



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

Local eligible recipients will be expected to provide narrative and supporting documents starting in the 2020-21 Perkins 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. Full CLNA documentation is required every two years, with necessary updates happening yearly.

The below information is requested in the 2020-2021 application with regard to the required CLNA elements 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.

### **Section 1. Overview – Comprehensive Local Needs Assessment and Stakeholder Consultation**

#### **Overview**

1. Describe your agency's local process for completion of the comprehensive local needs assessment and complete the **Stakeholder Consultation Summary Table** below.

#### **Instructions:**

This chart must 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 table serves as a 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.

Column A: Stakeholder category from the law

Column B: Identify in narrative form the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.

Column C: Include narrative for the following:

- Describe the process and methods used for stakeholder consultation for this category of stakeholder.
- Provide a summary of meetings, convening or public meetings held.
- Describe the CLNA component(s) for which this category of stakeholder was consulted.

**CLNA: Stakeholder Consultation Summary Table:**

<b>[A] Stakeholder Category</b>	<b>[B] Stakeholders Consulted by Category</b>	<b>[C] Process and Methods (Meetings, Surveys, Focus Groups, etc.) of CLNA Consultation by Category</b>
<b>(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</b>		
<b>(2) representatives of career and technical education programs at postsecondary educational institutions,</b>		

<b>[A] Stakeholder Category</b>	<b>[B] Stakeholders Consulted by Category</b>	<b>[C] Process and Methods (Meetings, Surveys, Focus Groups, etc.) of CLNA Consultation by Category</b>
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)		
(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)	<i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i>	

<b>[A] Stakeholder Category</b>	<b>[B] Stakeholders Consulted by Category</b>	<b>[C] Process and Methods (Meetings, Surveys, Focus Groups, etc.) of CLNA Consultation by Category</b>
<b>(8) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)</b>	<i>NOTE: Provide a response, if applicable; otherwise, enter "N/A"</i>	

2. Describe plans for continued stakeholder consultation during the 2020-2021 program year.

### **Part A – Size, Scope and Quality (SSQ) for CTE Programs**

1. As a result of completing the CLNA review, provide the information on all Career and Technical Education (CTE) programs offered by your agency of sufficient Size, Scope, and Quality.

Complete and submit the SSQ Templates for programs offered in 2020-21 for your institution type.

- District offering middle-grades CTE:
  - CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - Middle Grades Exploratory Courses Template (Excel)
- District offering high school CTE:
  - CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education Template (Excel)
- District offering postsecondary CTE:
  - CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - District Postsecondary CTE Template (Excel)
- Florida College System:
  - CLNA: SIZE, SCOPE, AND QUALITY Detailed Documentation - FCS Institution Postsecondary CTE Template (Excel)

### **Instructions to submit the CTE SSQ Template:**

Step 1: Directions for submission of the SSQ template are included in the [2020-2021 Perkins V Implementation Guide](#).

Step 2: Only Excel files may be submitted using the ShareFile transmission system.

Step 3: Agencies must use the below naming conventions for uploading the files. See the [Perkins Implementation Guide](#) for agency ID reporting numbers.

- **District Middle-Grades CTE:** 99.CLNA-SSQ.SEC.MG where 99 is the district agency ID reporting number.
- **District High School CTE:** 99.CLNA-SSQ.SEC.HS where 99 is the district agency ID reporting number.
- **District Postsecondary CTE:** SD.99.CLNA-SSQ.PS, where 99 is the WDIS Agency ID reporting number.
- **Florida College System Institution:** FCS.99.CLNA-SSQ.PS, where 99 is the FCS agency ID reporting number.

**SECONDARY SSQ Prompts (Postsecondary agencies, skip to the POSTSECONDARY SSQ Prompts section below.)**

2a. Complete the following narrative summary.

Middle Grades SSQ - Complete the following table which summarizes the CLNA results of review of middle grades courses:

<p>Total Number of Middle Grades Courses Offered in 2020-2021 - (#)</p> <ul style="list-style-type: none"> <li>• Enter the total number of unduplicated middle grades courses offered by at least one school in your district -</li> <li>• <b>NOTE:</b> This total number must match the number of programs listed in the SSQ Template.</li> </ul>	
<p>Total Number of Middle grades courses which met the SSQ standards - (#)</p> <ul style="list-style-type: none"> <li>• <b>NOTE:</b> This number must match the number of courses identified as meeting SSQ on the template</li> </ul>	
<p>Percentage of middle grades courses offered which met the SSQ standards - (%)</p> <ul style="list-style-type: none"> <li>• <b>NOTE:</b> This is the number of courses that met the SSQ divided by the total number of middle grades courses.</li> </ul>	

2b. Complete the following narrative summary.

**Middle Grades Narrative Summary for SSQ**

	RESPONSE
<p>(1) <b>SIZE: Intentionally</b></p> <p>Indicate if your district provides an opportunity for middle grades students to earn CTE high school credit. If "yes," describe the CTE high school credit</p>	

		RESPONSE
<b>Designed Pathways</b>	bearing courses and course numbers by school available to middle school students.	
	<p>If response above is “no”, then no response is required here. If response above is “yes,” indicate if your district provides an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school. Respond with “Yes” or “No.”</p> <p><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></p>	
	If response above is “yes,” 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. (Leave blank otherwise)	
<b>(2) SCOPE: Engaging Instruction</b>	Describe how your district’s middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	
<b>(3) QUALITY: Appropriate Instructional Supports</b>	Describe how your district’s middle grades exploratory courses provides instruction that incorporates relevant equipment, technology, and materials to support learning.	
<b>(4) QUALITY: Prepared and</b>	Describe how your district’s middle grades exploratory courses provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	

		RESPONSE
<b>Effective Teachers</b>		
<b>(5) QUALITY: Access and Equity</b>	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	

- 3a. 9-12 Career Preparatory/Technology Education SSQ - Complete the following table which summarizes the CLNA results of review of 9-12 Career Preparatory/Technology Education high school programs:

Total Number of high school programs offered in 2020-21 - (#)	
<ul style="list-style-type: none"> <li>Enter the total number of unduplicated high school programs offered by at least one school in your district</li> <li><b>NOTE:</b> This total number must match the number of programs listed in the SSQ Template.</li> </ul>	
Total Number of high school programs which met the SSQ standards - (#)	
<ul style="list-style-type: none"> <li><b>NOTE:</b> This number must match the number of programs identified as meeting SSQ on the template</li> </ul>	
Enter the Percentage of total high school programs offered which met the SSQ standards - (%)	

- 3b. Complete the following narrative summary.

**9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ**

		RESPONSE
<b>(1) SCOPE: Business and Industry Engagement and Workforce Alignment</b>	Provide a summary description for how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	

		RESPONSE
<b>(2) QUALITY: Engaging Instruction</b>	Provide a summary description for how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	
<b>(3) QUALITY: Appropriate Instructional Supports</b>	Provide a summary description for how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
<b>(4) QUALITY: Prepared and Effective Faculty and Staff</b>	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.	

4. As a result of your CLNA review of size, scope, and quality, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) that will be addressed in the program years from 2020-2024.

**POSTSECONDARY SSQ Prompts (District and Florida College System)**

- . 2. Complete the following narrative summary.

**Postsecondary Programs Narrative Summary for SSQ**

		RESPONSE
<b>(1) SIZE:</b>	Do all CTE postsecondary programs offered by your agency provide an opportunity for students to complete an	



		RESPONSE
<b>Intentionally Designed Pathways</b>	<p>entire CTE program? (Institution offers the entire program length and not just part of the program.)</p> <p>Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer (if applicable).</p>	
<b>(2) SCOPE: Business and Industry Engagement and Workforce Alignment</b>	Provide a summary description for how your agency's CTE postsecondary programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	
<b>(3) QUALITY: Engaging Instruction</b>	Provide a summary description for how your agency's CTE postsecondary programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	
<b>(4) QUALITY: Appropriate Instructional Supports</b>	Provide a summary description for how your CTE postsecondary programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	
<b>(5) QUALITY: Prepared and Effective Faculty and Staff</b>	Provide a summary description of how your CTE postsecondary programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning.	

3. As a result of your CLNA review of size, scope, and quality, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) that will be addressed in the program years from 2020-2024.

## **Part B – Labor Market Alignment**

1. Provide an overview of your agency's process for evaluating the alignment of current program offerings with current and future employment demand statewide and in your region. Describe the resources that your agency reviewed in your response.
2. Provide an overview of your agency's process for identifying areas in which your agency is not currently offering programs and for which there is a local demand for training.
3. As a result of completing the CLNA review, provide the summary of CTE Program Labor Market alignment of programs offered in 2020-21.

Complete and submit the following Excel templates, for your institution type.

- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – Secondary Career Preparatory and Technology Education Template (Excel)
- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – District Postsecondary CTE Template (Excel)
- CLNA: LABOR MARKET ALIGNMENT Detailed Documentation – FCS Institution Postsecondary CTE Template (Excel)

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### **Instructions to submit the CTE Labor Market Alignment Template:**

Step 1: Directions for submission of the Labor Market Alignment template are included in the 2020-2021 [Perkins V Implementation Guide](#).

Step 2: Only Excel files may be submitted using the ShareFile transmission system.

Step 3: Agency must use the following naming conventions for uploading the files:

- **For District Secondary:** 99.CLNA-SSQ.SEC.HS where 99 is the district agency ID reporting number.
- **For District Postsecondary:** SD.99.CLNA-LMA.PS, where 99 is the WDIS MIS reporting number
- **For FCS Institutions:** FCS.99.CLNA-LMA.PS, where 99 is the FCS MIS reporting number

4. Complete the following table to summarize the results of your labor market alignment review of CTE programs:

Total Number of CTE Programs offered in 2020-21- (#) <ul style="list-style-type: none"> <li>Enter the unduplicated total of <i>CTE</i> programs offered by at least one school in your <i>agency</i> (NOTE: secondary agencies should only include career preparatory and technology education programs)</li> <li><b>NOTE:</b> This number must match the number of programs listed in the Labor Market Alignment template.</li> </ul>	
Total number of CTE programs for which labor market alignment was documented with approved sources - (#)	
Enter the percentage of total CTE programs offered with documented labor market alignment - (%)	

5. As a result of your CLNA review of labor market alignment, indicate if your agency has identified CTE programs that will be phased out and/or CTE programs that you are considering for program development in the program years from 2020-2024. If your district has identified these programs, please complete the appropriate table.

**CTE Programs to be Phased Out (if applicable)**

Program Number and/or CIP#	Program Name	Postsecondary Only: Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	# of 19-20 Enrolled Students	# of schools/sites which this program is offered	Last Year Program will be offered

Insert rows as needed

**CTE Programs Considered for Development (if applicable)**

<b>Program Number and/or CIP#</b>	<b>Program Name</b>	<b>Postsecondary Only: Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)</b>	<b>Documentation of Local Need</b>

Insert rows as needed

### Part C - Development and Implementation of CTE Programs and Programs of Study (POS)

1. Complete the following narrative summary.

#### Programs of Study and CTE Program Offerings:

	<b>RESPONSE</b>
Enter the number and percentage of CTE programs that have fully developed and compliant Perkins V programs of study.	
Secondary Only: List the approximate number and percentage of overall CTE students participating in those program(s) of study.	
Identify the number of CTE programs under development where full Perkins V compliant programs of study should be developed (if applicable).	

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) related to program development, implementation and programs of study that will be addressed in the program years from 2020-2024.

**Part D - Recruitment, retention, and training of teachers, faculty and all other professionals**

1. Complete the following narrative summary.

**Faculty and Staff:**

	RESPONSE
Provide an overview of your agency's process and method for 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.	
Provide an overview of your agency's process and method for 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	

	RESPONSE
areas of concern that surfaced from conducting this needs assessment.	

- As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high priority need(s) related to recruitment, retention, and training of teachers, faculty and all other professionals that will be addressed in the program years from 2020-2024.

#### Part E - Evaluation of performance on Perkins Accountability measures

- Complete the following narrative summary.

##### Performance Review:

	RESPONSE
For the agency's Perkins IV core indicators of performance, 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.	
For the agency's Perkins IV core indicators of performance, analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap: 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.	

	RESPONSE

- As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of the high priority student performance gaps (including which particular special population, subgroup or all CTE concentrators) that will be addressed in the program years from 2020-2024.

**Part F - Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students**

- Complete the following narrative summary.

**Equal Access:**

	RESPONSE
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.	
Provide a narrative response on strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	
Provide a narrative response on programs that are designed to enable special populations to meet the local levels of performance; and	
Provide a narrative response on activities to prepare special populations for high-skill, high-wage,	

	RESPONSE
or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

2. As a result of the CLNA analysis, provide a numbered list (1, 2, 3, etc.) of barriers to equal access to high-quality career and technical education courses and programs of study for all CTE students that will be addressed in the program years from 2020-2024.

**Part G - Other Identified CTE Needs from Comprehensive Local Needs Assessment (if applicable)**

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA.

1. What other priority needs did you identify while you were conducting your CLNA? (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support advisory councils)
2. Describe the process used to identify these other priority needs.



## **APPENDIX A – COMPREHENSIVE LOCAL NEEDS ASSESSMENT REQUIREMENTS**

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

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) 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.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) 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.

(E) 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.

## **APPENDIX B– REQUIRED STAKEHOLDERS**

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—

- (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.

(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—

- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
- (2) ensure programs of study are—
  - (A) responsive to community employment needs;
  - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
  - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
  - (D) designed to meet current, intermediate, or long-term labor market projections; and
  - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.