Formulas for Writing Need, Strategy, and Measurable Outcome Statements

Writing Need Statements: [need] + [current condition] + [data/source]

Components of a Need Statement (i.e., what state staff are looking for)

[Need]: Clearly define the issue or problem that needs to be addressed.

[Current Condition]: Describe the situation or context that creates the need.

[Data/Source]: Provide the relevant data or research supporting the need and identify the source of the data.

Components in an Example Need Statement for Element 2 Size, Scope, & Quality

[Need]: There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand.

[Current Condition]: A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC.

[Data/Source]: Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

- » Construction
- » Business Administrative Support
- » Facility and Mobile Equipment Maintenance
- » Programming and Software Development

Pathway	MPS Concentrators	MC Concentrators	Proportion of MPS to MC Concentrators
Construction	146	33	4.4:1
Business Admin. Support	87	23	3.8:1
Facility & Mobile Equip. Maint.	112	39	2.9:1
Programming & Software Dev.	93	34	2.7:1

In addition, DEED data indicates positive growth in all four pathways and area employers on advisory committees have expressed concern about the lack of available talent.

Full Need Statement:

There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand. A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC. Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

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In addition, DEED data indicates positive growth in all four pathways and area employers on advisory committees have expressed concern about the lack of available talent.

Writing Strategy Statements: [who] + [action] + [timeframe] + [funding source]

Components of a Strategy Statement (i.e., what state staff are looking for)

[Who]: Identify who will be completing the action or strategy. A specific individual does not need to be named.

[Action]: Describe what will be done to complete the strategy.

[Timeframe]: Identify the approximate timeframe for when the action will be completed, such as a month or time of year (fall, spring).

[Funding source]: Indicate funding source(s) such as Perkins, no funding, or combined or braided funding.

Components in Example Strategy Statements for the Element 2 Need:

[Who]: Merry College program faculty

[Action]: will present to Merry Public School students in related courses

[Timeframe]: Fall 2025

[Funding Source]: using Perkins funds

Full Strategy Statements:

1. Merry College program faculty will present to Merry Public School students in related courses in Fall 2025 using Perkins funds.

2. Career Navigator will facilitate focused discussion with Merry Public School students on their intention to continue with the postsecondary pathway and attend Merry College in Fall 2025. No funding is required.

3. Secondary and postsecondary consortium leaders will schedule program tours at Merry College for Merry Public School students in October 2025 using Perkins funds.

Alternative Way to Write Strategy Statement:

Merry College will implement a targeted enrollment plan by increasing marketing efforts, expanding partnerships with feeder schools, and launching a new CTE program/certificate that would appeal to more students or underserved students by Fall 2026 using Perkins funds.

Writing Measurable Outcome Statements: [action verb] + [target population] + [specific result] + [degree of change] + [timeframe]

Components of a Measurable Outcome Statement (i.e., what state staff are looking for)

[Action Verb]: Use a **measurable** verb that describes the **observable** action that will be completed.

[Target Population]: Identify the group that is the focus of the outcome.

[Specific Result]: Describe the desired result.

[Degree of Change]: If applicable, specify the amount of change that will be expected (e.g., from 18 participants to 35 participants, 65% satisfaction, etc.)

[Timeframe]: Identify when the action will be completed or measured, such as a specific date or fiscal year.

Components in Example Measurable Outcome Statement for the Element 2 Need:

[Action Verb]: Increase

[Target Population]: students

[Specific Result]: enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs

[Degree of Change]: by 5%

[Timeframe]: as measured by Fall 2026 enrollment

Full Measurable Outcome Statement:

Increase the number of students enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs by a total of 5% as measured by Fall 2026 enrollment.

Tying it all Together: Need, Strategy, and Measurable Outcome Statements

[Need Statement]:

There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand. A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC. Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

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[Measurable Outcome Statement]:

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