



# Comprehensive Local Needs Assessment (CLNA) Purpose and Priorities

## Training Module

Prepared by the Division of Career and Adult Education



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# CLNA Presentation Overview

This module will cover CLNA:

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

## The Purpose of a Needs Assessment

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



# 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!)

## 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.**

## 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**

## 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).

## 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



## 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...”

## 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

## 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!*

## For More Info:

- **Visit:** <http://www.fldoe.org/academics/career-adult-edu/Perkins/clna.shtml>
- **Email:** [Perkins@fldoe.org](mailto:Perkins@fldoe.org)



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