

# Creating Goals and Action Steps for Your District

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# You **CANNOT** get this wrong...

- As long as you make a good faith effort  
and are willing to try new things

# Why a Needs Assessment?

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- Mirrors components of Every Student Succeeds Act
- Designed to more closely connect accountability, funding, and planning portions of the law at the local level
- Serves as a tool to drive local application and local spending decisions
  - “Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment...”
- Many potential state-level uses

# Connection to Local Application

## Needs Assessment

Identify areas of strength in  
CTE system/programs

Identify areas of weakness and  
gaps in CTE system/programs

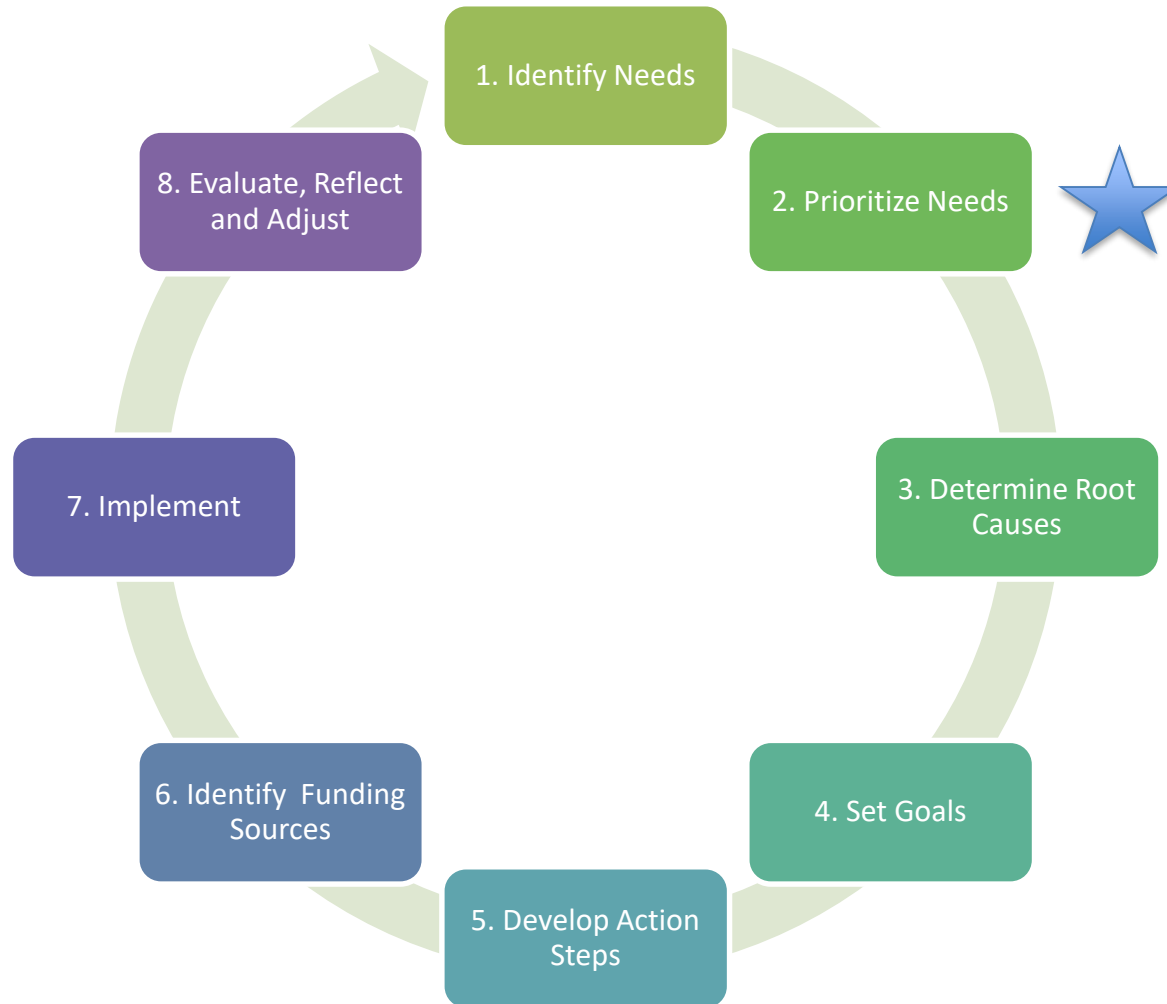
Informed/validated by  
stakeholders and partners

## Local Application

Lay out eligible recipient's  
vision/theory of action for CTE

Identify strategies, solutions and  
investments to sustain and scale  
strengths in CTE system/programs

Identify strategies, solutions and  
investments to address weakness  
and gaps in CTE system/programs



## 2. Prioritize Needs

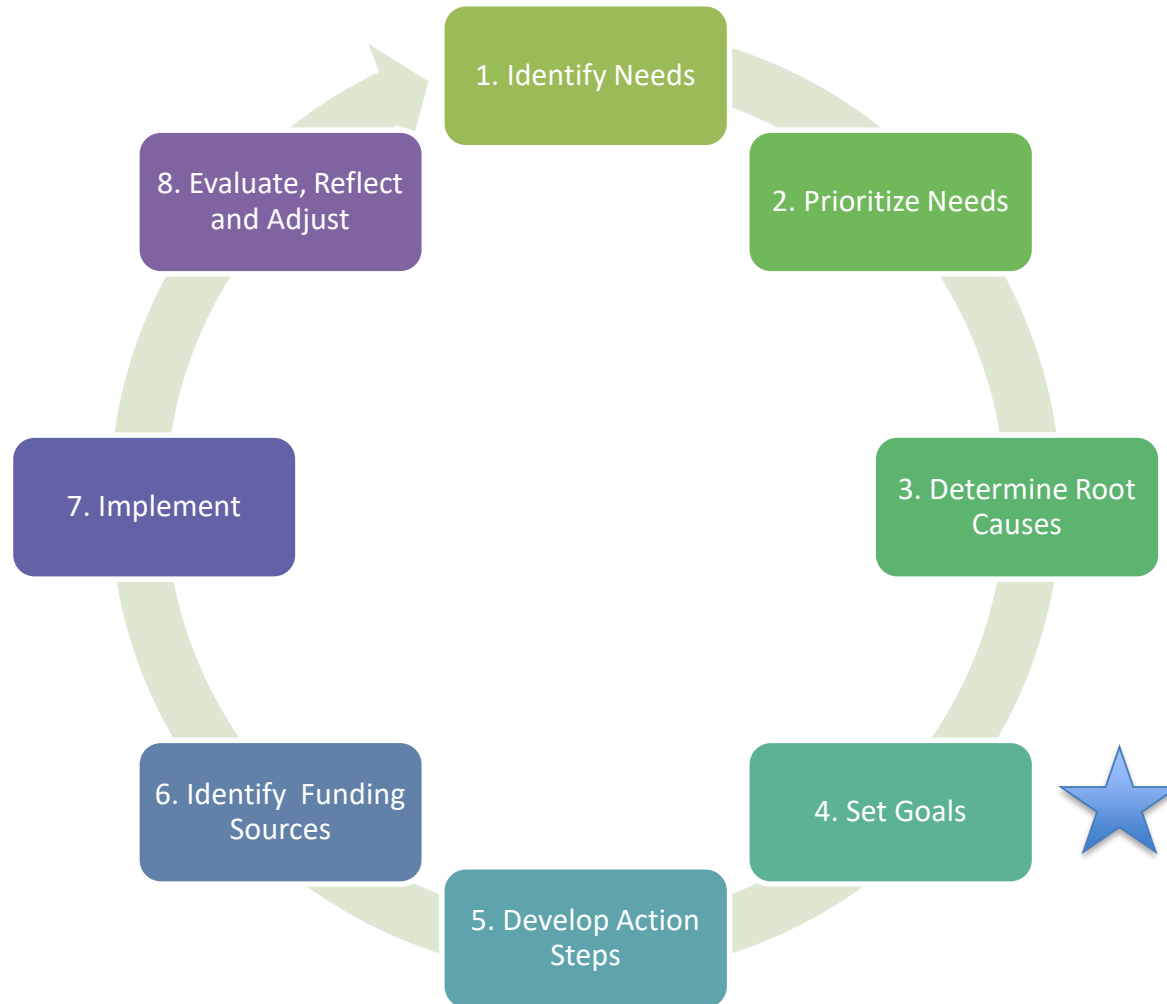
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- Remember that you can't do everything at once!
- Make sure “needs” chosen are backed by multiple data sources and stakeholders
- Consider ranking needs based on importance and feasibility to address – then choosing ones that rank high in both categories

## 2. Prioritize Needs

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- Which sections of the CLNA have the lowest rating?
- Which sections of the CLNA did your stakeholders raise the most concerns about? What is there the most buy-in on?
- Are there themes that emerge across the sections of the CLNA?
- Which needs can you have the most control over?
- Which needs can you address that will have the most impact on student achievement?





## 4. Set Goals

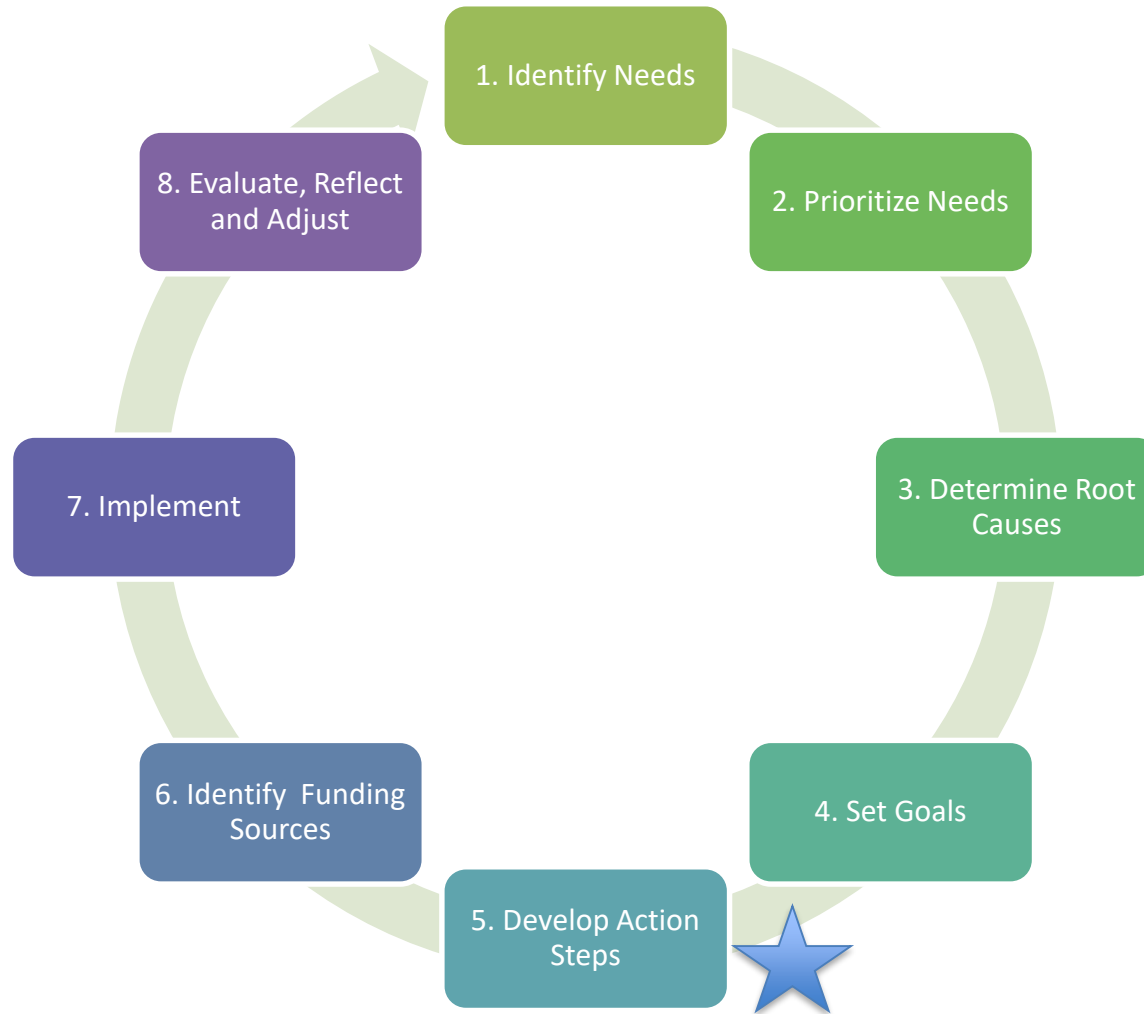
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- Further prioritization will likely be needed – there may be multiple root causes uncovered related to some needs
- Involve original stakeholders and those who will have to implement changes
- Ensure goals (and potential action steps) align with other initiatives and district priorities
- Think ahead about how you will evaluate performance
- Consider short- and long-term goals (and action steps)

## 4. Set Goals

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- Ensure goals are SMART:
  - Specific
  - Measurable
  - Attainable (Consider timeframe, resources, etc)
  - Relevant
  - Time-bound



## 4. Develop Action Steps

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- Ensure action plan is directly related to need, root cause analysis, and goal
- Involve stakeholders heavily in this part of the work
- Where possible, use evidenced-based ways to address challenges or find best practices from colleagues
- Look for “mutually beneficial” solutions
- Take advantage of “low-hanging fruit”



## 5. Identify Funding Sources

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- Look closely at Perkins allowable uses of funds to determine which aspects of the action plan fit within that budget
- Consider additional sources: state and local funding, other federal grants, business and industry partners, etc – not every need can be addressed with Perkins

# Example

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**Need:** Employers express that students don't have the employability skills they need to be successful on the job

**Root Cause:** Students do not have enough opportunities to practice these skills in authentic situations

**Goal:** Increase the number of students who participate in intensive, high-quality work-based learning experiences by 10% per year over the next four years.

**Potential Action Plan Steps:** Hire coordinator, work with business partners, provide PD for supervisors, develop resources, enhance career advisement, build into programs of study, partner with WIOA on summer youth employment...and more!

**Potential Funding Sources:** Perkins, ESSA, WIOA, business partners, state DOL

# Questions

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# Contact Info

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