

PERKINS V

COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Vermont’s Comprehensive Local Needs Assessment (CLNA) will be completed by eligible recipients individually or in collaboration between secondary career technical education centers and/or postsecondary institutions in close geographic proximity. Due to timing and availability of data, the first round of the CLNA 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.

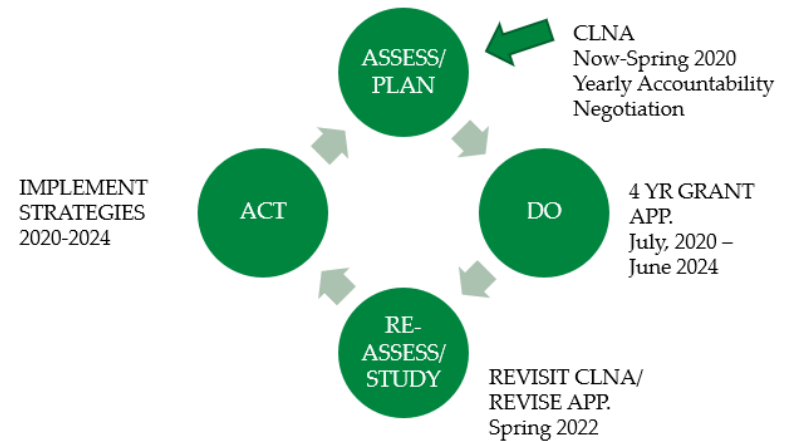
The CLNA, conducted in three phases, should be considered in the context of continuous improvement, where the school/recipient uses all available data and resources to understand the academic priorities, through Every Student Succeeds Act plans, and professional development of partner middle and high schools, the populations of students attending the center, the populations of students who need additional supports to access and succeed in CTE programs, and to understand whether programs are of high quality, and aligned to post-secondary opportunities, the labor market, and other priorities identified in the Workforce Innovation and Opportunities Act (WIOA).

I. Needs Analysis – focused on determining needs for:

- high-skill or high-wage or in-demand occupations,
- emerging economic needs within the community,
- parent and student program interests,
- student performance on many measures, including Federal accountability,
- quality programming, career exploration/awareness, work-based learning, equitable access and success.

II. Gap Analysis – using the areas in the Needs Analysis, determine where gaps in programming and quality exist within the region and with the eligible recipient’s programs.

Continuous Improvement Cycles



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III. Local Plan Development – based on phases I & II eligible recipients identify the strategies and resources needed over 4 years to close the gaps identified in the CLNA in partnership, coordination, and collaboration with:

- representatives of career and technical education programs in the region, 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, including Regional Development Corporations;
- 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 deemed necessary to consult.

Requirements/Statutory Authority

Section 134 (b) & (c) require the Agency of Education to determine the requirements for local application, and any additional criteria and process details for the CLNA. The Federal requirements are:

- 1) (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*;
- 2) (Section 134 (c)(2)(B)) – 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 where appropriate; or
 - c) *Designed to meet local education or economic needs* not identified by State boards or local workforce development boards.

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- 3) (Section 134 (c)(2)(C)) - An **evaluation of progress** toward the implementation of career and technical education **programs, career pathways, and programs of study**;
- 4) (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;
- 5) (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 –
 - 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.

Vermont’s CLNA process organizes these five required areas across six broad areas:

- 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

The Agency of Education will permit eligible recipients who are conducting the CLNA to make use of any existing labor market or industry- or sector-based needs assessments/reports that have been conducted by or for the state. A compilation of these documents is provided in the CLNA template.