



Secondary Local Application

for the

*Strengthening Career and Technical Education
for the 21st Century Act*



Local Application

Background

The District of Columbia has a vibrant economy with an array of promising career opportunities for its residents. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in the District of Columbia helps to prepare students for college and careers—both options, and not one or the other.

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Application** must be completed by all secondary and postsecondary CTE providers seeking federal funding through the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. Staff from the Office of the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in developing a strong application for *Perkins V* funding, one based on information surfaced as part of your **Comprehensive Needs Assessment**.

The Local Application asks you to describe how you will use federal funds to strengthen your CTE programming and expand equitable student access to programs. Under *Perkins V*, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020–21 to 2023–24 academic years. Providers receiving a *Perkins V* grant allocation are also required to submit plans with the same timeline commitment.

Local Application

Developing SMART Goals

Use this local application to describe how you will use your federal *Perkins V* funds to improve your CTE programming. When developing plans, you should try and specify in detail how you will go about making change. Consider using the SMART approach to state clear and actionable goals.

What are **SMART** Goals?

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

Measurable: Uses specific instruments or tools to measure impact, progress, and success.

Attainable: Targeted objectives are doable and realistic without being uninspiring.

Results Based: Describes a specific outcome in terms of student learning/achievement results.

Time 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].

What	The focus of the goal: what the future state will be
Who	The target population or subgroup
Measurement	The target assessment objective written as a quantifiable action (e.g. <i>increase, improve, maintain, decrease</i>) 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

EXAMPLE

Graduation rates for CTE concentrators will increase by 5 percentage points based upon the four-year graduation cohort between the 2019–20 and 2022–23 academic years.

SMART Goals

This template is provided as a resource to assist in the SMART goal writing process. Creating SMART goals helps you identify if what you want to achieve is realistic and determine a deadline. When writing SMART goals, use concise language with relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Describe 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. Results *(What will be the outcome of your work? Will it align 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>

Section 1: Industry Advisory Council

An Industry Advisory Council is a formalized partnership that bridges the gap between industry and the classroom. Council members volunteer to work in partnership with CTE administrators, teachers, faculty, and other community stakeholders to improve CTE curricula, expand work-based learning opportunities, and identify industry-recognized skills and certifications that students need to achieve workforce success.

Councils are composed of representatives of business, industry, and labor operating within the region. These individuals are responsible for:

- validating and reviewing CTE curriculum;
- identifying appropriate assessments and recognized postsecondary credentials;
- evaluating equipment, facilities, and supplies to ensure they are consistent with industry standards;
- providing input on current and future workforce demand and skill needs;
- offering input on the education and training required for different career pathways;
- providing and evaluating work-based learning experiences for students;
- participating in CTSO activities; for example, by serving as mentors and judges;
- offering opportunities, such as externships, for educators to learn about industry-relevant needs; and
- supporting programs in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet POS goals.

Use the chart below to map the pathway offerings at your site to the Industry Advisory Council charged with providing District-wide guidance.

Cluster	Pathways Offerings at Your Site (Check all that apply.)	Contact
1. Agriculture, Food, & Natural Resources		TBD
2. Architecture & Construction		TBD
3. Arts, A/V Technology, & Communications		TBD
4. Business Management & Administration		TBD
5. Education & Training		TBD
6. Finance		TBD
7. Government & Public Administration		TBD
8. Health Science		TBD
9. Hospitality & Tourism		TBD
10. Human Services		TBD
11. Information Technology		TBD
12. Law, Public Safety, Corrections, & Security		TBD
13. Manufacturing		TBD
14. Marketing		TBD
15. Science, Technology, Engineering, & Mathematics		TBD
16. Transportation, Distribution, & Logistics		TBD

Section 2: Aligning Program Offerings with Workforce Needs

Students participating in CTE programming should graduate with the skills and credentials necessary to find employment, preferably in high-wage, high-skill, in-demand fields. In this section, you will use the results of your Comprehensive Needs Assessment to develop SMART goals for improving the alignment between your educational programming and regional labor market needs.

Activity 2.1: Establishing Goals

In conducting Section 3: Labor Market Alignment of your Comprehensive Needs Assessment, you identified strategies you might use to improve programmatic alignment to labor market conditions. This includes potential improvements you might make to existing programs, as well as the addition of new POS or sunseting of outdated ones. Review the strategies you identified previously, and in the space below, detail a set of goals you would like to achieve in the next four years.

Goals for Improving Education and Labor Market Alignment

Activity 2.2: Prioritizing Goals

Strengthening the alignment between educational programming and regional marketplace needs will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. To help you choose where to begin, look over the data you entered in Activity 1.1 (above) and review the labor market data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *What CTE POS do you currently offer that you propose to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *What new CTE POS are you proposing to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *For which goals might you experience the greatest return on investment?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*
 - *For which CTE POS would small modifications result in greater alignment to labor market need?*

Activity 2.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

Use the SMART planning template to help guide your planning.

Section 3: Offering High-Quality Programs of Study

The District of Columbia is committed to ensuring that all students have access to high-quality CTE programming. At a minimum, OSSE requires that all locally developed POS:

- *Are based on labor market information*—programs are designed to prepare students for employment in high-wage, high-skill, and/or in-demand careers.
- *Offer non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporate industry-validated and OSSE-approved standards*—curriculum and instruction are intentionally designed to teach students the academic, technical, and employability skills that employers value.
- *Provide work-based learning experiences*—WBL opportunities aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Include dual enrollment or early college programs*—articulation agreements with local colleges and universities, postsecondary institutions, and apprenticeship programs provide for high school students to earn postsecondary credit before graduating.
- *Lead to an OSSE-approved industry-recognized credential*—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

In this section, you will use the results from your Comprehensive Needs Assessment to develop SMART goals for improving the scope and quality of your CTE programming.

Activity 3.1: Establishing Goals

In conducting your Comprehensive Needs Assessment, you identified a set of CTE POS or program components that required attention and potential strategies you might use to address them. Review these strategies, and in the space below, describe set of goals that these strategies will help you achieve. Note that you may choose to write goals for each of the areas that follow; or, if you believe aspects of your current programming are already of high-quality, focus your efforts on areas that will need additional attention.

3.1.A: Academic and Technical Skills

High-quality CTE POS incorporate challenging academic standards, including those adopted by the District of Columbia under the Elementary and Secondary Education Act of 1965, with instruction addressing both academic and technical knowledge and skills, including employability skills.

Goals for Improving Academic and Technical Instruction

3.1.B: Work-based Learning

All CTE POS are required to offer WBL opportunities in all course offerings. The type and intensity of this experience will vary by course level, with more advanced coursework offering students more intensive experiences. To support providers in offering quality WBL, OSSE has developed the following criteria.

Level I Course: Career Exploration

Example experiences: Guest Speakers, Work-Place Tours

Standards language: “Students will participate in at least two Career Exploration WBL experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.”

Level II Course: Career Awareness

Example experiences: Informational Interviews, Job Shadows

Standards language: “Students will participate in at least two Career Awareness Work-based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.”

Level III Course: Career Preparation

Example experiences: Paid or Unpaid Internships

Standards language: “Students will participate in a Career Preparation WBL experience in this course, which includes paid or unpaid internship experiences relevant to the program of study.”

Level IV Course: Career Preparation

Example experiences: Cooperative Education

Standards language: “Students will participate in a Career Preparation Work-based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.”

Goals for Expanding Work-based learning

3.1.C: Dual Enrollment

All CTE POS are required to offer articulation and/or dual enrollment opportunities to allow high school students to earn postsecondary credit before they graduate. These opportunities should be integrated into CTE coursework and be easily accessible to students and parents.

Goals for Expanding Dual Enrollment

3.1.D: Career Technical Student Organizations (CTSOs)

CTSOs are essential for successful implementation of CTE POS. *Perkins V* grant funding may be used to support students enrolled in CTE POS who are either classified as nontraditional or special population students (see the *OSSE SOCTE Perkins Allowable and Nonallowable Expenses Guidelines* for funding direction). High-quality CTSOs:

- Serve as an integral, intra-curricular part of the CTE POS.
- Are aligned with relevant national, state and/or local standards.
- Offer activities to develop and reinforce relevant technical, academic, and employability skills.
- Provide opportunities for students to interact with business professionals.
- Offer opportunities for students to participate in relevant competitive events.
- Enables students to participate in relevant community and school service activities.
- Provides opportunities for students to participate in leadership development activities.

Goals for Expanding CTSO Participation

3.1.E: Middle Grade Career Awareness

Note: This section is encouraged, but not required. A CTE POS is intended to align educational programming within and across education levels. Middle school CTE programs offer students exploratory career awareness training to assist them in learning more about the world of work and to support their academic and career planning.

Goals for Improving Middle Grade Career Awareness

Activity 3.2: Prioritizing Goals

Strengthening your CTE POS will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. Ideally, you will identify the most effective and efficient use of your time and funding. To help you choose where to begin, look over the data you entered in Activity 1 (above) and review the program performance data you recorded in Section 5 of your Comprehensive Needs Assessment. Consider the following questions:

- *Which CTE POS appear to require the greatest attention?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Where might investment offer the greatest return?*
 - *Which CTE POS have the largest number of students participating?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*

Activity 3.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify five to six SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least three intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Goal 6:

Use the SMART planning template to help guide your planning.

Section 4: Ensuring Equitable Access to Services

The District of Columbia is committed to providing all students with access to high-quality CTE POS. In this section, you will use the results from your Comprehensive Needs Assessment to develop SMART goals for addressing the needs of all students, subgroup demographics (e.g., gender and race-ethnicity), and special population students who may face additional learning challenges.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Migrant students

Activity 4.1: Establishing Goals

In completing *Section 4: Equity and Access* in your Comprehensive Needs Assessment, you looked at data on CTE participation and performance by student subgroups and special populations. You also considered recruitment materials, school counseling activities, and educational services your institution offers for special populations. Given these data and input from your educational stakeholders, identify a set of goals you would like to achieve to promote equitable access to CTE services.

Goals for Expanding Program Access

Activity 4.2: Prioritizing Goals

Now that you have identified goals for providing equitable access to CTE programming for all students, review the data you entered in Activity 1 (above) and review the information, access, and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- Which of the strategies you identified above are of highest priority?
 - Are all strategies equally likely to be achieved?
 - Which strategies might you seek to address in the first grant year? Subsequent years?
- How will you ensure that CTE POS are accessible to all students, and that subgroups of students and those who are members of special populations are equally likely to concentrate in high-skill, high-wage, or in-demand industry fields?

Activity 4.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals
<u>Goal 1:</u>
<u>Goal 2:</u>
<u>Goal 3:</u>

Use the SMART planning template to help guide your planning.

Section 5: Career Guidance and Counseling

Before enrolling and while participating in CTE POS, students require career information on the employment opportunities that exist in the workforce, as well as access to career guidance and academic counseling services. In this section, you will use information on career information, guidance, and counseling that you recorded in *Section 4: Equity and Access* and *Section 6: Professional Development* of your Comprehensive Needs Assessment.

Activity 5.1: Establishing Goals

In conducting your Comprehensive Needs Assessment, you identified strategies you might use to improve student understanding of career pathways. In the space below, identify a set of goals that you will use this strategy to achieve.

Note that *Perkins V* requires that career information services provided to students incorporate the most up-to-date data available on high-skill, high-wage, in-demand industry sectors or occupations, with services offered through an organized system of career guidance and academic counseling. These services should be informed through collaboration with your local workforce development boards and other local workforce agencies.

Goals for Offering Career Guidance and Counseling

Activity 5.2: Prioritizing Goals

Creating and enhancing opportunities for students to access career exploration and development services will require careful planning and targeted investment. To help you choose where to begin, look over the goals you entered in Activity 1 (above) and review the access and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions in seeking to prioritize the goals you identified:

- *What is the relative cost of offering the identified guidance and counseling services?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Which goals are most likely to benefit students who are at greatest risk of school failure?*
 - *Will you seek to target services on specific student populations?*
- *With whom will your institution partner to ensure learners have access to career exploration and career development opportunities, as well as career guidance and academic counseling?*

Activity 5.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals	
<u>Goal 1:</u>	
<u>Goal 2:</u>	
<u>Goal 3:</u>	

Use the SMART planning template to help guide your planning.

Section 6: Providing Quality Instruction

Providing quality instruction is at the heart of what CTE educators do in the District of Columbia. To prepare educators, take stock of your approach to recruiting a knowledgeable and diverse workforce, the support services you offer in effort to retain staff, and the professional development you provide that help them improve their skillsets.

In this section, you will use the results from *Section 6: Professional Development* of your Comprehensive Needs Assessment to develop SMART goals for supporting educators in providing quality instruction for all students.

Activity 5.1: Establishing Goals

In conducting your Comprehensive Needs Assessment, you looked at data on teachers, staff, administrators, school counselor credentials, salaries, benefits, and demographics. Given these data and the recruitment, retention, professional development, mentorship, and externship opportunities you described, identify a set of goals you might pursue to prepare CTE educators to deliver high-quality instruction for all students.

Goals for Delivering Quality Instruction

Activity 5.2: Prioritizing Goals

Providing training services to prepare educators for quality instruction will require foresight, planning, and investment. Review the data you entered in the activity on the previous pages and data on staff credentials and demographics, recruitment and retention, and educator participation in professional development, mentoring, and externships that you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *Which of the strategies you identified above are of highest priority?*
 - *Are all strategies equally likely to be achieved?*
 - *Which strategies might you seek to address in the first grant year? Subsequent years?*
- *Which types of activities will be most likely to improve teachers' instructional skills?*

Activity 5.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals
<u>Goal 1:</u>
<u>Goal 2:</u>
<u>Goal 3:</u>

Use the SMART planning template to help guide your planning.

Section 6: Improving Program Performance

All students within CTE POS should attain academic, technical, and employability skill proficiency, graduate with a recognized postsecondary credential, and transition into advanced education and training and/or employment.

In this section you will review the strategies you identified at the program and student population levels and create a set of SMART goals you will adopt to guide improvement.

Activity 6.1: Establishing Goals

In completing *Section 5: Program Performance* of your Comprehensive Needs Assessment, you and your team reviewed performance data on a set of federal and District-established performance indicators, identified root causes for POS and student populations that are substantially underperforming, and a set of strategies that you might adopt to improve performance. Review the strategies you identified previously. Then in the space below, detail a set of goals you would like to achieve within the next four years.

Goals for Improving Student Performance

Activity 6.2: Prioritizing Goals

Achieving measurable gains in student performance requires concerted effort. Moreover, given the need to develop improvement plans for indicators in which you fail to meet District targets, the stakes for low performance are significant. To help you choose where to begin, look over the data you entered

in *Activity 6.1* (above), and review the performance data included in Appendix A of your Comprehensive Needs Assessment. Consider the following questions:

- *On which performance indicators is your site failing to achieve 90 percent of the District target?*
 - *How large is the performance gap?*
 - *Which schools or POS appear to be struggling?*
- *Which student subgroups and special populations of students are evidencing substantial performance gaps?*
 - *How many students are affected (i.e., is performance a function of low numbers)?*
- *For which goals might you experience the greatest return on investment?*
 - *Which performance indicators have the greatest likelihood of improving?*
 - *Which performance indicators are critical for student workforce success?*

Activity 6.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

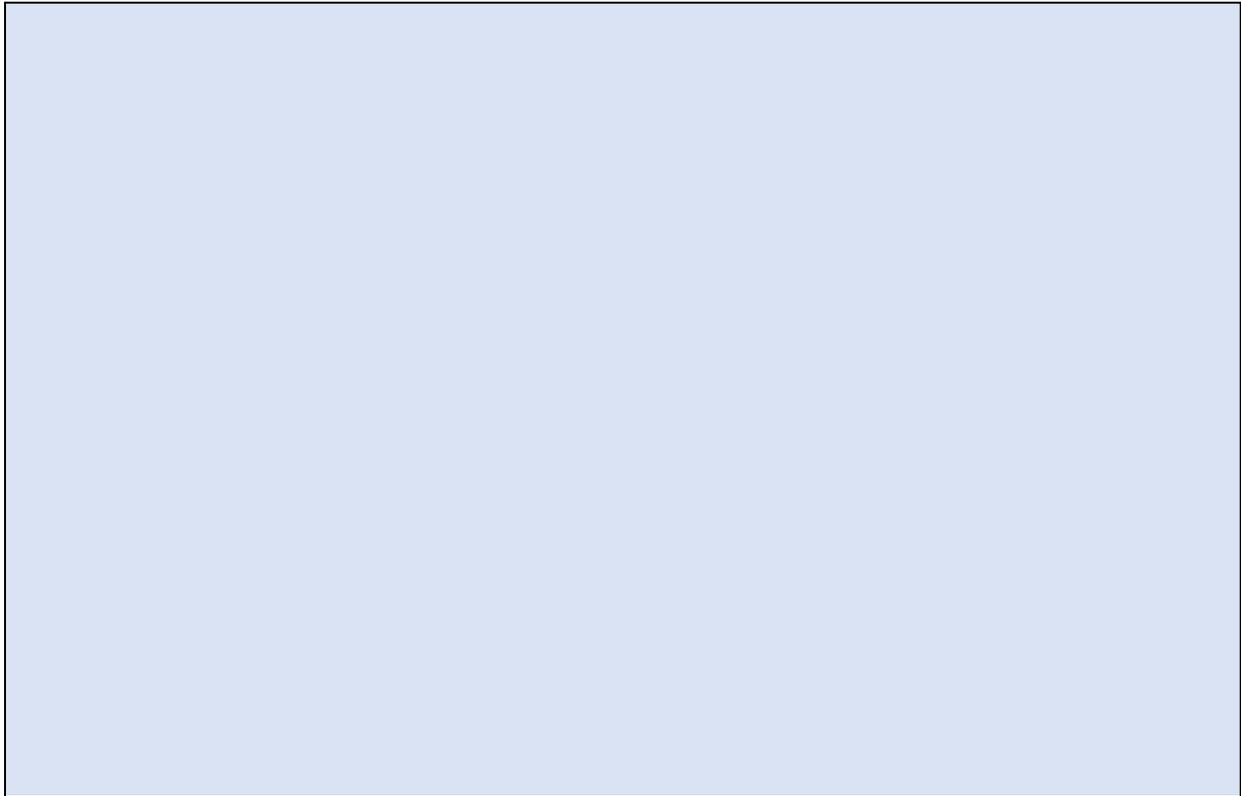
SMART Goals
<u>Goal 1:</u>
<u>Goal 2:</u>
<u>Goal 3:</u>

Use the SMART planning template to help guide your planning.

Activity 6.4: Contingency Planning

Federal law requires that you make meaningful progress in improving the performance of substantially underperforming CTE providers and subgroups/special populations of students within each site. Accordingly, you need to consider the additional actions you might take to eliminate gaps in the event you are unable to improve program and/or student performances as of the third program year (i.e., two years after recording substantially underperforming outcomes.)

In the space below, identify the additional steps you might take to address performance gaps.



Section 7: Fiscal Responsibility

Federal law requires all eligible recipients who receive funds under *Perkins V Section 135* [20 U.S.C. 2355] to use those funds to develop, coordinate, implement, or improve CTE POS to meet the needs identified in the Comprehensive Needs Assessment.

In this section, you will use the results from your Comprehensive Needs Assessment to develop a spending plan and budget that shows how your grant will be used to support CTE POS that are of sufficient size, scope, and quality to be effective under *Perkins V Section 135*.

{Insert EGMS Tab 9.0 “Detailed Planned Expenditures” and all subtabs}