



Stakeholder Engagement for the Perkins Comprehensive Local Needs Assessment



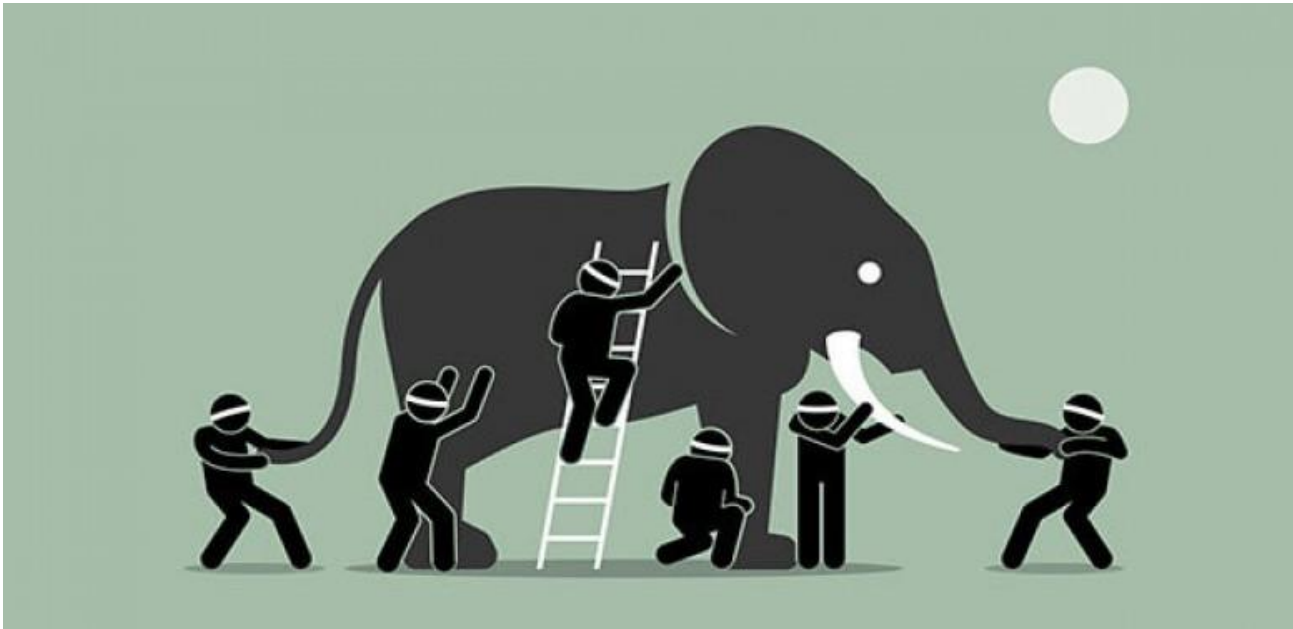
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Stakeholder Engagement Presentation Guiding Questions:

- Why are you required to consult stakeholders for the CLNA?
- What topics are you required to consult on?
- Who are you required to consult with for the CLNA?
- How will you engage stakeholders?
- When will you engage stakeholders?

Why Consult? To Gain Perspective

- Each person affected by your CTE offers a different perspective
- Understanding those perspectives gives a fuller, more accurate depiction of what really is going on
- Many times we are blinded to our own misconceptions and areas of ignorance – we don't know what we don't know!
- Better understanding leads to better decisions and to better student outcomes



Perkins V Consultation Mandate – Sec. 134

- Due to the importance of collecting a variety of perspectives on potential problem areas in CTE and ways to address them, the Perkins V Act requires consultation with diverse stakeholders and specifies some very important ones:
 - “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...” –Sec. 134(d)

Who Are You Required to Consult With? (1 of 2)

Sec. 134 Required Consultants:

...including, at a minimum—

- “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;”
- “Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;”
- “Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;”

Who Are You Required to Consult With? (2 of 2)

Sec. 134 Required Consultants:

- “Parents and students;”
- “Representatives of special populations;”
- “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);”
- “Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and”
- “Any other stakeholders that the eligible agency may require the eligible recipient to consult.”

“At-Risk Youth”

Section 1432 of the Elementary and Secondary Education Act of 1965:

“(2) AT-RISK- The term at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.”

The Use of the Plural in the Stakeholder Section of the Law

Each stakeholder listed in the Law is written in the plural, which means multiple representatives from each stakeholder group are required.

What Does It Mean to “Consult”? (1 of 2)



Reference:

<https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/framework-communications-engagement.pdf>

What Does It Mean to “Consult”? (2 of 2)

- **Involve** stakeholders as active co-creators of policies and programs.
- **Inquire** for input on CTE weaknesses, strengths, opportunities, and barriers.
- **Inform** stakeholders on a host of topics throughout the consultation process – the CLNA process, what CTE is, how they can get involved, etc.
- **Inspire** stakeholders about the importance of CTE as a critical means of shaping student’s career trajectories and the labor market.

How to Receive Consultation

“Everyone you will ever meet knows something you don’t.” -Bill Nye

Probe for:

- Underlying problems/barriers being described in personal stories
- Root causes and solutions, not just criticism

Focus on:

- All voices, not just the most common voices or those who speak most forcefully
- Input from all stakeholders, even those you have opposing views from yours

Be open to:

- Reconsidering perceptions
- Being wrong
- Being surprised
- Learning!

Meeting Legitimate Needs Through Consultation

Your stakeholders will need:

- To know that you understand them. So, make sure you check for understanding.
- To know how you are going to use their feedback. So, keep them apprised of your progress before, during, and after you have made plans based on their input.
- To better understand CTE. So, be ready to explain what you offer and why CTE matters.
- To know that you care about what they have to say. So, find ways of sincerely expressing gratitude for their input.

Your students will need:

- For you to come to the best decisions possible, so all consultation will need to be weighed against evidence-based practices, wherever possible

Example Stakeholder Engagement Strategies and Opportunities

- **Input Through Existing Events** - professional development, advisory meetings, CTE showcases, PTO meetings, CTSO events, etc.
- **Planned Discussions** –roundtable, focus group, work group, listening session, classroom discussions, etc.
- **Digital surveys** – social media/blog, website, newsletter/listserv, e-blast, etc.
- **Webinars**
- **Paper surveys** - direct mail or in-class or in-meeting dissemination
- **Personalized emails**
- **Phone conferences**

When Do I Consult?

- Consult throughout the CLNA, planning, and application process
- All consultation that is within two fiscal years prior to the fiscal year of the grant application is permissible
 - For instance, if the grant starts in 2020-21, then consultation from 2018-19 and 2019-20 fiscal years is permissible
- Strategize how best to spread the needs assessment process and its components across a two year period
- While engaging stakeholders, build processes for on-going consultation

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—
 - (1) provide input on annual updates to the **comprehensive needs assessment** required under subsection (c)(1)(B);...

Required Ongoing Consultation - Perkins Law - Sec. 134(e)

...This may include consultation in order to—...

- (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;

Required Ongoing Consultation - Perkins Law - Sec. 134(e)

...This may include consultation in order to—...

- (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**.

Regional Sharing Strategy for Required Stakeholders

Can Be Regionally Shared

- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries
- 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)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable
- Any other stakeholders that the eligible agency may require the eligible recipient to consult

Local Engagement with the Option of Regional Engagement

- 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
- Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
- Parents and students
- Representatives of special populations

Example Stakeholder Engagement Scenario

The below table contains all required stakeholders and CLNA components.

Phase	When	Topics	Stakeholders Involved	Means
Local Program Assessment	Late Summer/ early Fall	<ul style="list-style-type: none"> • Student Performance • Size, Scope, and Quality • Labor Market Alignment 	<ul style="list-style-type: none"> • CTE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk • Business/industry • Indian Tribes/Tribal orgs 	<ul style="list-style-type: none"> • Leadership work groups • Focus groups
Regional Summit	Mid Fall	<ul style="list-style-type: none"> • Labor Market Alignment • Programs of Study 	<ul style="list-style-type: none"> • Secondary • Postsecondary • CareerSource, WDBs • Business/industry • Out-of-school, homeless, at-risk • Indian Tribes/Tribal orgs 	<ul style="list-style-type: none"> • Guided roundtable discussion
Local Implementation Assessment	Late Fall	<ul style="list-style-type: none"> • Implementation Progress • Faculty & Staff • Equity & Access 	<ul style="list-style-type: none"> • CTE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk 	<ul style="list-style-type: none"> • Leadership work groups • Focus groups • Survey students • Classroom discussions

Successful Engagement Strategy Components

- **Why:** quality CTE is a team effort that necessitates the active participation of all stakeholders involved
- **What:** all six of the CLNA required components will need to be covered
- **Who:** all required stakeholders must be engaged
- **How:** each topic and stakeholder will necessitate a strategic approach that takes into account what means of engagement is most appropriate for the content and the depth of feedback possible through that means
- **When:** the topics and stakeholders will need to be sequenced and grouped strategically to maximize efficiency and effectiveness of the engagement



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