Comprehensive Local Needs Assessment

Career and Technical Educational Programs

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Arizona department of education

About this Guide

[Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool 2](#_Toc190240558)

[Comprehensive Needs Assessment Leadership Team (Biennial Year 1) 2](#_Toc190240559)

[Comprehensive Needs Assessment Leadership Team (Biennial Year 2) 3](#_Toc190240560)

[**List all CTE programs:** 4](#_Toc190240561)

[\*Indicates the Opportunity Gap Analysis data may be relevant to these criteria. A comprehensive list of evidence can be found at the end of this document. 4](#_Toc190240562)

[**Evaluation & Accountability** (Examples of evidence may include: Opportunity Gap Analysis Report, 3 year Performance Measure Report, Industry Certifications, Past CLNA results, Enrollment & Retention Data…) 4](#_Toc190240563)

[**Career Exploration/Career Development** (Examples of evidence may include: ECAP data, and Dual Credit data, 5-9 Career Exploration Data, Career Education Software Reports etc. reports…) 5](#_Toc190240564)

[**Professional Development** (Examples of evidence may include: PD sign-in sheets, conference registrations, training and workshop attendance, teacher earned industry certifications, PLC records…) 6](#_Toc190240565)

[**Skill Development** (Examples of evidence may include: Opportunity Gap Analysis Report, Work-based Learning Data, Advisory meetings, Industry certification data, TSA Data, and program completion data…) 7](#_Toc190240566)

[**Academic Integration** (Examples of evidence may include: 3 year Performance Measure Report, Dual Enrollment Data, cross curricular lesson plans/units, …) 8](#_Toc190240567)

[**Increase Student Achievement** (Examples of evidence may include: Opportunity Gap Analysis Report, industry credential data, Performance Measure Data Report, and TSA data…) 9](#_Toc190240568)

[Purpose of Document 10](#_Toc190240569)

[Common Q&A 10](#_Toc190240570)

[Why must I do a Needs Assessment? 10](#_Toc190240571)

[How often? 10](#_Toc190240572)

[What is a Comprehensive Needs Assessment and why is it so important? 11](#_Toc190240573)

[What are the Benefits? 11](#_Toc190240574)

[Who should participate in the Needs Assessment Process? 11](#_Toc190240575)

[“Size, Scope, and Quality” as Defined in the Approved Arizona Perkins V State Plan 12](#_Toc190240576)

[Comprehensive Local Needs Assessment Chart 13](#_Toc190240577)

[**SMART Goals** 14](#_Toc190240578)

[What are SMART Goals? 14](#_Toc190240579)

[SMART Goal Measurement Statement 14](#_Toc190240580)

[Examples 14](#_Toc190240581)

[How to Write SMART Goals 15](#_Toc190240582)

[**S.M.A.R.T. Goals (practice sheet)** 17](#_Toc190240583)

[**Examples of Data Evidence that may be used for CLNA** 18](#_Toc190240584)

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 (District or Community College) Name:** |  |
| Date (Year 1): |  |
| Needs Assessment Lead Coordinator Name: |  |
| Date (Year 2): |  |
| Needs Assessment Lead Coordinator Name: |  |

*\*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 Title** | **Signature**  **(Or indicate if met virtually)** | **Date** |
| **Administration** |  |  |  |  |
| **District Office Representative** |  |  |  |  |
| **CTE Director** |  |  |  |  |
| **Teachers / Faculty** |  |  |  |  |
| **Postsecondary or Secondary 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 Title** | **Signature**  **(Or indicate if met virtually)** | **Date** |
| **Administration** |  |  |  |  |
| **District Office Representative** |  |  |  |  |
| **CTE Director** |  |  |  |  |
| **Teachers / Faculty** |  |  |  |  |
| **Postsecondary or Secondary 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  2 = This is satisfactory | 3 = This is an area we need to improve  4 = This area needs major improvement |

## **List all CTE programs:**

## \*Indicates the Opportunity Gap Analysis data may be relevant to these criteria. A comprehensive list of evidence can be found at the end of this document.

| **Evaluation & Accountability** (Examples of evidence may include: Opportunity Gap Analysis Report, 3 year Performance Measure Report, Industry Certifications, Past CLNA results, Enrollment & Retention Data…) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years). | **Year 1**: List strengths/areas of focus for improvement. | **Year 2**: Explain updates or progress from Year 1. |
| Offers programs/programs of studywhich are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate, or degree. | 1  2  3  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. | 1  2  3  4 |  |  |  |
| Monitors CTE programs/programs of studyfor effectiveness and compliance, collects student data and evaluations, and submits required Perkins V reports in a timely manner. | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Evaluation & Accountability-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |

| **Career Exploration/Career Development** (Examples of evidence may include: ECAP data, and Dual Credit data, 5-9 Career Exploration Data, Career Education Software Reports etc. reports…) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years). | **Year 1**: List strengths/areas of focus for improvement. | **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. | 1  2  3  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. | 1  2  3  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. | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Career Exploration/Career Development-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |

| **Professional Development** (Examples of evidence may include: PD sign-in sheets, conference registrations, training and workshop attendance, teacher earned industry certifications, PLC records…) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years) | **Year 1**: List strengths/areas of focus for improvement. | **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. | 1  2  3  4 |  |  |  |
| Offers professional development supporting instructional approaches, including teaching the integration of embedded academic content, professional skills, and teaching CTE standards and curricula. | 1  2  3  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). | 1  2  3  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. | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Professional Development-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Professional Development-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |

| **Skill Development** (Examples of evidence may include: Opportunity Gap Analysis Report, Work-based Learning Data, Advisory meetings, Industry certification data, TSA Data, and program completion data…) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years) | **Year 1**: List strengths/areas of focus for improvement. | **Year 2**: Explain updates or progress from Year 1. |
| Offers programs/programs of studywith 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)*** | 1  2  3  4 |  |  |  |
| \*Provides the opportunity for all students, including members of special populations, to become informed and recruited to CTE programs/programs of study. | 1  2  3  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. | 1  2  3  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)** | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Skill Development-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Skill Development-minimum of one required for grant (enter here & in GME):** | | | | |

**Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No**

| **Academic Integration** (Examples of evidence may include: 3 year Performance Measure Report, Dual Enrollment Data, cross curricular lesson plans/units, …) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years). | **Year 1**: List strengths/areas of focus for improvement. | **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. | 1  2  3  4 |  |  |  |
| All students within each program achieve performance targets established for Perkins V performance indicators (See Performance Measures/LEA SDLP documentation). | 1  2  3  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. | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Academic Integration-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Academic Integration-minimum of one required for grant (enter here & in GME):** | | | | |

**Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No**

| **Increase Student Achievement** (Examples of evidence may include: Opportunity Gap Analysis Report, industry credential data, Performance Measure Data Report, and TSA data…) | | | | |
| --- | --- | --- | --- | --- |
| Criteria | Rating | Indicate evidence reviewed (applies to both years). | **Year 1**: List strengths/areas of focus for improvement. | **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. | 1  2  3  4 |  |  |  |
| Provides CTE programs/programs of studythat 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. | 1  2  3  4 |  |  |  |
| Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential. | 1  2  3  4 |  |  |  |
| Academic and CTE teachers utilize student data to identify gaps in performance established by Perkins V performance indicators. | 1  2  3  4 |  |  |  |
| **Year 1: Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant (enter here & in GME):** | | | | |
| **Year 1: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No** | | | | |
| **Year 2: Measurable Objective(s) for Increase Student Achievement-minimum of one required for grant (enter here & in GME):** | | | | |

**Year 2: Does the district anticipate spending Perkins funds on this objective: \_\_ Yes \_\_ No**

Purpose of Document

The purpose of this document is to assist in preparing the content of a Comprehensive Needs Assessment.

The following pages contain information that will help LEAs understand and develop a needs assessment. By the time you have read this document, you should understand the following:

* The purpose of a Comprehensive Needs Assessment
* The required components of a Comprehensive Needs Assessment
* How to write a SMART goal, strategies, and action steps

# Common Q&A

## Why must I do a Needs Assessment?

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are five requirements for the Local Comprehensive Needs Assessment:

* Evaluation of student performance by subgroup on Perkins core indicators
* Description of the CTE programs offered (size, scope, quality and alignment)
* Evaluation of the progress toward implementing CTE programs and programs of study
* Description of recruitment, retention, and training for CTE educators and support professionals
* Description of progress toward implementing equal access to CTE for all students

## How often?

The Local Needs Assessment should be part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

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 the completion of the grant application and **must be uploaded each year in the Related Documents section of the grant application** before the grant can be approved.

## What is a Comprehensive Needs Assessment and why is it so important?

A “**need**” is a discrepancy or gap between “what is” and “what should be.”

A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** considers needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students), the providers of the academic services (school staff), and the structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs Assessment consists of the following steps:

1. Identify Planning Team (stakeholders)
2. Identify data sources (stakeholders engage in a review of focused data)
3. Analyze the data
4. Identify areas of growth and strength (what is working)
5. Identify areas of need (what is not working)
6. Prioritize needs

## What are the Benefits?

Strengths and weaknesses of a school and/or LEA can be determined. Understanding the context and constraints of the school and/or LEA can be evaluated. Perform a root-cause analysis and develop an improvement plan.Overall, the process of completing a local needs assessment is about helping you make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers.

## Who should participate in the Needs Assessment Process?

Local recipients are required to engage a diverse body of **lead team participants** who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

* CTE program representatives at the secondary and postsecondary levels
* Teachers,
* Faculty,
* Administrators,
* Career guidance
* Advisement professionals
* State or local workforce development board representatives
* Representatives from a range of local businesses and industries
* Parents and students
* Representatives of special populations
* Representatives from agencies serving at-risk, homeless, and out-of-school youth.

## “Size, Scope, and Quality” as Defined in the Approved Arizona Perkins V State Plan

**Secondary Recipients:**

**Size:** Program enrollment supports a program coherent sequence in order to produce concentrators. Concentrators are students that have completed and passed two courses worth one credit each in an approved program sequence.

**Scope:** Offers the required coherent sequence as indicated on the approved secondary CTE Program List or approved local occupational program for the secondary CTE program/program of study and meets all requirements of an approved program: CTE certified teacher, teaches the program technical standard, embeds Professional Skills (employability) and work-based learning into curriculum, meets all performance measures (academic, graduation, non-traditional enrollment and completion, industry certifications, passing the technical skills assessment, and graduate placements), is inclusive of all special populations, offers a CTSO, provides Career Explorations to middle grades (any time during grades 5-9).

**Quality:** Meets the requirement of size and scope. Students pass the CTE Program Technical Skills Assessment, leads to industry credentials, stakeholder involvement, 51% of program time is spent hand-on such as labs, shops, etc., and adequate equipment and supplies are provided for optimum student learning.

**Postsecondary Recipients:**

**Size:** Enrollment supports a program of study whose concentrators have earned at least 12 credits within a career and technical education program or completes a program which encompasses fewer than 12 credits (or the equivalent in total) to fulfill the State’s need in a high skill, high wage or in-demand occupation as determined by either state or regional labor market data. Three credits may be from academic courses.

**Scope:** Offers career advisement, appropriately certified instructor, work based learning and professional skills are embedded into the curriculum and the program is inclusive of all special populations. Demonstrates connection to labor market to fulfill needs in high skill, high wage, or in demand industries.

**Quality:** Programs/programs of study are coordinated rigorous nonduplicative sequence of academic and technical content, sufficient course sections that lead to industry recognized credential, certificates and degrees content aligned with challenging academic standards. Provide students opportunities to earn industry recognized credentials, certificates, or degrees. Maintain accreditation. Postsecondary recipients must meet State Determined Levels of Performance (retention and placement, credential, certificate or degree, and nontraditional enrollment).

# Comprehensive Local Needs Assessment Chart

Do all staff members have the adequate and appropriate qualifications, resources, and training to provide highly effective instruction and meet the needs of all students?

Are all students - including those who are special populations succeeding in meeting academic standards and expectations?

Does the program/program of study address the needs of all students and provide resources for effective instruction in order to improve student achievement and school performance?

How engaged are stakeholders in the operation and decision-making of the career and technical educational programs / program of study?

## [**SMART Goals**](#_TABLE_OF_CONTENTS_1)

## What are SMART Goals?

S

trategic & Specific - Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

M

easurable - Uses specific instruments or tools to measure impact, progress, and success.

A

Ttainable - Targeted objectives are doable and realistic without being uninspiring.

R

esults Based - Describes a specific outcome in terms of student learning/achievement results.

T

ime Bound - Specifies when the goal will be accomplished or measured to determine impact.

## SMART Goal Measurement Statement

[What] for [who] will [measurement] based upon [evidence/tool] during the [timeframe]

WHO The target population or subgroup

WHAT The focus of the goal

MEASUREMENT The target assessment objective written as a quantifiable action (e.g. increase, improve, maintain, decrease) that includes the results (written as a percentage) from the previous year

EVIDENCE/TOOL The measurement tool or evidence used to gauge success

TIMEFRAME The current academic year

## Examples

*TSA proficiency for program completers will increase by 10% from 57% to 67% or more based upon performance on Arizona Technical Skills Assessments during the 2024-2025 academic year.*

*Graduation rate for the Class of 2025 will increase from 90% to 95% or more based upon successful completion of LEA graduation requirements during the 2024-2025 academic year.*

## How to Write SMART Goals

SMART Goals in education, are used to help educators develop clear plans. SMART goals follow the acronym: specific, measurable, achievable, relevant, and time-bound.

Specific - **S**

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn’t a detailed list of how you’re going to meet a goal, but it should include an answer to the popular ‘w’ questions:

* Who – Consider who needs to be involved to achieve the goal (this is especially important when you’re working on a group project)
* What – Think about exactly what you are trying to accomplish and don’t be afraid to get very detailed
* When – You’ll get more specific about this question under the “time-bound” section of defining S.M.A.R.T. goals, but you should at least set a time frame
* Where – This question may not always apply, especially if you’re setting goals, but if there’s a location or relevant event, identify it here
* Why – What is the reason for the goal?

Measurable - **M**

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it’s a project that’s going to take a few months to complete, then set some milestones by considering specific tasks to accomplish. Milestones are a series of steps along the way that when added up will result in the completion of your main goal.

* As the “M” in SMART states, there should be a source of information to measure or determine whether a goal has been achieved
* The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like
* Sometimes measurement is difficult you will need to work together to identify the most relevant and feasible data sources and collection methods
* Data collection efforts needed to measure a goal can be included in that goal’s action plan
* Even if a perfect, direct measurement source is not immediately feasible for a given goal, the discussion about the desired end result (why this goal is important) and what the measurement options are (what success might look like) is an important and valuable part of performance planning
* Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (testimonials, surveys, etc.)

Achievable - **A**

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about:

* how to accomplish the goal,
* if you have the tools/skills needed,
* if not, consider what it would take to attain them

Relevant - **R**

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that’s in alignment with the overall business/department objectives. Your team may be able to launch a new program, but if your division is not prioritizing launching that type of new programs, then the goal wouldn’t be relevant.

Time-Bound - **T**

Anyone can set goals, but if it lacks realistic timing, chances are you’re not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it’s useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

## **S.M.A.R.T. Goals (practice sheet)**

Creating S.M.A.R.T. Goals help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

|  |
| --- |
| **Initial Goal** *(Write the goal you have in mind)*: |
|  |

|  |
| --- |
| **1. Specific** *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?):* |
|  |

|  |
| --- |
| **2. Measurable** *(How can you measure progress and know if you’ve successfully met your goal? What data will be used to measure the goal?)*: |
|  |

|  |
| --- |
| **3. Achievable** *(Do you have the skills required to achieve the goal? Is it doable?):* |
|  |

|  |
| --- |
| **4. Relevant/Realistic** *(Why am I setting this goal now? Is it aligned with overall objectives?)*: |
|  |

|  |
| --- |
| **5. Time-bound** *(What’s the deadline and is it realistic?)*: |
|  |

University of California (Performance Appraisal Planning 2016-2017) SMART Goals: How to write SMART Goals from

<https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf>

## **Examples of Data Evidence that may be used for CLNA**

The chart provides a sample of data that could be used in completing the CLNA. The list is not comprehensive since other data may become available that provides additional insight for a rubric area.

Evaluation & Accountability

|  |  |
| --- | --- |
| * Opportunity Gap Analysis Report | * Past CLNA’s and results |
| * District level 3-year Performance Measure report | * ADE and/or CTED site monitoring visit results – Program Evaluations |
| * Technical skills assessment reports | * Advisory board minutes |
| * Industry certifications | * Dual enrollment data |
| * Program level student data | * CTE standards and measurements |
| * School & CTED retention rates & completion data | * Program monitoring documentation (program binders, PLC minutes, etc.) |

Career Exploration/Career Development

|  |  |
| --- | --- |
| * ECAP data | * Career exploration software platform data |
| * Career counselor transition plans | * Placement data |
| * JobsEQ Reports | * Program pathway information |
| * CTE night data (sign in sheets, fair flyers, etc.) | * CTE marketing plan & materials |
| * Coherent sequence | * Middle school or Freshman career exploration class data |

Professional Development

|  |  |
| --- | --- |
| * ACTEAZ Fall, Mid-winter & Summer conference participants | * Standards committee involvement (ADE) |
| * Program specific professional development/workshops | * Professional development days – (roster / in house data collected. |
| * Premier series courses | * Teacher PD records |
| * CTSO advisor training | * Industry support for special populations |
| * Special populations training | * Teacher exit surveys for focused PD |
| * CTED training | * Community college partner training |
| * Summer CTE externships for teachers | * Teacher earned industry certifications |

Skill Development

|  |  |
| --- | --- |
| * Opportunity Gap Analysis Report | * TSA data |
| * Work-based learning data | * Program Year 1 to Year 2 Rates |
| * Industry certification data | * Advisory Meetings |
| * Dual enrollment credit earned reports | * Facilities Reviews / ADE Equipment List |
| * Course description guides / videos | * Graduate surveys |
| * Lab component at 51% | * CTE coherent scope & sequence |

Academic Integration

|  |  |
| --- | --- |
| * State English, Math and Science assessment results (i.e. ACT & AzSci) | * Cross-curricular lesson plans, unit plans, project-based learning |
| * Dual enrollment data | * Course sequences / scope & sequence |
| * 3-year Performance Measure Report | * Benchmark scores |
| * Oversight committee agenda/minutes | * Academic teachers observing CTE classes |

Increase Student Achievement

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| * Opportunity Gap Analysis Report for Special Populations Data | * Technical skills assessment data |
| * State Determined Performance Level Data | * Industry credential certification data |
| * Dual enrollment data | * CTE department meeting minutes |
| * Alignment of math, English standards to CTE program standards | * Hands on practice assessments |
| * Lesson Plan / Unit Plans with integration | * Benchmark testing data (in preparation of TSA) |
| * Enrollment, retention & completion data | * Counselor reports |