

Regional Collaboration for the Perkins Comprehensive Local Needs Assessment



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Regional Collaboration Presentation Overview:

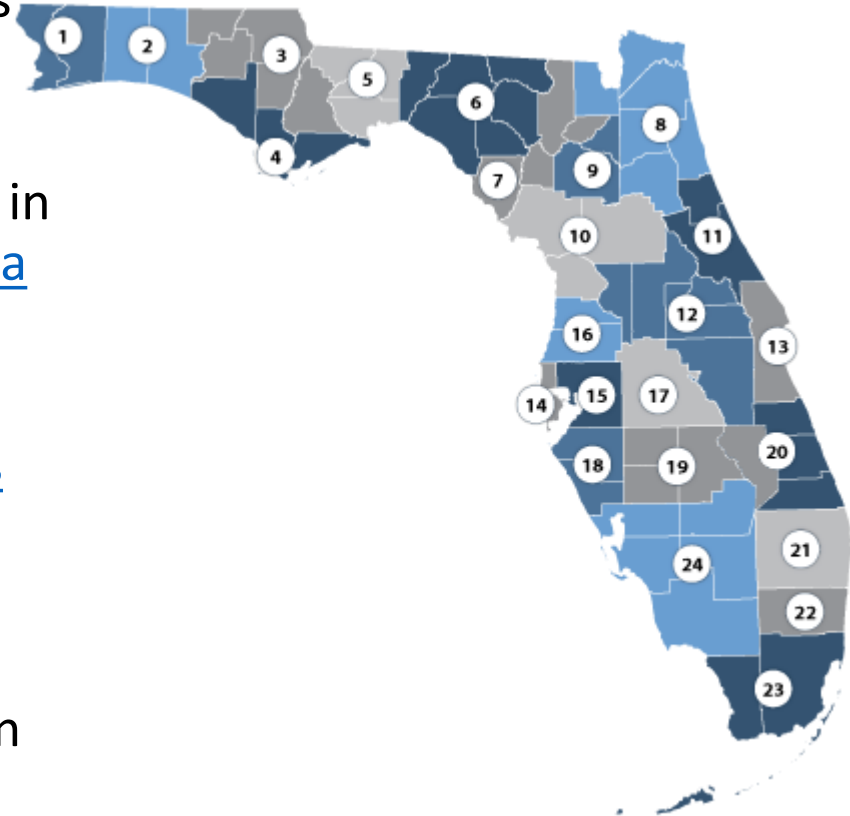
- Why it makes sense to regionally collaborate on the CLNA
- Simple strategies to effectively collaborate

Opportunities and Limitations of Regional Collaboration

- All eligible recipients are required to complete and submit their own CLNA, however, many opportunities exist to collaborate, such as:
 - Collectively analyzing regional labor market information
 - Collectively developing, implementing, and improving programs of study
 - Collectively engaging regional stakeholders
 - Exchanging insight and understanding to more accurately determine needs, root causes, and solutions

Why Collaborate? To Make Labor Market Analysis Easier

- CareerSource has subdivided the State into regions to provide more comprehensive and customized services
- Each CareerSource Regional Workforce Development Board has created lists of target occupations and industry sectors in their [Local Workforce Development Area WIOA Plans](#)
- The Department of Economic Opportunity's [Demand Occupation Lists](#) uses the same CareerSource regions
- Therefore, educational agencies within these regions may choose to target preparation for and advancement within the same careers and sectors



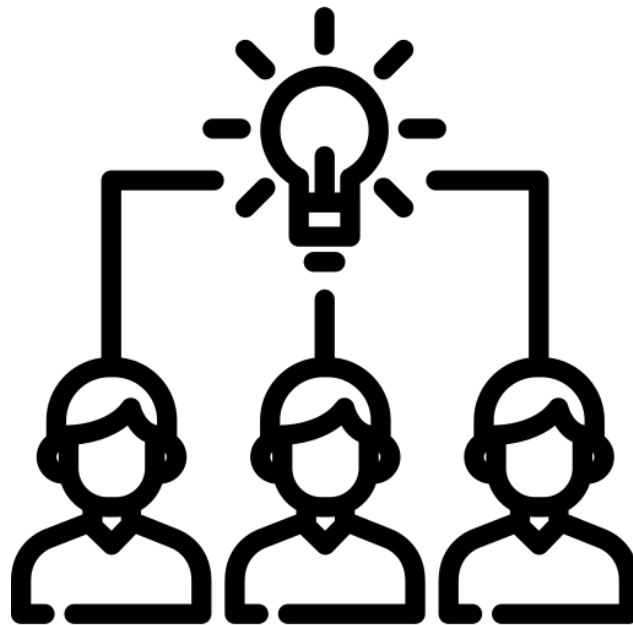
Why Collaborate? To Share Stakeholder Engagement

Many of the below required CLNA stakeholders can be regionally shared so as to streamline the consultation process

| Can Be Regionally Shared | Local Engagement with the Option of Regional Engagement |
|--|---|
| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 |

Why Collaborate? Better Analysis & Solutions

- Stakeholder engagement planning, data analysis, root cause analysis, research, and strategic planning and budgeting are incredibly challenging. Therefore, the more these tasks can be accomplished collaboratively, the better!



Collaboration Strategies

There are a number of ways that agencies can collaborate on the CLNA including:

- Regional summits
- Meetings
- Correspondence
- Conference calls
- Webinars



Example Stakeholder Engagement Scenario with Regional Collaboration

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 |

Using Perkins Funds to Facilitate Collaboration

Sec. 135: “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 and that—...

- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).”

Possible resources needed may include, but are not limited to:

- Travel expenditures
- Funds needed to conduct meetings
- Outside consultants
- Additional staff



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