**Connecticut Perkins V Secondary Comprehensive Local Needs Assessment Process**



Connecticut State Department of Education

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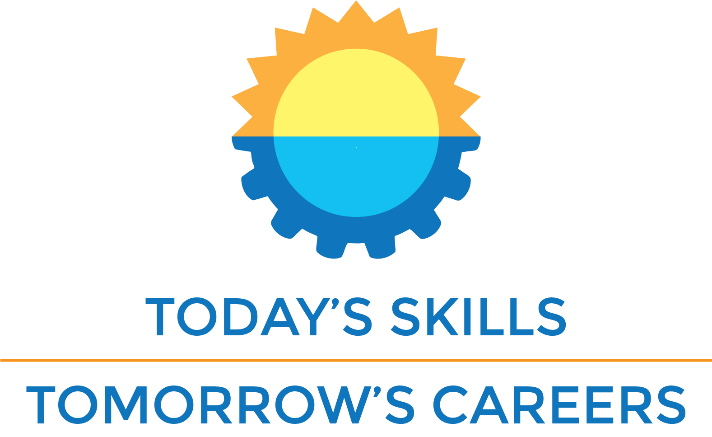
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## **Introduction**

On July 31, 2018, President Trump signed the [Strengthening Career and Technical Education for the 21st Century Act](https://www.congress.gov/bill/115th-congress/senate-bill/3217/text)into law*.* This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V.

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). Specifically, the law states that to receive Perkins V funds, an eligible recipient shall conduct a CLNA related to career and technical education (CTE) and update the CLNA not less than once every two years.

The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V. The results of the CLNA form the foundation of the local application and drive local spending decisions. The strengths and weaknesses identified in the CLNA should seamlessly connect to the strategies and activities outlined in the Connecticut Perkins V Local Application.

The Connecticut State Department of Education (CSDE) has created this guide to assist eligible recipients with the CLNA process.

## **The CLNA Process**

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. Secondary and postsecondary eligible recipients must include the following steps in the CLNA process:

1. Organize group of stakeholders.
2. Analyze student data.
3. Analyze labor market data.
4. Evaluate current CTE programs.
5. Create strategies and actionable activities.

## **Step One: Organize a Group of Stakeholders**

Perkins V provides a powerful opportunity to consult and coordinate with stakeholders. Meaningful engagement with stakeholders during the CLNA process not only enhances local plans and but also builds partnerships that help CTE programs.

Perkins V requires eligible recipients to conduct a CLNA involving a diverse body of stakeholders, including, at a minimum:

* representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
* representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
* representatives of Connecticut 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 that the eligible agency may require the eligible recipient to consult.

Required documentation:

* Appendix A: Stakeholder Template
* Appendix B: Stakeholder Meeting Documentation

Questions to consider:

* How will you leverage your CTE Advisory Board to assist in the development of the establishment, operation, and evaluation of the CTE programs?
* How will you share information in advance of meetings with stakeholders so they come prepared?
* How will you build an internal system to ensure that stakeholder input is reviewed and incorporated?
* How will you create accessible materials for different stakeholder groups aligned to their interest, needs, and expertise? In what language(s) will documents be translated?
* What meeting locations and times have you identified that are easy for stakeholders to reach and keep them at ease?

## **Step Two: Analyze Student Data**

Perkins V requires eligible recipients and their stakeholder group to evaluate student levels of performance, including an evaluation of performance for special populations and each subgroup. The following are the [new secondary level core indicators of performance](https://cte.ed.gov/accountability/core-indicators):

* 1S1: Four-Year Graduation Rate
* 2S1: Academic Proficiency in Reading/Language Arts
* 2S2: Academic Proficiency in Mathematics
* 2S3: Academic Proficiency in Science
* 3S1: Postsecondary Placement
* 4S1: Nontraditional Program Enrollment
* 5S3: Program Quality – Participated in Work-Based Learning

Required documentation:

* Appendix C: Performance Data Overview Template

Suggested resource:

* Appendix D: Analyze Student Data Template

Questions to consider:

* Which performance accountability indicator targets are being met at the eligible recipient, career cluster, and program levels? What are the root causes for meeting or not meeting these targets?
* Which student groups are struggling the most in your programs? Which programs or program elements are the least accessible to particular student groups?
* What are the potential root causes of inequities in your CTE system? Which of these root causes can be addressed immediately? Which ones need a more comprehensive long-term plan?
* What strategies do you plan to employ now and over the next four years to support learners?
* How are learners from different genders, races, and ethnicities performing in the current CTE programs in each career cluster, particularly in programs leading to high-skill, high-wage or in-demand industry or occupations?
* How are learners from each special population performing in comparison to students without identified needs at the career cluster and program levels, particularly in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations?

## **Step Three: Analyze Labor Market Data**

Perkins V requires eligible recipients and their stakeholder groups to analyze labor market data and evaluate the alignment between CTE programs offered and the labor market needs of the local area, state and/or region — now and in the future.

Required documentation:

* Appendix E: Analyze Labor Market Trends Template

Suggested resources:

* The CSDE Connecticut Career Clusters Book (link)
* [Partners in Careers Maps](https://portal.ct.gov/SDE/Career-and-Technical-Education/Perkins-V): The CSDE and the Connecticut Department of Labor (CT-DOL) created two maps to assist eligible recipients in locating their local RESC, Workforce Development Boards, community college, and the top occupations in their areas.
* [Connecticut Department of Labor Projections](http://www1.ctdol.state.ct.us/lmi/projections.asp): Every two years, the CT-DOL Department of Research creates ten-year industry employment forecasts. Their [Web page](http://www1.ctdol.state.ct.us/lmi/projections.asp) includes detailed job descriptions for all occupations, number employed in the base year and the projected year, total job openings, openings by growth, occupations in demand, Connecticut occupational employment and wages, and minimum education required.

Questions to consider:

* What occupations are projected to grow the most in Connecticut and in your workforce development region?
* Which of these occupations meet the following Connecticut definition of high-skill, high-wage, and/or in-demand?
  + High-Skill: The occupation requires a bachelor’s or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
  + High-Wage: The wages are equivalent to the Connecticut’s median hourly wage of $22.55 or mean annual wage of $46,900 or above (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, https://www1.ctdol.state.ct.us/lmi/wages/default.asp.)
  + In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, https://www1.ctdol.state.ct.us/lmi/wages/default.asp.)

## **Step Four: Evaluate Current CTE Programs**

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut’s definition of size, scope, and quality. Using the data collected and analyzed in Steps Two and Three, eligible recipients and their stakeholder groups need to identify gaps, areas of improvement, and investigate root causes. To assist in this process, recipients may want to utilize a [SWOT](http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Addressing-Issues-and-Problems.aspx) analysis.

Suggested resource:

* Appendix F: Connecticut Secondary Size, Scope, and Quality Requirements

Questions to consider regarding the current program*:*

* How does your current program align to Connecticut’s size, scope, and quality indicators? What changes need to occur to ensure alignment?
* How are you currently coordinating secondary and postsecondary education programs (e.g., articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing)? How will you be expanding on these opportunities for students?
* What opportunities do students currently have to earn an industry-recognized credential? How will you be expanding on these opportunities for students?
* What opportunities do students currently have to participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry?
* What is the involvement of secondary partners, postsecondary partners, and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs?
* How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry or occupations?
* How is your CTE program aligned to state and local labor market needs? To what degree do your CTE program offerings expose learners to the emerging high-skill, high-wage and in-demand industry or occupations in your region?
* Based on labor market analysis, which career clusters should be developed, supported, or phased-out?

Questions to consider regarding school guidance:

* How are student success plans being utilized?
* How are students informed about CTE programs and courses beneficial to their desired career?
* What is impeding students from enrolling in CTE courses (e.g., program/course requirements, fees, equipment needs, scheduling conflicts, class capacity limitations)?

Questions to consider regarding programs of study:

* To what degree do your CTE programs of study have intentional course sequences that begin with introductory content and progress to more occupationally specific content?
* To what degree do your programs of study have multiple entry and exit points? How does this vary across programs or career clusters? Do programs incorporate opportunities to earn industry-recognized credentials?
* How fully are your programs of study aligned and articulated across secondary and postsecondary education? Across non-credit and credit programs? Across two- and four-year institutions?
* How many programs and programs of study are currently offered?

## **Step Five: Create Strategies and Actionable Activities**

The CLNA process guides the 2020–21 Perkins V application content and assists eligible recipients in the creation of an actionable plan and vision for CTE. From this process, eligible recipients create strategies and actionable activities that will be included in their Perkins V application. The CLNA must be updated every two years.

Suggested resource:

* Appendix G: Current CTE Program Evaluation Template

Required documentation:

* Appendix H: Action Plan Template and S.M.A.R.T. Goals

Questions to consider:

* What are your top (three to five) priorities over the next four years?
* Across the board, which are the areas of strength? Which are areas of needed improvement? What is your plan for continuing to support or expand programs? What is your plan for transforming others?
* Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
* To what degree are there immediate employment needs in your community that you can help meet? What about longer term needs toward which you can start building a pipeline?
* What structures will be put into place to encourage workforce partners to provide career exploration and career development coursework, activities, or services; career information on employment opportunities; and career guidance to students?
* Which professional learning needs are most pressing? What strategies will you use to recruit, retain and support instructors and staff over the next four years to ensure that your programmatic and performance goals can be met?

# **Appendix A: Stakeholder Template**

The CSDE created the following Stakeholder Template to assist eligible recipients in organizing a robust stakeholder consultation group that must include, at a minimum, the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required stakeholder group per Perkins V Sec. 134(d) | Examples of stakeholder representatives | Name | Organization/Title | E-mail/Contact information |
| Secondary schools and districts | Teachers |  |  |  |
|  |  |  |  |
| Counselors |  |  |  |
|  |  |  |  |
| Administrators |  |  |  |
|  |  |  |  |
| Support personnel |  |  |  |
|  |  |  |  |
| Paraprofessionals |  |  |  |
|  |  |  |  |
| Postsecondary institutions | Faculty |  |  |  |
|  |  |  |  |
| Administrators |  |  |  |
|  |  |  |  |
| Local or State workforce development boards and a range of local or regional businesses or industries. | Workforce board members |  |  |  |
|  |  |  |  |
| Business and industry |  |  |  |
|  |  |  |  |
| Business and industry |  |  |  |
|  |  |  |  |
| Parents and students | Parents |  |  |  |
|  |  |  |  |
| Students |  |  |  |
|  |  |  |  |
| 5. Special populations (e.g., individuals with disabilities; economically disadvantaged;  nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty) | Members of organizations representing special populations |  |  |  |
|  |  |  |  |
| Members of special populations |  |  |  |
| Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth | Out-of-school youth representative |  |  |  |
|  |  |  |  |
| Homeless youth representative |  |  |  |
|  |  |  |  |
| At-risk youth rep |  |  |  |
|  |  |  |  |
| Other |  |  |  |  |

# **Appendix B: Stakeholder Meeting Documentation**

The CSDE created the following Stakeholder Meeting Documentation Template to assist eligible recipients in organizing their stakeholder engagement process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Location: Date:** | | | |
| **Stakeholder Name:** | **Role:** | **Organization/Title:** | **Contact:** |
|  |  |  |  |
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| --- | --- |
| **Meeting Details** | |
| **Objectives:** |  |
| **Focus/topics:** |  |
| **Outcomes:** |  |
| **Next steps:** |  |
| **How will this information assist in the establishment, operation and evaluation of CTE programs for all students?** |  |

# **Appendix C: Performance Data Overview Template**

The CSDE created the following template to assist eligible recipients in organizing their student data.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Secondary performance data Overview template | 1S1 Four year graduation rate | | | | 2S1 Reading/Language arts proficiency | | | | 2S2 Mathematics proficiency | | | |
|  |  | Year 1 | Year 2 | Year 3 | Trend | Year 1 | Year 2 | Year 3 | Trend | Year 1 | Year 2 | Year 3 | Trend |
|  | Totals |  |  |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Populations | English Learners |  |  |  |  |  |  |  |  |  |  |  |  |
| Homeless individuals |  |  |  |  |  |  |  |  |  |  |  |  |
| Youth in or aged out of foster care |  |  |  |  |  |  |  |  |  |  |  |  |
| Economically disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |
| Individuals with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |
| Single parents, including pregnant students |  |  |  |  |  |  |  |  |  |  |  |  |
| Students in nontraditional fields |  |  |  |  |  |  |  |  |  |  |  |  |
| Youth with parents in the armed forces |  |  |  |  |  |  |  |  |  |  |  |  |
| Race and Ethnic Diversity | African American/Black |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Caucasian/White |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian or other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 2S3 Science proficiency | | | | 3S1 Postsecondary placement | | | | 4S1 Nontraditional enrollment | | | |
|  |  | Year 1 | Year 2 | Year 3 | Trend | Year 1 | Year 2 | Year 3 | Trend | Year 1 | Year 2 | Year 3 | Trend |
|  | Totals |  |  |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Populations | English Learners |  |  |  |  |  |  |  |  |  |  |  |  |
| Homeless individuals |  |  |  |  |  |  |  |  |  |  |  |  |
| Youth in or aged out of foster care |  |  |  |  |  |  |  |  |  |  |  |  |
| Economically disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |
| Single parents, including pregnant students |  |  |  |  |  |  |  |  |  |  |  |  |
| Students in nontraditional fields |  |  |  |  |  |  |  |  |  |  |  |  |
| Youth with parents in the armed forces |  |  |  |  |  |  |  |  |  |  |  |  |
| Race and Ethnic Diversity | African American/Black |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Caucasian/White |  |  |  |  |  |  |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian or other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 5S3 Work-based learning participant | | | |
|  |  | Year 1 | Year 2 | Year 3 | Trend |
|  | Totals |  |  |  |  |
| Male |  |  |  |  |
| Female |  |  |  |  |
| Special Populations | English Learners |  |  |  |  |
| Homeless individuals |  |  |  |  |
| Youth in or aged out of foster care |  |  |  |  |
| Economically disadvantaged |  |  |  |  |
| Individuals with disabilities |  |  |  |  |
| Single parents, including pregnant students |  |  |  |  |
| Students in nontraditional fields |  |  |  |  |
| Youth with parents in the armed forces |  |  |  |  |
| Race and Ethnic Diversity | African American/Black |  |  |  |  |
| American Indian/Alaska Native |  |  |  |  |
| Asian |  |  |  |  |
| Caucasian/White |  |  |  |  |
| Hispanic/Latino |  |  |  |  |
| Native Hawaiian or other Pacific Islander |  |  |  |  |
| Two or more races |  |  |  |  |

# **Appendix D: Analyze Student Data Template**

Perkins V requires eligible recipients and their stakeholder group to evaluate levels of performance, including special populations for each subgroup.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Secondary Level Performance Indicators** | | | | | |
| **Indicator** | **Trend** | **Meeting or not meeting performance indicators, list causes** | **Strategies to address causes and support learners, include timeline** | **Special populations comparison** | **Race and diversity comparison** |
| **Four-year graduation rate** |  |  |  |  |  |
| **Academic proficiency in reading/**  **language arts** |  |  |  |  |  |
| **Academic proficiency in mathematics** |  |  |  |  |  |
| **Academic proficiency in science** |  |  |  |  |  |
| **Postsecondary placement** |  |  |  |  |  |
| **Nontraditional program enrollment** |  |  |  |  |  |
| **Program quality-participated in work-based learning** |  |  |  |  |  |

# **Appendix E: Analyze Labor Market Trends Template**

Perkins V requires eligible recipients and their stakeholder group to analyze both present and future labor market data and evaluate alignment between CTE programs offered and local/state labor market needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Industry Projected Employment Forecasts** | | | | |
| **Industry/occupation** | **Projected percentage growth** | **State how this occupation meets the state determined definition of high-skill, high-wage, and/or in-demand (include data and reasoning)** | **State how this industry/occupation aligns with current programming** | **Strategies to transform current programming** |
|  |  |  |  |  |
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# **Appendix F: Secondary Size, Scope, and Quality**

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

**Size: All districts must**

* Offer at least three of the 12 funded Connecticut CTE Career Clusters:
* Agriculture, Food and Natural Resources;
* Architecture and Construction;
* Business Management and Administration;
* Education and Training;
* Finance;
* Health Science;
* Hospitality and Tourism;
* Information Technology;
* Manufacturing;
* Marketing;
* Science, Technology, Engineering, and Mathematics; and
* Transportation, Distribution and Logistics.
* Qualify for a minimum allocation of $15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
* Identify and report a substantial number of CTE concentrators each year.

**Scope: All districts must**

* Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
* Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
* Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
* Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
* Provide students the opportunity to earn an industry-recognized credential consisting of:
  + credit(s) towards an associate degree;
  + a certificate or certification;
  + a certificate of completion of a pre-apprenticeship; and/or
  + a license endorsed by Connecticut.
* Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
* CTE middle school (grades 6-8) programs may be funded with the following restrictions:
  + A maximum of 10% of the total District Perkins allocation or $3,000, whichever is greater.
  + The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
  + Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
* Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

**Quality: All districts must**

* Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
* Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
* Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
* Meet at least 90% of the required level of performance for any of the core indicators.
* Complete work place safety training for students and staff.
* Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
* Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

# **Appendix G: Current CTE Program Evaluation Template**

Perkins V requires eligible recipients and their stakeholder groups to evaluate whether their current CTE programs meet Connecticut’s definition in size, scope and quality. Using the data collected in steps one, two and three identify gaps, weaknesses and investigate root causes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Secondary SWOT Analysis** | | | | |
|  | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Size** | | | | |
| **At least 3 funded Connecticut CTE career clusters** |  |  |  |  |
| **Number of CTE concentrators** |  |  |  |  |
| **Scope** | | | | |
| **Student success plans in place for every student** |  |  |  |  |
| **High quality dual concurrent programs that align secondary and postsecondary CTE** |  |  |  |  |
| **Secondary and postsecondary programs of study alignment** |  |  |  |  |
| **A minimum of 1 CTE pathway in each funded cluster** |  |  |  |  |
| **Each pathway has at least 1 sequenced program of study that consists of a minimum of 2 CTE courses** |  |  |  |  |
| **Work-based learning opportunities** |  |  |  |  |
| **Industry recognized credentials opportunities** |  |  |  |  |
| **CTE career exploration in the middle grades** |  |  |  |  |
| **At least 1 CTSO with at least 10 paid national memberships** |  |  |  |  |
| **Quality** | | | | |
| **Needs assessment conducted with a diverse body of stakeholders** |  |  |  |  |
| **CTE cluster, pathways, or programs of study based on labor market data** |  |  |  |  |
| **CTE advisory meetings (2 per year, minutes and attendance included)** |  |  |  |  |
| **90% of the required level of performance for any of the core indicators** |  |  |  |  |
| **Work place training for students and staff** |  |  |  |  |
| **Professional learning opportunities** |  |  |  |  |
| **Equal access to high-quality CTE courses for all students** |  |  |  |  |

# **Appendix H: Action Plan Template with S.M.A.R.T. Goals**

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. To support this process include S.M.A.R.T. Goals for each strategy listed in the plan, for guidance refer to the next page.

|  |  |
| --- | --- |
| **Actionable Plan:**  **Strategies and S.M.A.R.T. Goals** | |
| **Vision statement** |  |
| **Top priorities** |  |
| **Areas of strength/needed improvement** |  |
| **Performance indicator needs** |  |
| **Workforce partnership** |  |
| **Professional learning** |  |
| **Staff recruitment/**  **retainment** |  |

**S.M.A.R.T. Goals**

S.M.A.R.T. goals help you identify if what you want to achieve is realistic and determines a deadline.

**Initial Goal** (Goal you want to achieve):

**Specific** (What do you want to accomplish and when? Why is this a goal?):

**Measurable** (How can you measure progress, impact or success? What data will be used to measure this?):

**Attainable** (Targeted objectives are doable and realistic):

**Relevant** (Why am I setting this goal? Is it aligned with overall objectives?):

**Time frame** (When will it be accomplished or measured to determine impact?):

**Revised Goal in S.M.A.R.T. format:**

This guide was designed to assist eligible recipients with assembling stakeholders, conducting and analyzing stakeholder feedback, and completing the 2020–21 Perkins V Local Application. For additional assistance, please contact your regional CSDE Education Consultant:

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The CSDE used the following resources when compiling this guide:

* AdvanceCTE: [*Comprehensive Local Needs Assessment Template*](https://careertech.org/perkins-virtual-resource-table); and
* Council of Chief State School Officers (CCSSO): [*Stakeholders and Perkins V: Meaningful Engagement for Student Success*.](https://ccsso.org/sites/default/files/2019-03/CCSSO%20CLEAN%20Perkins%20Stakeholder%20Engagement%20Guide_FINAL_0.pdf)