Delaware Department of Education
Secondary CTE Comprehensive Local Needs Assessment

The Comprehensive Local Needs Assessment (CLNA) tool, completed every two years as required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), is defined as a self-evaluation conducted by LEAs and postsecondary institutions. The CLNA is designed to improve student access, achievement, and equity in CTE programs, as well as support the implementation of high-quality CTE programs of study and improvement of the local education and workforce system. The CLNA is completed by the eligible recipient as part of the local application within eGrants.

The purpose of the CLNA process is to drive meaningful system improvements that address equity gaps in student access, participation and outcomes. The assessment uncovers the root causes for equity gaps, and exposes opportunities to improve student access and success, partner engagement, program quality, and educator talent development. This process drives meaningful strategy development and progress towards increasing access and success for every student in CTE.

The first step in the CLNA process is to conduct an equity gap analysis by identifying disparities or gaps that exist across program access, participation and outcomes for students disaggregated by gender, race and special population[1] status. These equity gaps can be identified through careful analysis of your EdInsight data or other local data available. Once these opportunity gaps are identified the next step is to engage diverse partners, such as students, parents, educators, employers, and community members to uncover the root causes for these gaps across seven (7) areas that drive Quality Improvement of the local system of CTE. Quality Improvement connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities. The seven (7) areas are:

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[1] SPECIAL POPULATIONS definition from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Sec. 3(48)available at https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf . –The term 'special populations' means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who - (i) is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title); (J) migrant students (secondary only)

I. **Student Access and Participation**: identifies disparities in participation in CTE programs of study for students disaggregated by gender, race and special population status. Under/Over-representation of student groups can prove to be missed opportunities for students in CTE and uncover systemic inequities that create barriers to student access.

II. **Student Performance and Outcomes**: identifies disparities in performance of concentrators in CTE programs of study disaggregated by gender, race and special population status. Performance includes the core indicators of performance required in the Perkins V accountability system and connects academic and technical skill preparation to early postsecondary credit opportunities. Performance can include other important measures of student engagement and outcomes defined locally. Most importantly, the analysis of the multi-tiered system of supports (MTSS) available and used by students can uncover unmet needs that are limiting student success.

III. **Partner Engagement**: focuses on how diverse and relevant partners, especially students, have been engaged in the CLNA process. Engaging partners in program implementation, curriculum development, student work-based learning, and program evaluation can help identify areas of improvement that need attention.

IV. **Labor Market Needs**: is central to the development of high quality CTE programs of study that lead to middle and high demand industry sectors and occupations that provide a living wage. Being strategic and aligning programs of study with labor market needs informs the development of new programs and the sun setting of those no longer relevant.

V. **Programs of Study**: align the characteristics of size, scope, and quality to program of study development and the identification of barriers and needs to address growing a vibrant system of CTE.

VI. **Equity**: focuses on the creation of equitable learning environments centered on student needs and outcomes. Critical to this assessment is the use of an asset orientation to address: individual and systemic biases impacting student access and success; career guidance, counseling and exploration to expand student options; support services and social emotional learning; and institutional and system barriers that impact positionality, policy and resource investments. Equity is addressed throughout the CLNA as well as in this section.

VII. **Educator Talent Development**: includes addressing issues that impact educator recruitment, retention and training. This includes the needs of administrators, teachers, counselors, student support staff, and other staff. Addressing the needs of every adult and empowering a diverse leadership with a shared vision of student success contributes infinitely to the creation of an equitable learning environment for students.

Comprehensive Local Needs Assessment

I. Student Access and Participation

State Data Link in EdInsight if Available

Teams preparing the CLNA will need to refer to Participant, Concentrator and Completer data disaggregated by gender, race and each of the special population groups for CTE overall and each Program of Study in the District to complete this section of the CLNA. These data should be compared to overall school enrollment data to determine if certain student groups are underrepresented or overrepresented in CTE overall and in each CTE program of study as compared to their representation in the overall school population. When statewide CTE data is available these data can also make a good benchmark for identifying equity gaps.

1. Which student groups are underrepresented in your CTE clusters and/or programs of study? Identify where the data shows an underrepresentation or overrepresentation of a student group by comparing your CTE data at the cluster and program of study level to the statewide data or to your institutions overall student demographics. Include student level (participant, concentrator, or completer) and the Career Cluster and or Program of Study. Describe the quantitative equity gap (over/underrepresentation) and how aware your team is of this gap. Complete the following table using the example in red provided below as a guide.

Student Group	Student Level	Cluster/Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level (High, Medium, Low)*
Hispanic	*Participants*	*All CTE Programs*	*Underrepresented – 11% difference between all Hispanic students in CTE (14%) and the institution (25%)*	*Low*
Women	*Participants*	*Manufacturing*	*Underrepresented -3% (1/30) of students in manufacturing are female*	*High*
Black	*Concentrators*	*Health Science/Certified Nurse's Assistant Program*	*Overrepresented - 15% difference between black student concentrators in CNA programs statewide (30%) and institution (45%). Institution demographics for Black students is 28% also indicating an overrepresentation of Black students in the CNA program.*	*Medium*

* High - We already know this under/over-representation exists and we are currently working on resolving it. Describe what is being done to address the gap. Medium - We were aware of this under/over-representation but were not aware of the scope of the problem. Describe what is being done to address the gap. Low - We did not know this under/over-representation existed

Enter Your Information Below

Student Group	Student Level	Career Cluster	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level (High, Medium, Low)*

2. Which student groups are underrepresented in other components of your programs of study? Use local data to identify additional equity gaps in program components where student groups are underrepresented. Program components are suggested below and you may have others that are important to your improvement efforts. Add rows for each underrepresented student group and each program component. Examples of program components for Secondary include: certification attainment, Youth Apprenticeship enrollment, Work-based learning awareness and exploration, work-based learning immersion, remedial coursework enrollment, dual enrollment, AP course and postsecondary credit attainment.

Underrepresented Student Group	Program Component	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level (High, Medium, Low)*
Hispanic	*Work-based Learning (WBL)*	*Health Careers – Certified Nurses Assistant (CNA) Program*	*75% of all student in the CNA program are in WBL activities while only 40% of Hispanic students in the CNA program are in WBL activities.*	*Low*

* High - We already know this under/over-representation exists and we are currently working on resolving it. Describe what is being done to address the gap. Medium - We were aware of this under/over-representation but were not aware of the scope of the problem. Describe what is being done to address the gap. Low - We did not know this under/over-representation existed

Enter Your Information Below

Underrepresented Student Group	Program Component	Program of Study	Underrepresentation/ Overrepresentation %	Awareness Level (High, Medium, Low)*

3. What trends do you notice when you start looking at the intersection of demographic data? What participation trends exist for students who are in more than one underrepresented group?

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Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

II. Student Performance

The Student Performance section walks you through a process of identifying disparities in performance of concentrators in CTE programs of study disaggregated by gender, race and special population status. Performance includes the core indicators of performance required in the Perkins V accountability system and connects academic and technical skill preparation to early postsecondary credit opportunities. Performance can include other important measures of student engagement and outcomes defined locally. Most importantly, the analysis of the multi-tiered system of supports (MTSS) available and used by students can uncover unmet needs that are limiting student success.

State Data Link in EdInsight if Available

1. Summarize your performance data here –
Secondary Core Indicators of Performance – 1S1; 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S2, 5S3, 5S4 – for definitions see State Plan or the Fiscal and Accountability policy

Core Indicator	Program of Study	Target	Actual Performance	How is your LEA addressing areas where you are not meeting your performance target?

Teams preparing the CLNA will need to refer to their Perkins Core Indicators of Performance data disaggregated by gender, race and each of the special population groups for CTE overall and each Program of Study to complete this section of the CLNA. The disaggregated performance data should be compared to the performance of all CTE students to determine which student groups are underperforming.

2. Which student groups are not meeting the Perkins V State Determined Level of Performance (target) for each of the performance indicators?

Student Group	Core Indicator	Program of Study	Under-performance % as compared to ALL CTE students	Awareness Level (High, Medium, Low)*	How is your LEA addressing areas where you are not meeting your performance target?

*High - We already know this underrepresentation exists and we are currently working on resolving it. ; Medium - We were aware of this underrepresentation but were not aware of the scope of the problem. ;Low - We did not know this underrepresentation existed.

3. What trends do you notice when you start looking at the intersection of demographic data? What performance trends exist for students who are in more than one underrepresented group?

4. What multi-tiered system of supports (MTSS) are needed for every learner to progress through CTE programs of study and into higher levels of education and entrance into the workforce? Are these needs being met? Complete the table below to help you identify trends in the type of MTSS various student groups need to be successful, who is addressing these needs, and what needs are not being met.

Support needs of students- Identify the specific support needed for each of the disaggregated student groups - i.e. tutoring, child care, financial aid, etc.. Show those you or other community organizations provide with an **X** and those that are an unmet need with a **U**. Indicate support services that are not needed by your students with an **N**. All boxes should be filled.

Support Services/Student Groups	Tutoring	Academic support programs	Social/ Emotional	Career Advisement	Wrap Around Services	Child Care	Transportation
All Students							
Male							
Female							
African American							
American Indian							
Asian							
Hispanic							
Multi-Racial							
Native Hawaiian							
White							
Students with Disabilities							
Economically Disadvantaged							
Non-Traditional							
Single Parent							
Out-of-Workforce Individual							
Homeless							
English Language Learner							
Youth Offenders							

5. If you provide other support services or other support services are needed and not provided please describe them here:

6. What MTSS services identified above are available but are not being utilized or accessed? Which student groups are not using them? What barriers are holding students back from using the services they need?

7. Describe the MTSS that exist to support students to enter a CTE program of study and graduate high school on a path to earn a credential and/or placement in the workforce.

8. Describe the instructional MTSS that are in place to support student academic readiness and proficiency on state assessments in English Language Arts, mathematics, and science.

9. Describe the instructional model and MTSS that exist to support student technical readiness and proficiency in the attainment of industry-recognized credentials and early postsecondary coursework as well as completion of work-based learning programs

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Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

III. Partner Engagement
Engaging with partners and seeking their input is a critical part of the CLNA process. In this section you will describe how you sought partner input, shared information, and what recommendations were made. The remaining sections of the CLNA and your local application should rely heavily on the input received from your partners as described in this section.

1. What community partners are you collaborating with to support underrepresented students in CTE programs? Using the data from Section 1, identify the underrepresented student groups in each of your programs of study and list the formal groups (community/advocacy organizations, Advisory Boards, School Board, etc.) or informal groups (students, parents, faculty, employers) you have engaged to help you identify root causes impacting the recruitment and retention of students from the identified group/s.

Student Group	Program of Study	Community Organizations/Groups Engaged
Hispanic	*All*	*Latin American Community Center; La Esperanza Community Center*

2. Who did you involve in the CLNA process; how did you involve them; and what feedback did you received? Enter the groups you engaged for the CLNA process from the table above. Indicate the type of engagement strategy you used (survey, focus group, business and student advisory council meeting, etc.). Summarize the root causes and most relevant feedback provided by each group that may explain poor student participation, outcomes and/or lack of access to MTSS as identified in the Student Participation and Performance Report sections for various groups.

Group Engaged	Type of Engagement	Summary of root causes and relevant feedback
Latin American Community Center	*Focus group*	*Validated the need for on-campus child care. Identified new nontraditional ways to offer high wage tech programs asynchronously online that could be taken any time of the day/night.*

3. How did you engage students in providing feedback as part of your CLNA process? What added value did student voice provide to your CLNA process?

4. Was your partner engagement strategy successful? Describe the mechanisms you used to engage your partner group (surveys, larger meetings, small meetings, focus groups, etc.) and identify your plans for increasing engagement and amplifying voice and participation of your partners.

Mechanism (focus group, advisory dinner, phone calls, large meetings, small meetings, survey etc.)	What were the strengths of this approach?	What will you do in the future to improve representation and feedback gathered through these mechanisms?

5. What feedback have you received from your employers about the capabilities and skills students need beyond academic and technical skills? How have you integrated this feedback into your programs?

6. Describe the process used with partners for providing career information and employment opportunities to students through career awareness, exploration, and other work-based learning experiences.

7. Describe the school counseling and career advisement process and how partners are engaged to support students as well as to support the alignment of middle and high school CTE programs.

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Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

IV. Labor Market Alignment

Labor market alignment is central to the development of high quality CTE programs of study that lead to middle and high demand industry sectors and occupations that provide a living wage. Being strategic and aligning programs of study with labor market needs informs the development of new programs and the sun setting of those no longer relevant.

1. Are your program offerings aligned with local labor market needs? Identify which programs you are currently offering aligned with the Career Cluster and Pathway identified in the Delaware Data for Career Pathway Planning in the Economic Development and Employer Planning System. Include the employment growth, average wage, indicate if the pathway is identified as middle skill (MS), high skill (HS), high wage (HW) and/or high demand (HD) and the certificate/credential/postsecondary credits or other potential outcome upon completing the program. Indicate the status of the program - current (C), phase out in the next three years (P), add in the next three years (A)

Career Cluster	Program of Study	Employment Growth*	Ave. Wage*	MS/HS/HW/HD*	Outcome	Status

*Use data provided by EDEPS (edeps.org) to determine occupation growth, wages and high skill(HS), high wage (HW) and high demand (HD) occupations.

2. Describe the local system of CTE, how CTE programs are identified for implementation and elimination, and the process for continuous improvement of CTE programs of study using labor market information.

3. What employer partners did you engage, and how did you engage them, to decide which CTE programs are identified for implementation and elimination?

4. How do your program enrollment and completion demographics (from Student Participation and Performance Reporting sections) compare to the demographics of the industry?

5. How are you actively working to contribute to the development of diversity in local businesses and industries?

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Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

V. Programs of Study

In this section you will analyze the alignment of the characteristics of size, scope, and quality to program of study development and the identification of barriers and needs to address growing a vibrant system of CTE It considers how your programs support each student and how students are connected to state, regional, and local in-demand industry sectors that lead to a wealth generating wage. This section also considers how you implement career and technical education programs and programs of study to ensure equitable access and participation. To answer some of the questions in this section, you will need to refer back to your student participation and performance data.

Size: You have reported data on enrollment in the Participation and Performance section and analyzed for equity gaps. You also analyzed how you will add or reduce programs based on labor market alignment in the Labor Market Alignment section. For this section of your CLNA, consider how the size of your programs impact the program scope and quality. Quantifiable evidence, physical parameters and limitations of each

approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment) that relate to the ability of the program to address all student learning outcomes.

Based on the status column in the table from the Labor Market Alignment section, respond to the following:

1. For programs identified as phase out, identify the partner input that helped you identify the systemic barriers that may have led to poor enrollment, such as travel or tool costs, childcare, scheduling, etc. Describe how you attempted to mitigate those barriers.

Program of Study	Partner input	Barrier	Attempt to mitigate barrier

2. For programs you plan to add in the next few years, identify the partner input that helped you identify barriers to enrollment or performance that your partner groups helped you anticipate and how you will proactively mitigate them. Consider equity and access barriers as well as cost, equipment and curriculum issues.

Program of Study	Partner input	Barrier	Proactive strategy to mitigate barrier

Scope
Scope refers to the curricular expectations of each program and/or program of study, such as the ability of a curriculum to cover the full breadth of its subject, number of required courses in a sequence, early postsecondary opportunities for learners, and the role of advisory committees.

3. List your programs and place a check mark in the appropriate column to indicate whether or not these program experiences are currently in place. Calculate the percentage of your programming that offers the experiences.

Program of Study	% of the programs of study offering each experience				
	Work-based Learning Immersion	Stackable industry credentials	Credentials linked to registered apprenticeship	Earn dual credit	Link to postsecondary system
% of all programs offering each experience					

4. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences and attainment of Credentials of Value (5S1 – Program Quality: Attained Recognized Post Secondary Credential) as well as the alignment of CTE programs of study to postsecondary credential and degree programs

5. Describe how you are working with postsecondary education partners, including the Adult Education Divisions of vocational technical school districts, to create a streamlined pathway with easy matriculation and stackable credentials

6. Describe how you are working with programs sponsored by the Department of Labor, Division of Vocational Rehabilitation; Department of Health and Social Services, Division of Developmental Disabilities Services and Division for the Visually Impaired; Job Centers and other Workforce Innovation and Opportunity Act services to increase access, success and transition of special populations in CTE?

7. How are you designing the curriculum and preparing students for an industry-recognized credential?

8. How have you worked with your business partners to understand what outcomes would best serve your students (eg. employment immediately after high school vs some postsecondary education)?

Quality
This part asks you to assess your CTE program's outreach, access, and post graduation outcomes in addition to the curriculum content and delivery. Use the ACTE High Quality Program of Study Framework to expand this analysis.

9. Describe how information about CTE programs of study is shared with members of the community (i.e. communication to current and prospective students, parents, community partners, and employers).

10. How are you overseeing quality in your curriculum and technology? Describe your approach to selecting curriculum that is nonbiased; setting up classrooms that are accessible, safe and designed to attract underrepresented learners; and providing accommodations when necessary to ensure student success?

11. How is the LEA leadership team monitoring instruction and ensuring it is project-based, differentiated, relevant, rigorous, equitable and nonbiased?

12. What structural barriers exist that prevent your students from successfully finding or retaining employment? Is there a difference in the outcomes of various subgroups?

13. How does your post-graduation student data affect your continuous improvement of advisement and postsecondary placement?

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VI. Equity

This section asks you to identify systemic issues related to equity and access. Data from other sections of the CLNA inform this section, but the focus will be on approaches your institution can use to improve equity and access in recruitment, program persistence, completion, continued postsecondary education, and job placement. Increasing equity and access requires organizations to utilize an equity lens as they examine data, design recruiting practices, improve program access and quality, and support all students. Institutions with an asset orientation welcome and celebrate diversity and see it as a strength.

Delaware's Secondary Equity in CTE Definition:
Equity in Career & Technical Education (CTE) requires an inclusive environment that advances empowerment and belonging for both the learner and educator. Students' circumstances and personal/social identifiers shall not restrict their access to the full variety of academic and career opportunities, enriching experiences, and meaningful relationships that support attainment of their individual career and life goals.

1. Describe your organization's definition for equity, how you developed it and how you are working with your partners to promote it.

2.. How do you ensure all staff and students value the knowledge and abilities inherent in underserved groups and see students' cultural differences as assets that benefit the learning environment, as opposed to deficits your organization will have to overcome?

3. What does your data tell you about your institution's ability to provide an equitable experience for your students, especially for those who fall into more than one subgroup?

4. What improvements are needed around career information, awareness, exploration, advisement, recruitment and support to increase equity and access in your CTE programs and expand career options for students?

5. What support services and programs do you need to put in place across your institution to address equity issues? (ex. Do you have a program to support girls in nontraditional programs? Do you have multi-tiered system of supports with tutoring or other actions to improve academic and technical skills development for underrepresented populations?) Use information from the Student Performance and Labor Market Reporting section to inform this answer.

6. What institutional and systems barriers did you uncover as part of the CLNA process that need to be addressed?

7. How did you engage individuals with positional power (administrators, board members, decision makers, etc.) in identifying these barriers? Refer to the Partner Engagement Section to justify this response.

8. How did you engage individuals without positional power (students, parents, employers, community members, etc.) in identifying these barriers? Refer to the Partner Engagement Section to justify this response.

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Based on the information reported above, summarize the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

Based on the information reported above, summarize the key opportunities for student improvement and/or change in institutional practice you have identified.

VII. Educator Talent Development

This section describes your efforts to recruit, develop and retain your career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors. Addressing the needs of every adult and empowering a diverse leadership with a shared vision of student success contributes infinitely to the creation of an equitable learning environment for students.

Recruitment

1. Does your demographic information in your faculty match the demographics of your community and/or your student body?

% of each population	Male	Female	African American	American Indian	Asian	Hispanic	Multi-Racial	Native Hawaiian	White	Disabled	Non-Traditional	Single Parent	Multi-Lingual
Student													
Faculty													
Community													

2. Describe your CTE educator recruitment practices and include information on how you recruit traditionally underrepresented populations to work at your institution.

Retention

3. Describe the faculty policies and practices your institution has in place related to equity, representation and faculty retention?

4. What faculty retention policies and practices are needed to address equity and representation? What partners did you engage to identify these?

5. Identify the demographics of individuals who hold positions of power in your organization.

	Male	Female	African American	American Indian	Asian	Hispanic	Multi-Racial	Native Hawaiian	White	Disabled	Non-Traditional	Single Parent	Multi-Lingual
Faculty													
Department Leadership													
Institutional leadership													

6. What does the data reflect in your hiring and promotion practices of leadership positions? What needs did you identify to increase the diversity of representation of individuals in positions of power in your organization?

Training

7. Discuss the types of supports that are provided for CTE educators to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification, and Skilled and Technical Sciences) or meet other professional standards. What Grow Your Own CTE educator strategies are you employing?

8. Describe how new CTE teachers (e.g. teachers with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided for new CTE educators.

9. Describe how experienced CTE educators and related faculty (e.g. teachers with more than three years of experience) are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.

10. What professional development have you offered in the past year, who participated, and was the training addressing the needs of a particular population? Note if the training audience was intended for all faculty, new faculty or veteran faculty. Focus on professional development relevant to CTE program quality, improvement, equity, etc..

Training topic	Audience (i.e. Counselors, Teachers, Admin., etc.)	Target Population (i.e. special populations, students with disabilities, nontraditional students, etc.)

11. What equity professional development needs did you uncover as part of the CLNA process? What partners did you engage to identify these needs?

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Based on the information reported above, list the key strengths you have identified. What practices underlie this success that should be expanded or replicated?

Based on the information reported above, list the key opportunities for student improvement and/or change in institutional practice you have identified.

LOCAL APPLICATION

The Local Application defined as an operational plan developed by LEAs to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.). It is a summary of the strengths and opportunities that were uncovered as a result of conducting the CLNA and identifies your greatest needs, sets priorities and focuses on strategies that can be supported by Perkins funds.

Use Delaware's vision to help you frame your thinking in this section:
Each learner engages in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals.

1. Define your overarching vision for your CTE Program at your institution.

2. Below are the summaries of the strengths and areas for growth you identified in each section of the CLNA. Focus on priorities with the greatest need.

CLNA section	Key Strengths	Key Opportunities
Student Participation	0	0
Student Performance	0	0
Partner Engagement	0	0
Labor Market Alignment	0	0
Programs of Study	0	0
Improving Equity and Access	0	0
Recruitment, Retention, & Training of CTE Educators	0	0

Instructions: Responses to questions three (3) and four (4) should provide a goal statement for each core priority area and detail for related work activity. The goal statements should be clear, measurable, and align to the vision statement described in question one (1). The metric(s) of success and key actions should present a high-level overview of what data will be reviewed and what actions will be taken to ensure attainment

of the goal. Those human and fiscal resources should define the person(s) responsible for supporting the goal and if state and/or federal funding will be used to support the attainment of the goal. The performance routine should define how these goals will be managed at the local level, including what actions the LEA will take to address disparities or gaps in student performance as well as what actions will be taken if no meaningful progress has been achieved to meet the goal or to eliminate those disparities or gaps.

3. What are the overarching goals, measure of success, and key actions over the next four (4) years for each of the CLNA sections in the table above? Be sure to address the areas of opportunity that were identified in the CLNA.

CLNA Section	Goal Statement	Metric(s) of Success	Key Actions (number each item to be referenced in the timeline below)	Human and Fiscal Resources
Student Participation	*Increase the participation and completion of girls in Information Technology*	• *Increase enrollment of girls in Introduction to IT from 15% to 25% by Fall semester of 2025.* • *Increase the number of girls receiving IT certifications from 7% to 20% by the end of the 2026 school year* • *Increase the percentage of girls completing the IT career pathway from 10% to 22% by the end of the 2026 school year*	1. *Conduct an IT program open house for students every semester in partnership with the local Women in IT chapter, Black Girls Code and other sponsoring industry partners* 2. *Implement a one week summer camp for Girls in IT* 3. *Host a Saturday Girls in IT session quarterly with middle school student participants and college role models.* 4. *Conduct at least one professional development (PD) workshop with the IT staff during each PD day on strategies for creating equitable learning environments for women in IT.*	*Human Resources* • *Women in IT Chapter* • *Black Girls Code* • *IT Industry Partner Role Models and Corporate Sponsors* • *IT teachers* • *Counseling staff* • *Equity PD Provider* *Fiscal* • *Substitute pay* • *Teacher stipends* • *Transportation* • *Facilities rental if needed* • *PD contract* • *Materials and supplies for open house, summer camp and Saturday session*

CLNA Section	Goal Statement	Metric(s) of Success	Key Actions (number each item to be referenced in the timeline below)	Human and Fiscal Resources
				• *Child care for student parent participation*

Enter your information below

Core Priority Area	Goal Statement	Metric(s) of Success	Key Actions (number each item to be referenced in the timeline below in Q.4)	Human and Fiscal Resources
Student Participation				
Student Performance				
Partner Engagement				
Labor Market Alignment				
Programs of Study				
Equity				
Talent Development				

4. Show the timeline for implementing the key action items identified in the table above. List the key action items from the table above and indicate the quarter when the activity will be conducted with an X in the appropriate box in the Gantt chart below. (Q1=Jan-March; Q2= April-June; Q3= July-Sept.; Q4= Oct.-Dec.)

Key Action item from table above	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

5. How was input from CTE educators and others gathered and used to prioritize needs and compose the local application?

6. Describe administrative routines that are in place to conduct ongoing monitoring regarding goals and progress. (please include information regarding frequency and team composition).

7. Include your Program of Study review schedule here.

Program of Study	School Year to Begin Review

8. In the table below, project your core indicator local annual target for the next four years. Use your historical target and actual performance on each of the core indicators to help you set realistic yet rigorous targets.

Core Indicator	Projected Annual Target			
	SY 2024-25	SY 2025-26	SY 2026-27	SY 2027-28
1S1: Four-Year Graduation Rate				
1S2: Extended-Year Graduation Rate				
2S1: Academic Proficiency in Reading/Language Arts				
2S2: Academic Proficiency in Mathematics				
2S3: Academic Proficiency in Science				
3S1: Post-Program Placement				
4S1: Non-traditional Program Concentration				
5S1: Program Quality – Attained Recognized Postsecondary Credential				
5S2: Program Quality – Attained Postsecondary Credits				
5S3: Program Quality – Participated in Work-Based Learning				