

APPENDIX C: Applications and Tools

Crosswalk of Education and Workforce Development Program Vision and Goals

--	CTE	Perkins	Workforce Development	WIOA
Vision	<p>Our vision for career technical education is:</p> <p>all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.</p>	--	<p>The State’s strategic vision is:</p> <p>a workforce development system that is a highly visible and accessible network of programs and strategies designed to increase employment, retention, and earnings for all Vermonters.</p> <p>This system will meet the skill requirements of employers, enhance the productivity, competitiveness and life circumstances for all Vermonters, and result in an improved, diverse, and quality economy.</p>	--
Protecting vulnerable populations	--	Ensure that funds are directed to programs and services intended to assist and support special	--	WIOA Goal 2: Connect individuals to the training and supports they need to enter an occupation and progress on career pathways resulting in a livable wage.

		<p>populations as defined in the law.</p>		<p>Strategy C: Explore opportunities to address disincentives to work built into state and federal benefits programs, such as Social Security Disability Insurance (SSDI) or TANF.</p> <p>Strategy D: Utilize the Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E&T) grant as comprehensive pilot to experiment on how the workforce system can serve beneficiaries effectively.</p> <p>WIOA Goal 3: Strengthen the Vermont economy by working with state and private partners to make data-driven changes that increase the number of women and other underrepresented populations employed in the skilled trades, STEM fields, advanced manufacturing and other Vermont priority sectors.</p> <p>WIOA GOAL 6:</p> <p>Strategy A: Education and employment service delivery providers will increase attention to at-risk</p>
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				<p>youth, ex-offenders, individuals in recovery, and other individuals with barriers to employment to support their initial, continuing, and extended participation in the labor market.</p> <p>Strategy B: Work to retrain and retain older workers in the labor force after traditional retirement or temporary exit from the workforce.</p>
Use of LMI	Supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data	Ensure that secondary and post-secondary programs offered and supported by Perkins are aligned with high skill, high wage, or in-demand occupations in the region, state, or New England regional area.	<p>Sustained employment is the only viable route out of poverty for low income Vermonters. Therefore, the workforce development system will support pathways that lead to and can exceed a livable wage.</p> <p>Partners within the workforce development system will rely on the best available labor market information when making policy decisions, in order to ensure that Vermonters are being placed in the best position possible to</p>	<p>WIOA Goal 2: Connect individuals to the training and supports they need to enter an occupation and progress on career pathways resulting in a livable wage.</p> <p>Strategy B: Expand workforce development and training initiatives and programs for Vermonters in high-demand and high-wage jobs.</p> <p>WIOA Goal 3: Strengthen the Vermont economy by working with state and private partners to make data-driven changes that increase the number of women and other</p>

			succeed in the Vermont economy.	<p>underrepresented populations employed in the skilled trades, STEM fields, advanced manufacturing and other Vermont priority sectors.</p> <p>Strategy A: Regularly collect, analyze, and report on labor market, workforce development, and training data by gender.</p>
Role of Industry	Engaging industry as a full partner in the creation, validation and maintenance of CTE programs	Industry partners participate in the comprehensive local needs assessments, contribute expertise and knowledge to help steer programs, and/or help to provide opportunities for students during or after programs, and are available to ensure CTE teachers have an understanding of changes within an industry.	Employers will be both leaders and partners in the design, development and implementation of the workforce development system. The workforce development system must be sufficiently flexible and responsive to make the workforce needs of Vermont employers.	<p>WIOA Goal 3: Strengthen the Vermont economy by working with state and private partners to make data-driven changes that increase the number of women and other underrepresented populations employed in the skilled trades, STEM fields, advanced manufacturing and other Vermont priority sectors.</p> <p>Strategy C: Support employer efforts to improve gender balance in priority sectors.</p>
Counseling & Advising/ Access & Understanding	Developing and implementing career advisement systems that support career	CTE centers will coordinate and collaborate with middle and high schools in a region to ensure students	The workforce system will support the workforce needs of all Vermonters, recognizing and addressing the unique	WIOA Goal 2: Connect individuals to the training and supports they need to enter an occupation and progress on career

	<p>exploration and that allow all learners to be successful in pathways of interest</p>	<p>have access to and can benefit from academic and career advising and workforce preparation programs (career exploration programs, including work-based learning programs).</p>	<p>needs of those with barriers to employment. The system will operate on the premise that any individual who wants to work, can work, given the right support.</p>	<p>pathways resulting in a livable wage.</p> <p>Strategy A: Develop effective approaches to connect those living in poverty to the workforce development system.</p> <p>WIOA Goal 4: Ensure all students who graduate from high school are able to pursue and complete post-secondary education, training, apprenticeships or career opportunities, with the education and skills necessary to keep Vermonters competitive in the economic sectors critical to the Vermont economy.</p> <p>Strategy A: Support emergent partnerships among K-12, including Career and Technical Education, adult education, higher education, employers, state agencies and other workforce development partners, in order to:</p> <ul style="list-style-type: none"> • Establish and promote Career Pathways, focusing on priority pathways and in-demand
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				<p>industries and occupations.</p> <ul style="list-style-type: none"> • Establish transition to post-secondary education and training programs in all regions to prepare underskilled out-of-school youth and adult learners for successful entry into and progress within post-secondary education and training programs within a career pathway. • Connect skills learned in school with their application in the workplaces of the future; become a resource for students and schools in addressing Personalized Learning Plans and other career aspirations. • Reach out to youth who are leaving school to engage them in workforce development opportunities, specifically WIOA youth and adult activities.
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				<ul style="list-style-type: none"> Maximize effectiveness of the Pre-Employment Transitions Services (PETS).
Collaboration, coordination, non-duplication	Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience	<p>Ensure alignment, and coordination, between middle and high schools, CTE centers, and post-secondary recipients.</p> <p>Alignment and coordination is reached via state-developed and approved career pathways programs of study, locally/regionally developed programs of study, and through formal agreements intended to address how graduation requirements are met, how course, program, and service offerings are coordinated, how student experiences are recognized to reduce duplication and expense.</p>	--	<p>WIOA Goal 3: Strengthen the Vermont economy by working with state and private partners to make data-driven changes that increase the number of women and other underrepresented populations employed in the skilled trades, STEM fields, advanced manufacturing and other Vermont priority sectors.</p> <p>Strategy B: Work with Vermont State agencies, departments and community partners to identify and support education, training, or economic development initiatives to reduce occupational segregation in priority sectors.</p> <p>Strategy D: Work with 7-12 education, Career Technical Education (CTE), postsecondary education and employer sectors to ensure that student personalized learning plans</p>

		<p>Require participation in quarterly “Perkins” coordination meetings.</p>		<p>are informed by broad exposure to a full range of careers, including non-traditional careers for women.</p> <p>WIOA Goal 4: Ensure all students who graduate from high school are able to pursue and complete post-secondary education, training, apprenticeships or career opportunities, with the education and skills necessary to keep Vermonters competitive in the economic sectors critical to the Vermont economy.</p> <p>Strategy A: Support emergent partnerships among K-12, including Career and Technical Education, adult education, higher education, employers, state agencies and other workforce development partners, in order to:</p> <ul style="list-style-type: none"> • Establish and promote Career Pathways, focusing on priority pathways and in-demand industries and occupations. • Establish transition to post-secondary
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				<p>education and training programs in all regions to prepare under skilled out-of-school youth and adult learners for successful entry into and progress within post-secondary education and training programs within a career pathway.</p> <ul style="list-style-type: none"> • Connect skills learned in school with their application in the workplaces of the future; become a resource for students and schools in addressing Personalized Learning Plans and other career aspirations. • Reach out to youth who are leaving school to engage them in workforce development opportunities, specifically WIOA youth and adult activities. • Maximize effectiveness of the Pre-Employment
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				<p>Transitions Services (PETS).</p> <p>WIOA Goal 1: Maximize equitable access to workforce development services through a seamless, coordinated delivery system that provides a quality, consistent experience for any jobseeker or Vermont employer.</p> <p>Strategy A: Maintain an inventory of all workforce and education training opportunities across state government and community partners.</p> <p>Strategy B: Align core programs and develop cross training of staff at all levels.</p>
Visibility	Improving the public perception of CTE	Publish an annual report at the local level; publish an annual report at the state level	--	<p>WIOA Goal 1: Maximize equitable access to workforce development services through a seamless, coordinated delivery system that provides a quality, consistent experience for any jobseeker or Vermont employer.</p> <p>Strategy A: Maintain an inventory of all workforce</p>

				<p>and education training opportunities across state government and community partners.</p> <p>Strategy C: Increase focused communication among all service delivery points and partners.</p> <p>Strategy D: Hold a regular series of workforce development summits or conferences, at least once per year.</p> <p>WIOA Goal 2: Connect individuals to the training and supports they need to enter an occupation and progress on career pathways resulting in a livable wage.</p> <p>Strategy A: Develop effective approaches to connect those living in poverty to the workforce development system.</p> <p>WIOA GOAL 6: Strategy C: Working with VDOL, ACCD and Tourism and Marketing to create strategies to convert visitors, tourists, out of state college</p>
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				students and Vermonters living outside of the state to full time residents and workers.
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Local Application Template – Required Narrative B[2][f]

CLNA Template – Required narrative B[2][g]

Perkins V Local Needs Self-Assessment

Purpose

Vermont’s Comprehensive Local Needs Assessment will largely be completed by eligible recipients either individually or in collaboration between secondary career and technical centers and/or postsecondary institutions in close proximity. While the first round of Local Needs Assessment may not have performance and quality thresholds established in all areas, 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 requirements under Perkins V, phases in the development and implementation of these new requirements, and processes to be used that will ultimately determine the allocation of resources to close gaps in performance across regional areas.

Acronyms

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

Documents and Information you will need:

We will list out the documents and resources regions will need to complete the CNA here.

Requirements/Statutory Authority

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 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. An **evaluation of the performance of the students** served by the eligible recipient with respect to State determined and local *levels of performance established*;
2. A **description of how career and technical education programs** offered by the eligible recipient are –
 - a. *Sufficient in size, scope, and quality* to meet the needs of all students served by the eligible recipient; and
 - b. *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 were appropriate; or
 - c. *Designed to meet local education or economic needs* not identified by State boards or local workforce development boards.
3. An **evaluation of progress** toward the implementation of career and technical education **programs and programs of study**;
4. 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;
5. 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
 - a. **Describe strategies to overcome barriers** that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - b. **Providing programs that are designed to enable special populations** to meet the local levels of performance; and
 - c. **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?

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;**
- **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;**
- 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 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 programing, 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? 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

1. For each LNA area, read each question and provide evidence of your answers
2. Based on the evidence, assign a score for each required area;
3. Provide a description of why you chose that score;
4. 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 the desired outcomes;

3 = Meets the desired outcomes;

4 = Exceeding the desired outcomes, should be considered exemplary, shared with other recipients

I. Student Performance

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, 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 (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? See the Vermont Annual Snapshot , State data, local sources and other applicable			

Prompts	Justification	Score	Proposed action steps if score 1, 2
available information over 2-3-year period.			
2. To what degree does ESSA reporting information (e.g., Annual Snapshot) inform decisions?			
3. How are students from special populations/historically marginalized populations across programs performing in comparison to their historically privileged peers over 3-4-year period? See Perkins V list of special populations.			
4. How well does our 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 we identified which CTE programs overall have the most advantageous outcomes, and which have the lowest and why?			
6. How well have we identified the potential root-causes of inequities in my CTE programs?			

Prompts	Justification	Score	Proposed action steps if score 1, 2
7. How well do sending schools understand CTE performance metrics, coordination of curriculum, collaboration among student placement, standards, programs of study development, etc.?			

II. LABOR MARKET NEEDS

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 needs based on a selection of other available information and reports. See links to these reports in Part B 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.

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

High-skill Occupations: Occupations with a typical educational level needed for entry of postsecondary training (non-degree) or higher, OR occupations with an apprenticeship as the "typical on-the-job training" level, OR occupations typically needing related work experience or long-term OJT for entry and postsecondary training (non-degree) or above as competitive.

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 here](#).

II. A. LMI Data

The Vermont Department of Labor is willing and available to assist in defining labor market and community needs. Contact Labor Market Information Chief, 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
1. To what degree does the CTE SU/SD board, program advisory board and faculty and staff,			

Prompts	Evidence	Score	Proposed action steps if score 1, 2
including guidance counselors understand the industries and occupations projected to grow the most in our local area? How is that information used to make decisions?			
2. How in alignment is our CTE program and course enrollments with projected job openings?			
3. How well do programs align with emerging occupations in our community and to what degree should students be exposed?			
4. Do we know which graduates of our programs are thriving in the labor market? Why or why not? If not, how can this information be used to inform program improvements?			
5. What level of opportunities exist in our local labor market for students with disabilities, English learners or other special populations? Are			

Prompts	Evidence	Score	Proposed action steps if score 1, 2
support services being adequately utilized?			
6. What is the gap between industry skill needs compared to what is being delivered in our programs?			
7. To what degree does our overall CTE program address the high need industry sectors and occupations in our region?			
8. To what degree is there low student demand for in demand, high skill or high wage programs?			

II. B. Community Needs

Our mandate is to prepare Vermont’s students for their future, not our past. Many workforce reports are now available that take into account green and future jobs. Below are links to statewide and industry/sector specific workforce needs reports.

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

2009	VEC	Vermont's Environmental Sector: Identifying Green Workforce Training Needs and Opportunities – Link to be provided
2013	Farm to Plate	<u>Charting a Path: Food System Workforce Needs Assessment</u>
2016	Farm to Plate	<u>Food System Career Profiles and Pathways</u>
2017	VTPM/Collaboratives	<u>Vermont Talent Pipeline Construction Industry Needs Assessment</u>
2018	VTPM/Collaboratives	<u>Vermont Talent Pipeline Healthcare Industry Needs Assessment</u>
2018	VTPM/Collaboratives	<u>Vermont Talent Pipeline Advanced Manufacturing Industry Needs Assessment</u>
2018	VDOL	<u>Technology in Vermont</u> (also in 2015)
2019	VtTA	<u>Vermont Science and Technology Plan</u>
Ongoing	CEDF/VDPS	<u>Vermont Clean Energy Industry Report</u> (3-4 years running)

Regional

2014	BDCC & SeVEDS	<u>2014 Workforce Report</u> (Windham County)
2017	VDOL	<u>Distribution and Concentration of Jobs by Industries and Career and Technical Education Regions</u>

Other Related Sources

2019	<u>Woman, Work and Wages in Vermont</u>
2018	<u>Occupational Projections Data</u>
2019	<u>Industry Projections Data</u>
2019	<u>ELMI Business Finder</u>
2019	<u>Economic and Demographic Profile of Vermont</u>

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 launch 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
<p>1. To what degree are we aware of the strengths and resources within our community that could support startup and entrepreneurship?</p> <p>4. For example, do we know the resources within our community regarding research, finance, technologies, market networks, natural resources, existing knowledge networks and expertise, entrepreneurship systems and processes?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
<p>2. For occupational areas not included or captured in labor market information, eg, agriculture, entrepreneurship, part time jobs, etc., with input from your community (see consultation list), what areas should your CTE program develop?</p>			
<p>3. To what degree do the programs affected by emerging sustainable technologies able to adjust to change? For example, if electric cars outnumber gas cars in the near future, how will this impact technology, business or other programs?</p>			
<p>4. To what degree does programming take into account all aspect of industry including entrepreneurship and technology convergence, ie, IT in construction, electronics in manufacturing, etc.?</p>			

Prompts	Evidence	Score	Proposed action steps if scored below 3
5. To what degree do our programs adequately address critical thinking skills via open ended problem solving?			
6. To what degree does our center ensure students understand, appreciate and support food, water and energy security?			

III. Program Implementation

What materials should be reviewed?

Size:

- Total number of program areas, and number of courses within each program area
- Total number of students who could be served by the eligible recipient, aggregate and disaggregated
- CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated
- CTE course enrollments for the past several years
- Number of students applying to your programs, if applicable
- Number of students on waiting lists, if applicable
- Survey results assessing student interest in particular CTE programs

Scope:

- Documentation of course sequences and aligned curriculum
- 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
- Curriculum standards that show depth and breadth of programs
- Opportunities for extended learning within and across programs of study

Quality: A wide variety of materials can inform this evaluation.

In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes.

US Department of Education Summary from States on Size, Scope and Quality

SIZE (numerical value)

1. Minimum number of programs/credits/courses
2. Minimum number of students
3. Minimum amount of equipment and materials needed to operate the program
4. Minimum number of staff
5. Minimum number of internships, practicums, or work-based learning experiences

SCOPE (curricular considerations)

1. The curriculum reflects a progression from secondary to postsecondary
2. The curriculum offers academic, technical and employability skills (work-based, distance learning, etc.)
3. The curriculum is aligned to the needs of industry and includes high skill, high wage and in-demand programs
4. The curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees
5. The curriculum shows a progression of instruction towards an occupation or profession

QUALITY (measurable results)

1. Students are achieving program goals and objectives; and making progress with respect to the indicators
2. The program has certified teachers providing instruction on industry standards
3. Program participation results in dual credit / concurrent enrollment
4. Students able to obtain a recognized credential, certificate, license or degree upon program completion
5. There is an evaluation and approval process to determine whether program achieves the goals and objectives of the program and grant

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 we offering programs where targeted occupations are in demand however have low enrollment?			
2. Are we offering a sufficient number of courses 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 my programs who are unable to do so due to available space?			
4. To what degree can students complete a grade 9-14 program of study at our institution and others in the service area?			
5. Do any of our programs lack opportunities for skill development compared to others, in either classroom/laboratory or through extended learning experiences?			

Prompts	Evidence	Score	Proposed action steps if scored below 3
6. How do our 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 my programs?			
8. To what degree are there gaps in quality of specific components of our programs, such as work-based learning or instruction?			
9. How well do our 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

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 our programs aligned and articulated across secondary and postsecondary education?			
2. To what degree do our programs incorporate relevant academic, technical and employability skills at every learner level?			
3. To what degree do we have credit transfer agreements in place to help students earn and articulate credit?			
4. To what degree are our students retained in the same program of study?			
5. How well and widespread do our programs of study have multiple entry and exit points?			
6. How broadly are students in our programs earning college and			

Prompts	Evidence	Score	Proposed action steps if scored below 3
career ready recognized postsecondary credentials?			
7. How well do middle, junior, and high schools collaborate and coordinate quality career exploration and awareness programming within the region?			
8. To what degree do opportunities exist to expand pathways to attract a broader array of students?			
9. To what degree do sending schools and our center coordinate graduation requirements, PLP development, and recognition/transcripting of student experiences by the high school? What information is available for PD in POS development?			
10. To what degree have program advisory committees changed or evolved? How well do they align with and are supported by LMI data?			
11. How well do postsecondary –			

Prompts	Evidence	Score	Proposed action steps if scored below 3
secondary partner 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

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

Prompts	Evidence	Score	Proposed action steps if scored below 3
1. How diverse is our staff? Does it reflect the demographic makeup of the student body?			
2. To what degree are processes in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?			
3. Are all the educators teaching in my program appropriately credentialed?			
4. Do we offer regular, substantive professional development opportunities not just internally but jointly with other technical centers, and with academic teachers from within the region?			
5. Do we know what educators report as needs and preferences for professional development, benefits, retention, and more?			
6. To what level do we understand areas we			

Prompts	Evidence	Score	Proposed action steps if scored below 3
need to develop and recruit more educators?			
7. To what degree do wages to reflect supply/demand within sectors and program areas?			
8. How well do our current professional development practices at my center align with LMI data?			
9. We have conducted a professional development needs assessment.			
10. As part of our Perkins % planning process, we have developed a 4-year professional development plan that is guided by the needs assessment.			

What else should be considered?

Development of a template for use in Local Needs Assessments conducted by both secondary and postsecondary eligible recipients. This template will include but is not limited to the following:

- 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.

VI. PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

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

Questions	Evidence	Score	Proposed action steps if scored below 3
1. There is parity in representation across student groups, including historically marginalized groups, in our CTE center.			
2. To what degree is there parity in enrollment across student groups in programs related to			

Questions	Evidence	Score	Proposed action steps if scored below 3
high-wage, high-skill occupations?			
3. Have we addressed the barriers that prevent special population groups from accessing our programs?			
4. We have identified the needs of special population groups, and regularly review quantitative and qualitative data to ensure we are supporting every student.			
5. How effective are the accommodations, modifications and support services we currently provide to special population groups – across center and program specific?			
6. Are services coordinated across agencies?			
7. Are transportation and/or food access issues addressed?			

Contact Information:

If you have questions about this document or would like additional information, please contact:
 Douglas Webster, Student Pathways Division, at doug.webster@vermont.gov