1 National Life Drive, Davis 5, Montpelier, VT 05620-2501
(p) 802-828-1130 | (f) 802-828-6430 | education.vermont.gov

Perkins V Comprehensive Local Needs Self-Assessment

Purpose

Vermont's Comprehensive Local Needs Assessment will be completed by eligible recipients either individually or in collaboration between secondary career and technical centers and/or postsecondary institutions in close proximity. Cross region and border collaboration is encouraged for Section 2, Parts A (employer needs) and B (community needs), while all other sections should be in large part, conducted independently. Exceptions include collaboration identifying professional development needs and sharing ways to maximize use of the CLNA process. While Vermont statute and rules describe quality criteria for CTE programs, not all parameters may be defined. For example, while Perkins V calls for career exploration and development as a required use, quality definitions are modest in State statute and rules. Consequently, the first round of CLNA may not have all performance and quality thresholds articulated, however, the Agency of Education will lead conversations to establish, define, and quantify these criteria throughout the four-year grant cycle. This memo describes the new CLNA requirements under Perkins V, phases in the development and implementation of these requirements, and describes processes to be used that will ultimately determine the allocation of resources to close gaps in performance across regional areas. The CLNA is the driver for the local Perkins V application and approval process.

Acronyms

CIP = Continuous Improvement Plan
CLNA = Comprehensive Local Needs Assessment
CTE = Career and Technical Education
ESSA = Every Student Succeeds Act
FRL = Free or Reduced Lunch
LMI = Labor Market Information
PBGR = Proficiency-Based Graduation Requirements
PD = Professional Development
POS = Program of Study
SSQ = Size, Scope and Quality
WIOA = Workforce Innovation and Opportunity Act

Contact Information:

If you have questions about this document or would like additional information, please contact:

Doug Webster, Student Pathways Division, at doug.webster@vermont.gov

Documents and Information you will need:

We have listed out the documents and resources in respective sections eligible recipients will need to complete the CLNA.

Requirements/Statutory Authority (required by Federal Law)

Perkins V Section 134 (b) Local Application Contents states: The eligible agency shall determine the requirements for local application, except that each local application shall contain a description of the results of the comprehensive needs assessment in Perkins V Section 134 (c)(2) conducted which states the following:

To be eligible to receive financial assistance, an eligible recipient shall conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The comprehensive local needs assessment shall include each of the following:

1. (Perkins V Section 134 (c)(2)(A)) - An **evaluation of the performance of the students** (Perkins V Section 134 (c)(2)(A)) served by the eligible recipient with respect to State determined and local ***levels of performance established***;

b. (Perkins V Section 134 (c)(2)(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. ***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 the section as the 'State board' or local workforce development board, including career pathways where appropriate; or
   iii. ***Designed to meet local education or economic needs*** not identified by State boards or local workforce development boards.

c. (Perkins V Section 134 (c)(2)(C)) - An **evaluation of progress** toward the implementation of career and technical education **programs, career pathways, and programs of study**;

d. (Perkins V Section 134 (c)(2)(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. (Perkins V Section 134 (c)(2)(E)) - **A description of progress** toward implementation of ***equal access*** to high-quality career and technical education courses, career pathways, and programs of study for all students, including –

   i. **Describe 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.

For the purpose of clarity, the six required assessment areas in the Comprehensive Local Needs Assessment are identified as follows in this document:

I. Student Performance
II. Labor Market Need
III. Program Implementation
IV. Progress Toward Implementing Programs of Study
V. Recruitment, Retention and Training of CTE Educators
VI. Progress Toward Improving Equity and Access

Who must be included in the assessment? (required by Federal Law – must document who was consulted in local application)

The following individuals and organizations must be consulted in determining local needs, performance gaps and options for corrective action to address performance gaps. Each of the six required areas to be assessed suggests positions and organizations that would be best suited for consultation.

- 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**;
- P**arents 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**;
- Representatives of **Indian Tribes and Tribal organizations** in the State, where applicable;
- And any other stakeholders the eligible recipient may deem necessary to consult.

Three Phases of Vermont's Comprehensive Local Needs Assessment

While the CNA will include the six required areas, assessments of each area should progress in three phases or steps:

1) **Needs Analysis** – determining needs by understanding target, quality, and performance thresholds to meet standards;
2) **Gap Analysis** -- measuring, assessing, and analyzing what the current state of performance, output and capacity is within the subject region; and finally,
3) **Local Plan Development** – identifying and prioritizing strategies that will address the performance gaps to meet standards.

As an example:

a. **Needs Analysis** – what are the high demand, high skill or high wage areas? What are the emerging economic needs within the community? What programs do parents and students find of most interest? What are the key elements that define quality programing, career exploration and awareness, work-based learning, access, etc.
b. **Gap Analysis** – how well does the current center programming align with identified high skill, high wage, high skill areas, economic opportunities, emerging technologies, student demand, quality programming, access, career exploration and awareness, work-based learning?
c. **Local Plan Development** – what strategies and resources will be required within the region to adequately address the gaps identified in the CNA by both the CTE centers and eligible colleges within the region? How will you balance the needs of industry with parent and student interest? What strategies will you employ to better align these needs and interests? This will be what makes up each CTE center and college four-year Local Plan.

Needs Assessment Rubric

The following rubric describes the six required areas to be assessed and provides a list of materials to be reviewed, persons and organizations to be consulted, and questions that should be asked. While the collection of information is important, acceptable levels of performance needs to be established along the way to determine if and at what level Perkins V funds should be applied. At present, many areas lack even suggested definitions of quality and performance thresholds. For example, what does quality, adequate access, and equity to Career Exploration activities look like across a region? How do you define it? For this reason, each eligible recipient should attempt to follow the three-step process outlined above to determine what constitutes quality; determine the gaps in programming at their respective institution or center; and be able to prioritize allocation of resources to help close identified gaps over a four-year period.

NOTE: while most CNA required areas are geared toward secondary CTE, postsecondary CTE need only process areas that apply to postsecondary.

2020 Comprehensive Needs Assessment Perkins V Application Instructions

A. For each LNA area, read each question and provide evidence of your answers
B. Based on the evidence, assign a score for each required area;
C. Provide a description of why you chose that particular score;
D. For areas assigned a score of 2 or lower, provide a description of how you plan to address/improve that area.

Proficiency Scoring

1 = Not meeting the desired outcomes, incomplete, requires assistance;

2 = Meeting some but not all of the desired outcomes;
3 = Meets the desired outcomes;
4 = Exceeding the desired outcomes, should be considered exemplary, shared with other recipients

I. Student Performance (Perkins V Section 134 (c)(2)(A))

For the first round of Local Needs Assessment, a compilation of student performance data based on historic information gathered and displayed within the Perkins V performance indicator framework will be made available to eligible recipients. In future years, in an attempt to instill ownership and effective use of data and information by eligible recipients, professional development will be provided to eligible recipients on how to collect, synthesize, manage and display data and information for real-time intervention.

What materials should be reviewed?

- Perkins performance data for the past several years (3 years minimum), disaggregated by CTE program and subpopulation groups;
- ESSA indicators (see definition crosswalk included in Appendix);
- Sending school PBGRs (for alignment and evaluation of student attainment);
- CIPs (Continuous Improvement Plans) for each sending school in the CTE region. (AOE will provide technical assistance.)

Who should be consulted?

All stakeholders required by law, particularly administrators, secondary teachers, postsecondary faculty and representatives of special populations, data staff.

Prompts	Justification	Score	Proposed action steps if score 1, 2
1. How are students in our CTE programs performing on federal accountability indicators in comparison to non-CTE students? State data, local sources and other applicable available			

Prompts	Justification	Score	Proposed action steps if score 1, 2
information over 2-3 year period. For postsecondary, what are the differences between non degree and degree students, adult versus high school transitioning students, and performance among participating populations?			
2. To what degree do partner school district's educational priorities align and support CTE needs? At post-secondary, what is the degree of awareness and coordination of other Federal funds that can align with or be coordinated with Perkins			
3. How well are students in special populations performing in comparison to non-special population peers?			

Prompts	Justification	Score	Proposed action steps if score 1, 2
Compare over 3-4 year period. See Perkins V list of special populations in appendices.			
4. How well does the CTE program plan address gaps in student performance across student groups? To what degree does the plan need to be updated?			
5. How well have CTE programs with the highest level outcomes been identified? Which have the lowest and why? What do we mean by highest level – attainment of recognized post-secondary credential – but other things that are defined by the college or school – and related to accountability measures. (example related to strategic plan)			

Prompts	Justification	Score	Proposed action steps if score 1, 2
6. How well are potential root-causes of inequities in CTE programs identified? Evidence? Example: rural students lack access to WBL because of transportation and limited employer availability – use technology to solve the problem.			
7. How well do sending schools understand CTE performance metrics, coordination of curriculum, collaboration among student placement, standards, programs of study development, etc.? Program of study/career pathways connection? For postsecondary, how well do CTE centers understand these attributes?			

II. LABOR MARKET NEEDS (Perkins V Section 134 (c)(2)(B))

The geographic region will be self-determined. However, it is recommended that Part II Labor Market Needs include 1) workplace situations of up to a one-hour commuting distance, including data and information across state and county lines, and/or 2) include information within one of four quadrants of the state (e.g., northeast, northwest, central and southern areas of the state). In addition, Part II Labor Market Part A involves review of Vermont Department of Labor Market Information (LMI), while Part B involves determining community/economic needs based on a selection of other available information and reports as well as from local and regional consultation (see recommended consultation in respective sections). See links to all reports below.

Information for both Part A and Part B

In addition, for the purposes of the 2020 Local Needs Assessment, the following should be considered for determining high skill, wage and/or in-demand occupation thresholds:

The occupation for which the training program prepares the student must be, at minimum, high-wage, high-demand, or high-skill occupation in the state of Vermont, as defined below:

High-wage Occupation: Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region. ($19.10/hour)

High-demand Occupation: Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular region of 24 of more.

High-skill Occupations: Occupations that require education and training beyond high school, related work experience, OR long-term on the job training.

And, eligible recipients should note that under Perkins V definitions for high-wage, high-demand and high-skill the operative word is "or," not "and." Consequently, while a combination of two or all categories would be considered ideal, justification for program offerings that meet the defined threshold is sufficient.

Additional information and justification can be found on this MIT webpage.

Statewide, Regional and Industry Reports and Resources

Statewide

Ongoing	VDOL	2 & 10 year Occupational Projections based on BLS data
Ongoing	VBR & EPR	Quarterly Business Conditions Survey
Ongoing	McClure & VDOL	Pathways to Promising Careers: Vermont's High-Pay, High-Demand Jobs

Industry/Sector-Specific

2019	Vermont Clean Energy Industry Report	Clean Energy Development Fund, Vermont Department of Public Service
2013	Farm to Plate	Charting a Path: Food System Workforce Needs Assessment
2016	Farm to Plate	Food System Career Profiles and Pathways
2017	VTPM/Collaboratives	Vermont Talent Pipeline Construction Industry Needs Assessment
2017	Vermont Housing and Conservation Board	Vermont Farm and Forest Viability Program Annual Report
2018	VTPM/Collaboratives	Vermont Talent Pipeline Healthcare Industry Needs Assessment
2018	VTPM/Collaboratives	Vermont Talent Pipeline Advanced Manufacturing Industry Needs Assessment
2018	VDOL	Technology in Vermont (also in 2015)
2019	VtTA	Vermont Science and Technology Plan

2018	University of Vermont Extension and the Vermont Housing & Conservation Board	A 2018 Exploration of the Future of Vermont Agriculture
2019	Vermont Department of Labor	Annual Workforce Development Report
2017	Vermont Outdoor Recreation Economy Report	https://outdoorindustry.org/resource/vermont-outdoor-recreation-economy-report/
2020	Comprehensive Economic Development Strategy (CEDS)	https://accd.vermont.gov/sites/accdnew/files/documents/DED/CEDS/CEDS2020FullReport.pdf

Regional

2019	Vermont Department of Labor and State Workforce Development Board	2019 Regional Workforce Summit Report
2014	BDCC & SeVEDS	2014 Workforce Report (Windham County)
2017	VDOL	Distribution and Concentration of Jobs by Industries and Career and Technical Education Regions
2018	Mt Auburn and Futureworks NEK -- *this is the executive summary; see pages 8-14 for goals and recommended actions that reference CTE and workforce development*	NEK Executive Summary

Other Related Sources

2019	Women, Work and Wages in Vermont	Women, Work and Wages in Vermont Status Report
2018	Occupational Projections Data	Vermont Department of Labor Occupation Profile
2019	Industry Projections Data	Vermont Department of Labor Industry Projections
2019	ELMI Business Finder	Vermont Department of Labor EMLI Business Finder
2019	Economic and Demographic Profile of Vermont	Economic and Demographic Profile Series – Vermont 2019
2016	Futureworks Statewide Snapshot of Vermont's Creative Economy	Vermont Creative Network – Vermont Creative Sector Economy
2009-2019	Vermont Creative Network Research – Multiple documents	Vermont Creative Network Research

II. A. LMI Data

The Vermont Department of Labor is available to assist in defining labor market and community needs. In addition to listed reports, you may contact Mat Barewicz at Mathew.barewicz@vermont.gov

What materials should be reviewed?

- Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned)
- State and locally defined lists of in-demand industry sectors and/or occupations
- State and local LMI

- Real-time job postings data from online search engines
- Labor market information that identifies work and occupations suitable for special populations

Who should be consulted?

- Input from business and industry representatives, with particular reference to opportunities for special populations;
- Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni;
- All participants required by law, particularly secondary and postsecondary administrators, career guidance and advisement professionals, business and community partners, local workforce investment/economic development boards, and representatives of special populations; and
- Data staff.

Prompts	Evidence	Score	Proposed action steps if score 1,2
To what degree does the CTE SU/SD board (supporting councils and administration in postsecondary), program advisory board and faculty and staff, including guidance counselors, understand industry and occupational projected growth? How is that information used to make decisions?			

Prompts	Evidence	Score	Proposed action steps if score 1,2
1. Generalized for post-secondary in the connection to secondary but also to adult students across the state.			
2. How aligned are the CTE programs and course enrollments with projected job openings? How broad is the definition of transferable skills? How well is this articulated to students? For example, to what degree do automotive technology students articulate with further education in related areas such as construction, manufacturing, or engineering?			
3. How well do programs align with emerging			

Prompts	Evidence	Score	Proposed action steps if score 1,2
occupations in our community and to what degree should students be exposed?			
4. How do we know which CTE graduates are thriving in the labor market? How can this information be used to inform program improvements?			
5. What is the gap between industry skill needs compared to what is being delivered in our programs? If a significant void exists, what changes can be made in terms of other delivery options or outreach strategies?			
6. To what degree do our CTE programs collectively, as a whole, address the high need industry sectors and occupations in our region?			

Prompts	Evidence	Score	Proposed action steps if score 1,2
7. To what degree is there low student demand for in demand, high skill or high wage programs? How will the plan address this?			

II. B. Community Needs

Our mandate is to prepare Vermont's students for their future. Many workforce reports are now available that take into account green and future jobs. See reports above.

What materials should be reviewed?

- Research of emerging technologies, practices and businesses that have positive impact on food, energy, carbon capture or drawdown
- Regional workforce and economic development meeting notes and published materials
- State Agency of Commerce and Community Development publications on economic growth sectors

Who should be consulted?

- Business and industry representatives
- Entrepreneurs who have successfully launched businesses in the region
- People who have created something new that is changing the world
- Regional and state economic and workforce boards
- Leading university research units
- Investment firms and banks
- City and town leaders
- Non-profit entities
- Philanthropic entities

- Adult Education and Literacy providers

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. To what degree is the eligible recipient aware of the resources within our community that could support startups and entrepreneurship? For example, what is available in the community regarding research, finance, technologies, market networks, natural resources, existing knowledge networks and expertise, entrepreneurship mechanisms that, if properly aligned, could create new businesses and industries?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
2. For occupational areas not included or captured in labor market information, e.g., agriculture, entrepreneurship, part time jobs, etc., with input from your community (see consultation list), what areas could be developed/expanded?			
3. To what degree are programs able to adapt to emerging technologies? For example, if/when electric cars out-number gas cars produced, how will this impact technology, business or other programs?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
4. To what degree does programming take into account all aspects of industry, entrepreneurship, and technology convergence? How equitable is access across programs? For example, IT in construction and/or healthcare? Electronics and/or humanities in manufacturing and design?			
5. To what degree do our programs address critical thinking skills that incorporate open ended problem solving, innovation, and creativity?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
6. What level of opportunities exist in the local labor market for students with disabilities, English learners or other special populations? Are support services being adequately utilized? (DOL does not collect this information. Need to rely on employer input directly.)			
7. To what degree do programs integrate sustainability and social responsibility that minimize environmental impact?			

III. PROGRAM IMPLEMENTATION (Perkins V Section 134 (c)(2)(B))

The following table indicates required size, scope and quality to operate a Vermont CTE program. Use this information to evaluate and score the prompting questions below. Note that each column stands on it's own - this chart should not be read as rows and columns are interdependent.

SIZE (numerical value)	**SCOPE (curricular considerations)**	**QUALITY (measurable results)**
		Meets minimum requirements established in Statute and SBE rules.
1. Minimum number of programs: As required in Perkins, to be eligible to receive funds, recipients must run at least 3 Perkins eligible programs	1. The written and practiced curriculum reflects a progression from grade 7 to 14, including elements of counseling and advising	1. Students are achieving program goals and objectives; and making progress with respect to the indicators
2. Minimum number of students: The minimum number of students will be 7 Instructional program or support program	2. The curriculum offers academic, technical and employability skills (work-based, distance learning, etc.)	2. The program has licensed teachers providing instruction and certifications aligned with industry standards
3. Minimum amount of equipment and materials needed to operate the program as evidenced by RAB and ongoing program advisory committee review of local program input needs	3. The curriculum is aligned to the needs of industry and includes high skill, high wage and in-demand programs	3. Program participation results in dual credit / concurrent enrollment course passing; multiple current articulation agreements exist with in-state and out-of-state institutions, including Registered Apprenticeship programs
4. Minimum number of staff Program teaching staff: student ratio outlined in SBE rules is adhered to. Student support program/"services" is	4. The curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees aligned with the career pathway	4. Students consistently earn pre-determined recognized credential, certificate, license or degree during or with 6 months of program completion

SIZE (numerical value)	SCOPE (curricular considerations)	QUALITY (measurable results)
staffed consistently with appropriately trained individuals.		
5. Minimum number of internships, practicums, or work-based learning experiences: 2	5. The curriculum shows a progression of instruction towards an occupation or profession, and has related counseling and advising, and integrates CTSOs	5. The RAB is actively involved in reviewing the center and its programs and services for quality and equity of access.

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students, data staff.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. Are programs being offered where targeted occupations are in demand however have low enrollment?			
2. Are a sufficient number of courses being offered to meet employer demand? What considerations should be made to expand programs to meet employer needs?			
3. Are there students who want to enroll in programs who can't due to available space?			
4. How easily? can students complete a grade 9-14 program of study within the service area?			

5. Do any programs lack opportunities for skill development compared to others in either classroom/laboratory or through extended learning experiences?			
6. How do programs compare to a set of quality standards developed by the state or by a relevant third party?			
7. What are the factors that contribute to variation in program quality among programs?			
8. To what degree are there gaps in the quality of specific components of programs, such as work-based learning or instruction?			
9. How well do CTE programs and services aimed at supporting special populations align to all three elements of Size, Scope and Quality?			

IV. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY (Perkins V Section 134 (c)(2)(C))

What materials should be reviewed?

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student credential attainment
- Data on PLP and PBGR alignment to CTE center programs
- Standards for POS development
- Agendas and minutes from program advisory meetings

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, postsecondary faculty, and career guidance and advisement professionals

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. How fully are programs aligned and articulated across secondary and postsecondary education?			
2. To what degree do programs incorporate relevant academic, technical and employability skills at every learner level?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
3. To what degree are there credit transfer agreements in place to help students earn and articulate credit?			
4. To what degree do students continue in the same program of study?			
5. How well and widespread do programs of study have multiple entry and exit points? This includes but is not limited to non-degree credentials such as apprenticeships, adult technical education and/or certification programs.			
6. How broadly are students in programs earning college and career ready recognized postsecondary credentials?			
7. How well do middle, junior, and high schools collaborate and coordinate quality career exploration and awareness			

Prompts	Evidence	Score	Proposed action steps if scored below 3
programing within the region?			
8. To what degree do opportunities exist to expand career? pathways to attract a broader array of students?			
9. To what degree do sending schools and the center coordinate graduation requirements, PLP development, and recognition/transcripting of student experiences by the high school? What information is available to support POS development?			
10. To what degree have program advisory committees evolved to align with current LMI/community needs data?			
11. How well does postsecondary and			

Prompts	Evidence	Score	Proposed action steps if scored below 3
secondary education collaborate in POS development?			
12. How well does the broader education community coordinate curriculum, joint professional development, articulation agreements, career counseling/exploration and work-based learning in relation to ESSA and WIOA requirements?			

V. RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS (Perkins V Section 134 (c)(2)(D))

What materials should be reviewed?

- Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from teacher evaluations
- Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, postsecondary faculty, career guidance and advisement professionals, HR in the district, and representatives of special populations.

In addition to the prompts below, what else should be considered?

a. Self-assessment of professional development needs;
b. Leadership assessment of guidance, teacher, paraprofessionals, and support staff professional development needs;
c. Synthesis of Local Needs Assessment findings where professional development of personnel is needed and can help to close any outstanding gaps in student performance, program size scope and quality alignment to labor market and economic needs, gaps in program of study development, and access especially for special populations;
d. Human resources and center/college leadership assessment of gaps in instructor availability comparing supply and demand across program areas and identification competitive wage targets for positions in low supply;
e. Leadership assessment of employee turnover rates and causes, wellness and satisfaction status, and ways to improve retention of personnel.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. How diverse is the center staff? To what degree does it reflect the demographic makeup of the student body?			
2. To what degree are processes in place to recruit new teachers and staff? Are the processes efficient and effective, especially for teachers coming from industry?			
3. Are all educators appropriately credentialed?			
4. To what degree is regular, substantive professional development offered internally and jointly with other CTE programs and with academic teachers within the region?			

5. How well do educators report their needs and preferences for professional development, benefits, retention, and more?			
6. How clear is the need to develop and recruit more educators and in what areas?			
7. To what degree do staff and faculty wages reflect prevailing wages within the region?			
8. How well do current professional development practices align with LMI/ community needs data?			
9. How often and used is a professional development needs assessment.			
10. To what ways is the CLNA process going to inform the Perkins V four-year professional development plan? How will responses in all sections of the CLNA be utilized to create a professional development, recruitment and retention plan?			

VI. PROGRESS TOWARD IMPROVING EQUITY AND ACCESS (Perkins V Section 134 (c)(2)(E))

What materials should be reviewed?

- Promotional materials
- Recruitment activities for special populations
- FRL school lists
- Parental status
- Career guidance activities for special populations
- Processes for providing accommodations, modifications and supportive services for special populations
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the root causes and strategies analysis from the Student Performance component
- Findings from surveys/focus groups with students, parents (if applicable) and community representatives from special populations

Who should be consulted?

All participants required by law, particularly administrators, secondary teachers, postsecondary faculty, career guidance and advisement professionals, representatives of special populations, and parents and students.

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. To what degree is there parity in representation across student groups, including marginalized groups, in the CTE program.			
2. To what degree is there parity in enrollment across student groups in programs related to high-wage, high-skill occupations?			
3. To what degree have barriers to access to CTE programming by special populations been addressed?			
4. To what degree have the needs of special population groups been identified including regular review of quantitative and qualitative data to ensure every student is adequately supported?			

5. How effective are the accommodations, modifications and support services we currently provide to special population groups – across center and program specific?			
6. To what degree are services coordinated across State agencies?			
7. To what degree are transportation and/or food access issues addressed?			

SUMMARY
Based on the CLNA analysis, what are the top four needs?
Based on top four needs identified, what strategies will be considered?