 courses for 2 course programs) as applicable.
- Identify the high school(s) or other instructional sites (including virtual) where the program does not offer at least 3 courses (or 2 courses for 2 course programs) as applicable.

Scope - Experiential Learning

- Does the 9-12 CTE program provide an opportunity for students to participate in work-based learning, CTSOs or capstone experiences? Indicate which opportunities are available using a drop down menu.
- If WBL is provided:
 - Is it provided cooperatively in the program or in a separate companion work-based learning framework?
 - If provided in a WBL framework, identify which WBL program framework is being utilized for delivery.
- If the program will provide an opportunity for students to participate in a CTSO, identify the applicable CTSO from the drop down menu.
- .
- If the program provides an opportunity for capstone learning:
 - Is it provided cooperatively in the program or in a separate companion capstone learning framework?
 - If provided through a separate capstone learning framework, identify the framework being utilized for delivery.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

District Postsecondary CTE

Grant Agency/District Identifiers

District Name

Program Number

Program Name

Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system and/or FCS intuition? YES/NO

Size – Intentionally Designed Pathways

- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered.

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available using the drop down menu.
- If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.
- If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.
- If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.

Scope - Business and Industry Engagement and Workforce Alignment

- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

FCS Institution Postsecondary CTE

Grant Agency/FCS Identifiers

FCS Institution Name

Program Number

Program Name

Program of Study

- Is this postsecondary program part of a local program of study developed in conjunction with a local school system? YES/NO

Size – Intentionally Designed Pathways

- Does the CTE program provide an opportunity for students to become a full program completer?
- Identify the instructional sites/campus where the program will be offered.

Scope - Experiential Learning

- Does the program provide an opportunity for students to participate in work-based learning (WBL), CTSOs or capstone experiences? Indicate which opportunities are available using the drop down menu.
- If WBL is provided, describe the method (i.e. internship, clinical/practicum, registered apprenticeship, cooperative on the job training) used to deliver WBL.
- If the program provides opportunities for CTSO participation, identify the applicable CTSO from the drop down menu.
- If the program provides an opportunity for capstone learning, describe the capstone learning experiences available to your students.
- Does the program strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment?

Quality

- Does the program provide an opportunity for students to earn a recognized postsecondary credential?
- Indicate the industry recognized credentials that students may earn in the program.

APPENDIX C-4: 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.
Regional Demand Occupation List (primary program SOC code)	The primary SOC code appears on the 2019-20 Regional Demand Occupation List or the 2018-19 Regional Demand Occupation List for the CareerSource region of the agency.
Regional 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 programs are placed for employment (documentation should be kept locally).

Option 1: Primary Source Methods (Must have one)	
Method Type	Standard for Alignment
	This secondary SOC code appears on the 2019-20 Regional Demand Occupation List or the 2018-19 Regional Demand Occupation List for the CareerSource region of the agency.
Regional Targeted Occupation List (primary program SOC Code)	The primary SOC code appears on the 2019-20 Targeted Occupation List or the 2018-19 Targeted Occupation List for the CareerSource region of the agency.
Regional Targeted 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 programs are placed for employment (documentation should be kept locally). This secondary SOC code appears on the 2019-20 Regional Targeted Occupation List OR the 2018-19 Regional Targeted Occupation List.
Enterprise Florida Targeted Industry Sector	The agency has documentation that their program aligns with one of the current Enterprise Florida Targeted Industries: <ul style="list-style-type: none"> • Aviation & Aerospace • Life Sciences • Manufacturing • Defense & Homeland Security • Information Technology • Financial & Professional Services • Logistics & Distribution • Cleantech The agency may document the justification for the alignment of the program to the industry sector.
Targeted Occupation or Sector identified by local CareerSource Board in current local WIOA Plan	The agency has documentation that the program can be linked to an identified occupation or sector in the local CareerSource Board's current WIOA plan.
Agriculture-related Programs	For any program identified as primarily agricultural, the agency has documentation from the Florida Department of Agriculture and Consumer Services on the evidence of current labor market demand for completers of the program.

Option 2: Secondary Source Method (must have two)

Method Type	Standard for Alignment
Job Analytics Resources for the region	The agency has documentation of labor market demand from completers of the program from a resource that produces labor market demand information for the agency's region..
Local CareerSource Board letter of support	The agency has a letter of support from the local CareerSource Florida Board which includes information on the local employment demand for completers of the program.
Economic development agency letter of support	The agency has a letter of support from a local economic development agency with documentation of local demand for the program. The economic development agency must be one listed on this Enterprise Florida web page: https://www.enterpriseflorida.com/about-efi/stakeholders/economic-development-partners/
Local Chamber of Commerce letter of support	The agency has a letter of support from the local chamber of commerce for the agency's service area. This letter includes information on the local employment demand for completers of the program.
Other Employer or Industry Association	The agency has a letter of support with information on the local employment demand for completers of the program from one of the following: <ul style="list-style-type: none">▪ Local employer with a documented history of hiring graduates from the program▪ Recent employer in an emerging occupational area▪ State industry associations, or▪ Regional industry associations

APPENDIX C-5: List of Required Attachments for the CLNA by Content Area

Size, Scope, and Quality – Secondary Eligible Recipients

- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation -Middle Grades Exploratory Courses Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template

Size, Scope, and Quality – Postsecondary Eligible Recipients

- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – District Postsecondary CTE Template
- CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation – FCS Institution Postsecondary CTE Template

Labor Market Alignment – Secondary Eligible Recipients

- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – Secondary Career Preparatory and Technology Education Template

Labor Market Alignment – Postsecondary Eligible Recipients

- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template
- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – FCS Institution Postsecondary CTE Template