

Overview

- Assembling your materials and team
- Reviewing the updated template
- Filling out the CLNA for year 1 of cycle
- Transferring information to the grant
- Utilizing the Opportunity Gap Analysis data
- Group activity



Preparation Materials for CLNA Leadership Planning Meeting

- Last year's CLNA
- Program of Study (POS) review summaries and accomplishments
- Measurable Objectives from FY23 grant application
- FY23 Budget/Proposed FY24
- List of areas/items to be addressed
- Evidence/data PDF:
<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b50b36b2-bf77-31b4-87e4-d28153d39b7d>

Updated Title Page

Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool

Use of Perkins V funding is based on the results of the local needs assessment. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need based on the Comprehensive Needs Assessment.

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents section of the grant application before grant approval will be given.

LEA Name:	
Date (Year 1):	
Needs Assessment Lead Coordinator:	
Date (Year 2):	
Needs Assessment Lead Coordinator:	

Leadership Team

- Engage as many as you can, but do not need to hit every row.
- Can change from year to year.

Comprehensive Needs Assessment Leadership Team (Biennial Year 1)

(For a list of who should participate in the CLNA Leadership Team, see page 13)

(Please complete each section on this page)

Representative	Name	Business / Position	Signature (Or <u>indicate if met virtually</u>)	Date
Administration				
District Office Representative				
CTE Director				
Secondary Teacher(s)				
Postsecondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Changes to the Template

Rating: Choose the statement which best matches your district (for each row)

1 = This is a strength

2 = This is satisfactory

3 = This is an area we need to improve

4 = This area needs major improvement

Include all Perkins funded programs



List all CTE programs:

Asterisk used in all sections



*Indicates the Opportunity Gap Analysis data may be relevant to these criteria.

More examples on PDF



Evaluation & Accountability (Examples of evidence can include: TSA and Certification reports, DLP, Performance Measure Improvement Plans, Program evaluations, Monitoring reports, Enrollment data...)

Criteria have been condensed from previous CLNA template ☺



Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
* Develops and implements a system of evaluations of the CTE programs carried out with funds under Perkins V (including an assessment of how the needs of special populations are being met) and adjusts as needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Monitors CTE programs/programs of study for effectiveness and compliance, collects student data and evaluations, and submits required Perkins V reports in a timely manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
<div>Fields are expandable!</div>				
Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant:				

Will carry over to grant



Upload Completed CLNA into Related Documents section

Related Documents

Unified District () Public District - FY 2021 - Medium Risk - CTE Federal Perkins - Rev 1 - CTE Federal Perkins

Go To

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document **does not** include numbers, or any other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Optional Documents		
Type	Document Template	Document/Link
Job Description (LEAs own document)	N/A	
Purchased Services Contracts (LEAs own documents)	N/A	
CTE Comprehensive Local Needs Assessment	Comprehensive Local Needs Assessment	CTE Comprehensive Local Needs Assessment
Other	N/A	



You may upload the sign in sheet separately, if you need to scan with signatures. Please name the document(s) appropriately!

CLNA Drives the Plan

Each section of the CLNA...



Evaluation & Accountability (Examples of evidence can include: TSA and Certification reports, DLP, Performance Measure Improvement Plans, Program evaluations, Monitoring reports, Enrollment data...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
* Develops and implements a system of evaluations of ... funds under	<input type="checkbox"/> 1 <input type="checkbox"/> 2			

Corresponds with one objective within the grant...



Evaluation & Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be uploaded into the Related Documents area of the grant application before grant approval will be given.

* Please indicate the completion date of the most recent Local Needs Assessment.

Measurable Objectives

- Pull from CLNA—select areas of need
- Top section is a summary of CLNA
- At least one per each of six sections
- Box 1: SMART goal
- Box 2: Justifications (why?)
- Box 3: Final Narrative not due until 2024

CTE Federal Perkins

[Budget](#)

[Budget Overview](#)

[Budget Overview Plus/Minus](#)

[Evaluation & Accountability](#)

[Career Exploration/Career Development](#)

[Professional Development](#)

[Skill Development](#)

[Academic Integration](#)

[Increase Student Achievement](#)

[State Determined Levels of Performance \(SDLP\)](#)

[Capital Outlay Worksheet](#)

[Related Documents](#)

1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

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2) Provide a justification for your choice of objective and how it will address your identified need.

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SMART Goals

Specific

In as much detail as possible, describe the challenge and what you hope to accomplish. Identify those responsible and accountable for executing the goal.

Measurable

Identify measures of success and how you plan to track progress.

Attainable

Make sure the goal is realistic. Do you have the skill, will, and resources to achieve this goal? If not, what is a more realistic goal? A good SMART goal is both ambitious and attainable.

Relevant

Determine whether this goal is related to your career and technical education vision. How will it help actualize this vision?

Time-bound

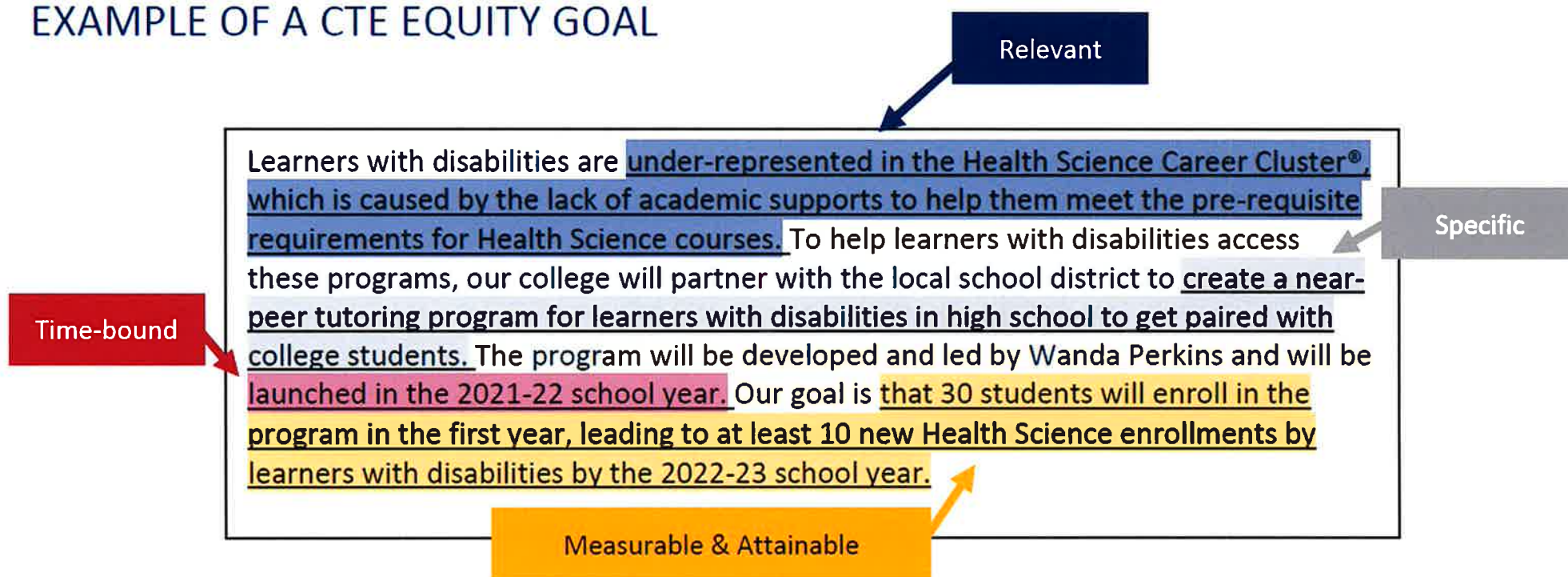
Set a specific date when the goal will be achieved.

Needs to be within
the 15 month grant
period

Work with your GPS is you
need assistance...we will
have to send back grants if
the objectives are not clear.

Utilizing the Opportunity Gap Analysis “Action Planning Tool”

EXAMPLE OF A CTE EQUITY GOAL



What do we notice?

Example of Page 3 of the Opportunity Gap Analysis Report

District: _____

School: _____

Opportunity Gap Analysis Report

Career and Technical Education

Date: _____

Percentage of Enrollment for entire school, including CTE students

Source: student enrollment/membership reported to ADE; student count is deduplicated

Gender		Race/Ethnicity							Special Populations							
Female	Male	Native American	Asian	Black or African American	Hispanic/Latino	Pacific Islander	Two or More Races	White	Students With a Disability	Economically Disadvantaged	Single Parent	English Learner	Homeless Individual	Foster Care	Military Parent	
59.48%	40.52%	0.94%	2.34%	15.93%	48.24%	0.70%	3.01%	18.81%	10.30%	23.19%	0.00%	0.00%	0.47%	0.00%	0.00%	

Difference in Enrollment in all CTE Programs

Source: student enrollment reported to ADE through the CTE Data Portal; student count is deduplicated

Gender		Race/Ethnicity							Special Populations							
Female	Male	Native American	Asian	Black or African American	Hispanic/Latino	Pacific Islander	Two or More Races	White	Students With a Disability	Economically Disadvantaged	Single Parent	English Learner	Homeless Individual	Foster Care	Military Parent	
0.52%	-0.52%	-0.94%	4.32%	-2.59%	-1.58%	-0.70%	-3.04%	4.53%	3.03%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	

Difference in Enrollment by CTE Program

Source: student enrollment reported to ADE through the CTE Data Portal; students may be counted more than once if enrolled in multiple programs

Orange = Underrepresentation 10+%

Blue = Overrepresentation 10+%

	Gender		Race/Ethnicity							Special Populations							
	Female	Male	Native American	Asian	Black or African American	Hispanic/Latino	Pacific Islander	Two or More Races	White	Students With a Disability	Economically Disadvantaged	Single Parent	English Learner	Homeless Individual	Foster Care	Military Parent	
Aesthetics	-40.52%	-40.52%	-0.94%	-2.34%	-15.93%	-48.24%	-0.70%	-3.04%	71.19%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Aircraft Mechanics	59.48%	59.48%	-0.94%	-2.34%	-15.93%	-48.24%	-0.70%	-3.04%	71.19%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Automotive Technologies	59.48%	59.48%	-0.94%	-2.34%	-15.93%	-48.24%	-0.70%	-3.04%	71.19%	89.70%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Cosmetology and Related Services	40.52%	-40.52%	-0.94%	-2.34%	-15.93%	51.76%	-0.70%	-3.04%	-28.81%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Emergency Medical Services	40.52%	-40.52%	-0.94%	-2.34%	-15.93%	-48.24%	-0.70%	-3.04%	71.19%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Medical Assisting Services	9.48%	9.48%	-0.94%	47.56%	34.07%	-48.24%	-0.70%	-3.04%	-28.81%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Network Security	59.48%	59.48%	-0.94%	-2.34%	-15.93%	51.76%	-0.70%	-3.04%	-28.81%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Physical Therapy Assistant	40.52%	-40.52%	-0.94%	-2.34%	-15.93%	51.76%	-0.70%	-3.04%	-28.81%	89.70%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Software and App Design	9.48%	9.48%	-0.94%	-2.34%	-15.93%	1.76%	-0.70%	-3.04%	21.19%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Veterinary Assisting	40.52%	-40.52%	-0.94%	-2.34%	34.07%	1.76%	-0.70%	-3.04%	-28.81%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	
Welding Technologies	59.48%	59.48%	-0.94%	-2.34%	-15.93%	51.76%	-0.70%	-3.04%	-28.81%	-10.30%	-23.19%	0.00%	0.00%	-0.47%	0.00%	0.00%	

Group Activity

- Break into 6 groups (corresponding to CLNA sections).
- Choose one row from your group's assigned section.
- Fill out “Year 1” and “Evidence Reviewed” columns with examples (framed as an area of improvement).
- Write a SMART objective based your example.
- Share out if time allows, using big stickies.



Examples of Evidence Reviewed for CLNA and Perkins Grant Objectives

Objective 1: Evaluation & Accountability

• District strategic plan	• Program monitoring documentation (program binders, PLC minutes, advisory meeting minutes, etc.)
• Technical skills assessment reports	• ADE site monitoring visit results
• District level performance data	• Student enrollment data
• Performance measures improvement plan(s)	• Special populations data
• Program level student data	• Advisory board minutes
• Principal's report	• CTE data portal reports
• CTE standards and measurements	• Past CLNA's and results
• School board reports	• Industry certifications
• Previous Perkins grant applications and completion reports	• Dual enrollment data
• Program evaluations	• Teacher evaluations
• IEP data	• CLNA committee past meeting notes
• CTED Enrollment completion data	• Gradebook
• Galileo Science, etc.	• Rubric based instruction

Objective 2: Career Exploration/Career Development

• ECAP's data	• Postsecondary plans
• Coherent sequence	• Graduation plan lessons
• Teacher survey data	• Graduation requirements
• SAE and Internship program data and results	• CTE marketing plan
• District strategic plan	• Master schedule/daily schedule
• CANVAS or other LMS reports	• Middle school career exploration class data
• Dual credit data	• Work-based learning participant data
• Industry certification completion data	• XELLO, Naviance, etc. reports
• Career counselor transition plans	• Freshman night data (sign in sheets, fair flyers, etc.)
• CTE posters and marketing materials	• Resume development
• Program pathway information	• Placement data

Objective 3: Professional Development

• CTSO advisor training	• Program specific professional development/workshops
• Professional development days – (roster/in house data collected)	• Standards committee involvement (ADE)
• Premier series courses	• Grant budgeting report
• Department level meetings	• Teacher PD records
• Schoology training	• Parent Square training, etc.
• ACTEAZ summer conference registrations	• Fall and Mid-Winter CTE conferences
• Special populations training	• Membership records
• CTED training	• Community college partner training
• Association training offerings	• Teacher earned industry certifications
• PBL training	• EDGAR training
• Summer CTE internships for teachers	• Two-week paid internships for teachers
• Teacher exit surveys for focused PD	• Industry support for special populations

Objective 4: Skill Development

• Schedule and enrollment data	• Classroom projects
• Work-based learning data	• Business partners list per program
• School trips data	• Master schedule
• CTE program ranking list	• CTSO student membership records
• Industry certification data	• CTE coherent scope & sequence
• Course description book	• Guest speaker data
• CTE facility review tours	• Program completion data
• Dual enrollment credit earned reports	• Graduate surveys
• CTSO competition results	• Stakeholder meetings/agendas
• MOS/BOS curriculum documentation	• Transition to work information
• Lab room usage and training	• Service learning
• Concentrator data	• National Clearinghouse data, etc.

Objective 5: Academic Integration

• Standards and measurement	• Math, English, Science standards
• Curriculum connection lesson plans	• ELA performance data
• Project-based learning	• Lexia PowerUp tutorial and reading program, etc.
• Cross-curricular lesson plans	• Benchmark scores
• Oversight committee agenda/minutes	• Course sequences
• College credit records	• State English, Math and Science assessment results (i.e. ACT)
• Unit plans	• Academic teachers observing CTE classes

Objective 6: Increase Student Achievement

• Alignment of math, English standards to CTE program standards	• Student progress reports
• Industry credential completion data	• Curriculum connection lesson plans
• SPED and IEP data	• Dual enrollment data
• Industry certification data	• CTE department meeting minutes
• Technical skills assessment data	• NWEA benchmark testing, etc.
• SALP data	• Hands on practice assessments
• Special populations enrollment data (CTE Portal)	• 1 on 1 counselor meeting reports
• Enrollment data	• Both Non-Discrimination disclosure statements reviewed and accurately displayed
• Benchmark testing data (in preparation of TSA)	• Work based learning logs

Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool

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The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents section of the grant application before grant approval will be given.

LEA Name:	
Date (Year 1):	
Needs Assessment Lead Coordinator:	
Date (Year 2):	
Needs Assessment Lead Coordinator:	

**The assessment (or review) must be completed prior to grant application approval*

Comprehensive Needs Assessment Leadership Team (Biennial Year 1)

(For a list of who should participate in the CLNA Leadership Team, see page 13)

(Please complete each section on this page)

Representative	Name	Business / Position	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Secondary Teacher(s)				
Postsecondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Comprehensive Needs Assessment Leadership Team (Biennial Year 2)

(For a list of who should participate in the CLNA Leadership Team, see page 14)

(Please complete each section on this page)

Representative	Name	Business / Position	Signature (Or indicate if met virtually)	Date
Administration				
District Office Representative				
CTE Director				
Secondary Teacher(s)				
Postsecondary Representative				
Community / Business / Workforce Development				
Counselor(s)				
Parent(s)				
Student(s)				
Special Populations				
Other:				

Rating Choose the statement which best matches your district (for each row)

1 = This is a strength

3 = This is an area we need to improve

2 = This is satisfactory

4 = This area needs major improvement

List all CTE programs:

*Indicates the Opportunity Gap Analysis data may be relevant to these criteria.

Evaluation & Accountability (Examples of evidence can include: TSA and Certification reports, DLP, Performance Measure Improvement Plans, Program evaluations, Monitoring reports, Enrollment data...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
* Develops and implements a system of evaluations of the CTE programs carried out with funds under Perkins V (including an assessment of how the needs of special populations are being met) and adjusts as needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Monitors CTE programs/programs of study for effectiveness and compliance, collects student data and evaluations, and submits required Perkins V reports in a timely manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant:

Career Exploration/Career Development (Examples of evidence can include: ECAP data, Internship and Dual Credit data, Placement data, MyFutureAz/Xello/Naviance etc. reports...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides career exploration/development activities through an organized, systematic framework designed to aid students (including special pops/non-traditional and middle grades) in making informed decisions about future education, career opportunities, and programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Have readily available career and labor market information, including on occupational supply and demand, educational requirements, information on careers aligned with economic priorities and employment sectors.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers programs and activities related to the development of student graduation and career plans (ECAPs), career guidance, and academic counselors that provide information on postsecondary education and career options.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant:

Professional Development (Examples of evidence can include: PD sign-in sheets, conference registrations, training and workshop attendance, teacher earned industry certifications, PLC records...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides professional development for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Offers professional development supporting instructional approaches, including teaching the integration of embedded academic content, professional skills, and teaching CTE standards and curricula.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides all CTE staff with opportunities to advance knowledge, skills, and understanding of all aspects of an industry (including the latest workplace equipment, technologies, standards, and credentials).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides professional development which supports the coordination with ADE/institutions of higher education on recruitment, preparation, and retention of career and technical educational faculty.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Professional Development-minimum of one required for grant:

Skill Development (Examples of evidence can include: work based learning data, recruitment data, CTSO records, data on industry certifications and dual enrollment...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Offers programs/programs of study with non-duplicative sequence of courses meeting the Arizona Perkins V State Plan definition for "size, scope, and quality" to meet the needs of all students. (For definition of "size, scope, and quality" for secondary and postsecondary recipients, please see page 13 of this document)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
*Provides the opportunity for all students, including members of special populations, to become informed and recruited to CTE programs/programs of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for students to participate in real-life work experience through CTE Work-Based Learning (WBL) programs, which may include convening meetings with employer associations and labor representatives to achieve buy-in.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Collaborates with community representatives and local workforce development to explore and develop initiatives to improve access to workforce training, and to ensure quality experiences for students and employers. (Postsecondary only)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Measurable Objective(s) for Skill Development-minimum of one required for grant:				

Academic Integration (Examples of evidence can include: lesson plans, professional learning community agendas/minutes, standards, performance data such as standardized test results...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
Provides programs that integrate coherent and rigorous content aligned with State academic standards (i.e. math, science, and literacy) that will improve student's academic and technical skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
All students within each program achieve performance targets established for Perkins V performance indicators (See Performance Measures/LEA SDLP documentation).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit (such as dual or concurrent enrollment programs or early college high schools) as part of their CTE program of study.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Academic Integration-minimum of one required for grant:

Increase Student Achievement (Examples of evidence can include: industry credential completion data, SPED and IEP data, TSA data, enrollment data, department meeting minutes...)

Criteria	Rating	Year 1: List strengths/areas of focus for improvement.	Indicate evidence reviewed (applies to both years).	Year 2: Explain updates or progress from Year 1.
*Ensures equal access for all special population students to CTE courses/program(s) of study, in a non-discriminatory manner.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides CTE programs/programs of study that ensure students (including special populations) will have the skills necessary to pursue careers in high skill, high-wage or in-demand industry sectors or occupations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			
Academic and CTE teachers utilize student data to identify gaps in performance established by Perkins V performance indicators.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			

Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant:

Professional Development

Prompt #: 1

Evidence:

- Attendance Records
- Certs earned
- Financial Records
- Staff Surveys

Strengths/Focus:

CTE Teachers / Increase Counselor / ~~Admin~~ Admin + Non CTE Teachers Participate

SMART goal:

By May 2024, we will increase the involvement of non CTE educators by 10% in CTE specific professional development.

Increase Student Achievement

Prompt #: 3- INDUSTRY CERTS

Evidence: INDUSTRY CRED COMPLETION DATA

- INDUSTRY CERT DATA
- PASS/FAIL RATE

Strengths/Focus:

STRENGTH: STACKABLE CREDENTIALS
QUALITY CLASSROOM INSTRUCTION
DUAL ENROLLMENT
FUNDING FOR EXAMS + EQUIPMENT

FOCUS: TEACHER TURNOVER + TRAINING

- ATTENDANCE
- CHANGES IN INDUSTRY/STANDARDS CERT

SMART goal:

By END OF SY 22-23, LEVERAGE FUNDING TO ENSURE ^{90% OF} ALL STUDENTS IN A PROGRAM HAVE ACCESS TO TAKE APPLICABLE INDUSTRY CERT EXAM BY END OF PROGRAM COMPLETION.

Evaluation & Accountability

Prompt #: 2

Evidence: Opportunity Gap Analysis Report
(All programs under represent + economically disadvantaged groups)

Strengths/Focus:

Recruitment of most special populations in alignment with enrollment.

SMART goal:

By Oct. 1st we will offer a visit "CTE EVENT" to all feeder schools.
By Feb 1st (Enrollment process) guidance will ensure all students enroll in a CTE program. By Aug 1, ~~all~~ 90% of all students will be in CTE.

Career Exploration/Development

Prompt #: 1

Evidence: Opportunity Gap Analysis

Strengths/Focus:

Focus: Sub pops are under represented w/ in career exploration

Strengths: # of opportunities for students to participate in programs of study

SMART goal:

In the 2023-2024 school year, we will increase the sub pop through additional career exploration opp. by 5% by May of 2024

Skill Development

Prompt #: #2

Evidence: GAP ANALYSIS ENROLLMENT DATA

Strengths/Focus:

2 PROGRAMS THAT DO NOT SHOW GENDER GAP ~~IN~~ ^{INEQUALITY}
(STRENGTH)

FOCUS: PROGRAMS LARGER THAN 40% EQUITY GAP

SMART goal: DECREASE AT LEAST 2 PROGRAMS
WITH GENDER INEQUALITY BY 5%
WITHIN THE CURRENT CMLA
TIMELINE.

Academic Integration

Prompt #: 1

Evidence:

Curriculum Map

Scope/Sequence

Instructional Plans

Performance Measures

Strengths/Focus:

Improve use of academic
standards

SMART goal:

All ^{Math & English} Teachers will integrate academic
standards + professional skills into
curriculum by May 2023.

Practical Strategies for Closing Opportunity Gaps in CTE

The following table describes root causes and related strategies to improve equitable access to CTE. While most of these strategies have backing evidence supported by a broad literature review, a few have been demonstrated anecdotally but not rigorously.

Beliefs & Expectations

The broader expectations and values in relation to CTE itself and/or to specific learner groups. This category is where we may see example of implicit bias, CTE stigma, and stereotypes about particular groups.

	<i>Good</i>	<i>Better</i>	<i>Best</i>
Root Cause	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies
Lack of Awareness about CTE	<ul style="list-style-type: none"> Develop recruitment materials and host recruitment events Require individual academic and career plans Engage key influencers (school counselors, teachers, CTE learners, alumni) to share information about CTE Provide informational materials in multiple languages 	<ul style="list-style-type: none"> Provide middle school CTE/career exploration curriculum and experiences Provide early high school CTE/career exploration curriculum and experiences 	<ul style="list-style-type: none"> Implement technology-based platforms for career exploration and planning
Implicit Bias/Stereotypes about particular learner group	<ul style="list-style-type: none"> Develop targeted recruitment materials and strategies Partner with media organizations to promote representations of diverse learners in different occupations Assign learners to counselors from the same racial group Develop inclusive recruitment materials and strategies that depict diverse learner populations 	<ul style="list-style-type: none"> Implement peer mentoring programs or peer support groups 	<ul style="list-style-type: none"> Implement inter-generational mentoring programs Provide professional development on implicit bias, stereotype threat, disability awareness, and more
CTE Stigma	<ul style="list-style-type: none"> Use learner and parent ambassadors to address outdated perceptions of CTE Use career exploration and planning platforms and recruitment materials to highlight the benefits of CTE 	<ul style="list-style-type: none"> Engage families in career development 	

Policies & Processes

State, district, and or school-level policies and procedures that create barriers to access or success in CTE programs. This category may include admission requirements, scheduling barriers, disciplinary barriers

	<i>Good</i>	<i>Better</i>	<i>Best</i>
Root Cause	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies
Admission requirements	<ul style="list-style-type: none"> Eliminate admission requirements for CTE programs Reserve seats/spaces for targeted learner groups 		
Scheduling barriers	<ul style="list-style-type: none"> Provide courses and services in the evening and/or on weekends 	<ul style="list-style-type: none"> Schedule CTE courses to maximize access, considering graduation requirements and other requirements for students with disabilities and English learners 	<ul style="list-style-type: none"> Implement career academies or similar cohort-based, inter-disciplinary models for high school learners
Disciplinary barriers		<ul style="list-style-type: none"> Ensure that educators, counselors, administrators, and other faculty and staff are trained on using trauma-informed practices to promote a culture of safety and support 	<ul style="list-style-type: none"> Implement school-wide positive behavior interventions and supports in the middle school or high school level
Lack of policies that support diversity	<ul style="list-style-type: none"> Develop and enforce non-discrimination policies Develop and enforce anti-bullying/anti-harassment policies Conduct learner surveys or focus group to evaluate whether programs are inclusive and welcoming for under-represented populations 		<ul style="list-style-type: none"> Use data to monitor enrollment patterns and identify opportunity gaps
Lack of systematic counseling and advisement	<ul style="list-style-type: none"> Provide proactive counseling/advising/career coaching Require individual academic and career plans Provide professional development for counselors/advisors on how CTE programs can prepare learners of all backgrounds for high-skill, high-wage, and in-demand employment opportunities 	<ul style="list-style-type: none"> Implement dropout prevention/early warning systems 	<ul style="list-style-type: none"> Implement online platforms for career exploration and planning

Siloed departments and services	<ul style="list-style-type: none">• Structure secondary and postsecondary education to enable early entry into CTE programs		<ul style="list-style-type: none">• Implement career academies or similar cohort-based, interdisciplinary models• Implement postsecondary guided/accelerated pathways through program maps, intensive advising, and early warning systems• Implement sector-specific training programs scaffolded by career advisement, job placement, and financial/tangible supports, among other support services
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Environment

The geographic and/or socioeconomic factors that affect access and/or prevent learners from realizing their education and career goals. This category may include lack of access to equipment, financial barriers, and/or transportation.

	<i>Good</i>	<i>Better</i>	<i>Best</i>
Root Cause	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies
Lack of access to relevant facilities and equipment	<ul style="list-style-type: none"> • Provide equipment that is inclusive for students with disabilities and various genders (differently sized protective equipment, etc.) • Share facilities and equipment with other learning providers and/or industry partners • Enact a one-to-one technology policy to scale up virtual or remote learning opportunities • Provide facilities that are inclusive for students with disabilities and various genders 		
Lack of access to qualified CTE instructors and/or industry partners	<ul style="list-style-type: none"> • Develop induction/mentoring programs for new instructors that build industry and/or pedagogical knowledge and skills • Provide virtual access to industry representatives, including through simulated work-based learning • Establish formal dual or concurrent enrollment partnerships with secondary and postsecondary institutions to give high school learners access to postsecondary instruction • Enable co-teaching/team teaching that pairs instructors with differing levels of experience/qualifications with industry experts • Provide virtual access to qualified instructors 	<ul style="list-style-type: none"> • Develop "grow your own" programs in the Education & Training Career Cluster • Provide externships for teachers and faculty that build industry knowledge and skills 	

Financial barriers	<ul style="list-style-type: none"> • Cover fees for industry-recognized credential assessments • Cover fees for Career and Technical Student Organizations (CTSO) activities • Provide financial aid for learners from low-income families that covers tuition, equipment, fees, etc. 		<ul style="list-style-type: none"> • Provide free/low-cost opportunities to earn articulated credit • Award credit for prior learning/military experience/work experience
Tangible barriers	<ul style="list-style-type: none"> • Provide case management/a single point of entry to non-academic support services • Provide transportation to the CTE program and/or work-based learning 	<ul style="list-style-type: none"> • Provide integrated learner services including health care, mental health services, meals/food pantry, childcare, academic services, etc. 	

Instruction

The barriers to teaching and learning in the CTE classroom such as a lack of accommodations for students with disabilities, teaching strategies that are not inclusive, bias in the curriculum, or insufficient academic preparation prior to entering the CTE program.

	<i>Good</i>	<i>Better</i>	<i>Best</i>
Root Cause	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies
Lack of relevant, engaging, hands-on and work-based learning experiences	<ul style="list-style-type: none"> • Teach professional skills and employability skills in all CTE programs • Provide early career exploration opportunities to give learners the chance to try careers and develop their own occupational identity • Provide professional development for educators and industry partners to maximize these experiences • Expand access to paid, work-based learning opportunities so learners who assist in supporting their families can participate 		<ul style="list-style-type: none"> • Provide CTSOs that build technical, employability, and leadership skills through competitive events, service learning, and other activities • Provide work-based learning scaffolded by employability skills training and mentoring/coaching, among other support services • Provide virtual/simulated learning where real-world learning is not safe, legal, or accessible
Bias in instruction/curriculum	<ul style="list-style-type: none"> • Use culturally responsive curriculum • Employ microaffirmations through active listening, recognizing and validating experiences and affirming emotional reactions • Be sensitive to logos and imagery that perpetuate stereotypes 	<ul style="list-style-type: none"> • Implement an instructional approach that draws on a variety of teaching methods to ensure equal opportunities for all learners 	<ul style="list-style-type: none"> • Teach self-efficacy/self-determination and a growth mindset • Provide professional development on topics related to bias in instruction/curriculum
Barriers to learner progress	<ul style="list-style-type: none"> • Include CTE representatives on Individual Education Program/504 teams • Create space for peer affinity groups so that learners of similar identities can receive support and fellowship 	<ul style="list-style-type: none"> • Provide accommodations for students with disabilities and English learners • Implement peer tutoring 	<ul style="list-style-type: none"> • Implement bridge/remediation programs, often through contextualized academic-CTE curriculum and instruction

People

Barriers related to staffing – such as insufficient number of school counselors or career advisors, shortages of qualified teachers and faculty and/or lack of leadership capacity, lack of representational diversity in the CTE teacher workforce and among industry partners.

	<i>Good</i>	<i>Better</i>	<i>Best</i>
Root Cause	Level 1 Strategies	Level 2 Strategies	Level 3 Strategies
Lack of diversity in the CTE educator workforce	<ul style="list-style-type: none"> Develop more inclusive pipelines into leadership and administration 	<ul style="list-style-type: none"> Develop “grow your own” programs in the Education & Training Career Cluster 	<ul style="list-style-type: none"> Recruit diverse instructors through minority-serving institutions and affinity groups, among other methods
Lack of diversity among industry partners	<ul style="list-style-type: none"> Recruit diverse industry partners through affinity business groups, among other methods 		

Additional Resources to Identify Practical Strategies

- Achieving the Dream – Knowledge Center
 - <https://achievingthedream.org/latest/>
- American Youth Policy Forum – Topic Areas
 - <https://www.aypf.org/topic-areas/>
- Illinois Center for Specialized Professional Support – Super Strategies
 - <https://icsps.illinoisstate.edu/cte/special-populations/76-super-strategies>
- JFF – Ensuring Equity in Advancement
 - <https://www.jff.org/resources/page/2/ensuring-equity-advancement/>
- National Alliance for Partnerships in Equity – Root Causes and Strategies
 - <https://napequity.org/root/>
- National Center for Homeless Education – Homeless Education Research Briefs
 - <https://nche.ed.gov/resources/>
- Nebraska Department of Education – Strategies for Special Population Success: Practical Tips and Tools for Nebraska Educators (may still apply to Arizona educators)
 - <https://cdn.education.ne.gov/wp-content/uploads/2020/07/NE-Special-Populations-Brief-FINAL-WEB.pdf>
- MDRC – Center for Effective Career and Technical Education
 - <https://www.mdrc.org/project/mdrc-center-effective-career-and-technical-education#overview>