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| PS3012- Local Application |

Any eligible recipient must submit a local application to the eligible agency. Applicants must address the following elements in the application, as found in Section 134 (b) of the Perkins V Act:

1. a description of the results of the comprehensive needs assessment conducted under subsection(c).
2. information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2).
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, provide one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)).
4. a description of how the eligible recipient will improve the academic and technical skills of CTE Learners participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education(as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

(5) a description of how the eligible recipient will—

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(B) prepare CTE participants for non-traditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.

(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

1. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
2. a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

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| **Part 1: Comprehensive Local Needs Assessment (CLNA) Results** |
| Summary and Uses of Funds |

This part summarizes how the results of the submitted Comprehensive Local Needs Assessment (CLNA) will be used to inform the Local Education Agency (LEA) Career and Technical Education (CTE) activity.

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| 1. Summarize the results of the comprehensive local needs assessment (1500-character limit). |

Provide a brief overview of the results of the submitted CLNA. Be sure to include areas of strength and areas of opportunity within the LEA. Reference Part 7: Summary of the submitted CLNA, Lines 2, 3 and 4 for assistance in responding to this question.

Additional Notes:

Review the results of the submitted CLNA and provide the main outcomes of the assessment. For example, consider detailing the programs of study to be included in the LEA’s CTE program, the professional development that will be offered to CTE staff, and the occupations found in the review of the state or regional labor market information. Include details of goals for the CTE program in terms of student achievement.

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| 2. 2020-2021 State and LEA baseline data have been reviewed. |

Indicate the LEA has reviewed baseline data in completing the submitted CLNA and in preparation for completion of this Perkins application.

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| 3. Describe how the LEA will use funds to develop and implement evaluations of CTE programs, including evaluations necessary to complete the comprehensive local needs assessment (one of the six required used of funds)(1500-character limit). |

Please reference the submitted CLNA Part 7: Summary, Lines 2, 3 and 4 for assistance in responding to this question.

Additional Notes:

Review the findings of the LEA’s submitted CLNA. Identify the decision points where the LEA indicated the best use of funds to develop and implement program evaluations for the CTE program. Consider including details about how often the evaluations will occur, the nature of the evaluations, and what will be done with the results of the evaluations, especially considering the CTE program’s efforts to improve student performance.

Examples of required uses of funds may include:

* Substitute or extra duty pay for educators participating in duties related to the completion of the LEA’s CLNA
* Pay for contracted or professional services for third party evaluations
* Administrative expenses (such as travel and facilities rental/lease) associated with collaboration in completing the LEA’s CLNA

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| **Part 2: Program of Study Funding** |
| Programs of Study- Uses and Activities |

This part describes how the results of the submitted CLNA informed the programs of study the LEA plans to offer, the actions to support those programs of study and the efforts to recruit students for those programs of study.

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| 1. Check the box next to each of the Statewide Programs of Study the LEA plans to offer in the 2020-2021 school year. |

A program of study must consist of 3 or more courses for 4 or more credits with at least one level 3 or level 4 course from the same program of study. The statewide programs of study can be found on the TEA CTE website under [Approved Statewide CTE Programs of Study](https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-of-studyhttps:/tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-of-study). Be sure to refer to the chart below for the minimum number of programs of study required based on the LEA high school enrollment.

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| High School Enrollment: Minimum Number of Programs of Study Offered | |
| Less than 500 students | 1 program of study |
| 501-1,000 students | 2 programs of study |
| 1,001-2,000 students | 3 programs of study |
| 2,001-5,000 students | 4 programs of study |
| 5,001-10,000 students | 5 programs of study |
| 10,001 + students | 6 programs of study |

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| 2. Check the box next to each of the approved Regional Programs of Study the LEA plans to offer in the 2020-2021 school year. |

Only LEAs in the Education Service Center regions where the regional program of study is approved should select a regional program study. The approved list of regional programs of study can be found on the CTE website under [Approved Regional Programs of Study](https://tea.texas.gov/sites/default/files/Regional%20Programs%20of%20Study%20At%20a%20Glance%202020-2021%203.12.2020.pdfhttps:/tea.texas.gov/sites/default/files/Regional%20Programs%20of%20Study%20At%20a%20Glance%202020-2021%203.12.2020.pdf). Be sure to scroll down the page to view all the approved regional programs of study.

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| 3. Describe the programs of study and activities the LEA will support with Perkins funds (1500-character limit). |

Using the programs of study checked in the previous two questions and the submitted CLNA Part 2, Lines 1 and 2, provide a narrative regarding how Perkins funds will be used to support programs of study. Include specific examples of planned expenditures.

Examples may include:

* Equipment purchases
* Teacher professional development
* Necessary software and instructional materials
* CTSO travel
* Support for participation of special populations students in CTE programs

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| 4. Describe how the results of the comprehensive local needs assessment informed the selection of the programs of study and activities to be funded (1500-character limit). |

Using information from the submitted CLNA Part 3: Labor Market Alignment, Lines 1 and 2, Part 4: Programs of Study/Size, Scope, and Quality, Line 2, and Part 7: Summary, Lines 1, 2, and 3, briefly summarize information used to determine the programs of study selected for the LEA.

Provide a narrative regarding how the Perkins funding will be utilized to support the programs of study identified. Include the top three most aligned programs of study as identified in the submitted CLNA Part 7: Summary, Line 3.

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| 5. Describe how students will learn about CTE course offerings through programs of study, including students who are members of special populations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6) (1500-character limit). |

Provide a narrative detailing methods of recruitment for students into courses within the LEA’s programs of study using information from the submitted CLNA Part 6: Improving Equity and Access, Line 3. Outline specific activities that will allow students to learn about programs of study and CTE course offerings. Identify actions that will lead to the recruitment of students including members of special populations.

Note: Special populations categories are: Individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents, out of workforce individuals, English learners, homeless individuals, youth in foster care, youth with parent in active military, and migrant students.

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| 6. Provide within CTE, the skills necessary to pursue careers in high skill, high-wage, and in-demand industry sectors or occupations (one of the six required local uses of funds). Select all that apply to the LEA. |

Select one or more boxes that identify the LEA’s activities or initiatives that allow CTE Learners to obtain the necessary skills to pursue careers in high skill, high-wage, and in-demand industry sectors or occupations. Select all that apply and/or use the Other (specify) boxes to add additional information.

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| **Part 3: Career Exploration, Guidance, and Counseling Provided to All Students in the LEA** |
| Career Exploration, Guidance, and Counseling |

This part describes the extent to which career guidance and counseling are provided to all students within the LEA.

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| 1. Describe how career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs of study (1500-character limit). |

Provide a narrative on the LEA’s current policies and procedures for career guidance and academic counseling to all students.

Examples may include:

* Initial counseling activities (personal graduation plan (PGP), individual counseling and support)
* Continuation of college and career counseling activities during high school
* Transition counseling to college, career, or military preparation

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| 2. Provide career exploration and career development activities to students (one of the six required local uses of funds). Select all that apply to the LEA (1500-character limit). |

Select one or more boxes that describe how the LEA will ensure guidance and counseling are provided to all students in the LEA. Select all that apply and/or use the Other (specify) boxes to add additional information.

Examples may include:

* College and Career Fairs
* College visits
* Job Shadowing
* Internships
* Guest speakers
* Industry tours or visits
* Career and Technical Student Organization participation
* Career interest surveys and aptitude tests
* Graduation planning including skill attainment, industry-based certifications, and progression through the programs of study
* Student and parent information regarding CTE programs and work-based learning opportunities
* CTE program exploration events at the elementary and/or middle school levels

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| **Part 4: Improve Academic and Technical Skills of CTE Students** |
| Improve Academic and Technical Skills of CTE Students |

This part describes the efforts the LEA will make to improve academic and technical skills of CTE students.

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| 1. Describe how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 4, Line 3)(1500-character limit). |

Using the information from the submitted CLNA Part 4: Programs of Study/Size, Scope, and Quality, Line 3, include how CTE Learners will be informed about the core academic courses that can be integrated into the CTE learner’s graduation plan.

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| 2. Support the integration of academic skills into CTE programs of study (one of the six required local uses of funds). Select all that apply to the LEA. |

Select one or more boxes that identify how the LEA is fulfilling the requirement of supporting the integration of academic skills into the CTE programs of study. Select all that apply and/or use the Other (specify) boxes to add additional information.

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| **Part 5: Special Populations and Non-Traditional Fields** |
| Special Populations and Non-Traditional Fields |

This part describes how the needs of special populations enrolled in CTE programs including non-traditional courses will be met. Special populations include individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents, out of workforce individuals, English learners, homeless individuals, youth in foster care, youth with parent in active military, and migrant students.

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| 1. Describe activities that will prepare special populations for high-skill, high-wage, and in-demand occupations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6)(1500-character limit) |

Provide a narrative regarding the planned activities to prepare members of special populations for high-skill, high-wage, and in-demand occupations. Provide solutions for eliminating barriers described in the submitted CLNA Part 6: Improving Equity and Access, Line 2.

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| 2. Describe how special populations will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on status as a member of special populations (1500-character limit). |

Provide a narrative detailing how special populations will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on a student’s status as a member of special populations. Refer to the submitted CLNA Part 6: Improving Equity and Access, Line 1 response.

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| 3. Select activities utilized to promote preparation of students for non-traditional fields. Select all that apply to the LEA. |

Select one or more boxes indicating the activities utilized to promote preparation of CTE Learners for non-traditional fields. Select all that apply and/or use the Other (specify) boxes to add additional information.

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| **Part 6: Work-Based Learning Opportunities** |
| Work-Based Learning Opportunities |

This part describes the efforts of the LEA to partner with industry to develop, expand, or provide work-based learning activities for CTE students.

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| 1. Describe how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students |

Provide a narrative regarding how the LEA will work with representatives from industry to develop or expand work-based learning opportunities for CTE Learners that support competitive and integrated employment. Include how the LEA will connect CTE Learners to work-based learning (WBL) opportunities and sustain interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution. WBL should foster in-depth, firsthand engagement with the tasks required in a given career field and align to curriculum and instruction.

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| 2. Select the type of work-based learning opportunities provided to CTE students in the LEA. Select all that apply to the LEA. |

Select one or more boxes that identify WBL opportunities provided to CTE Learners in the LEA. Select all that apply and/or use the Other (specify) boxes to add additional information.

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| **Part 7: Postsecondary Credit** |
| Postsecondary Credit |

This part describes the opportunities for students within the LEA to earn postsecondary credit.

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| 1. Select the opportunities available for CTE students to earn postsecondary credit. Select all that apply to the LEA. |

Select one or more boxes to identify opportunities available for CTE Learners to earn postsecondary credit. Select all that apply and/or add additional opportunities to the Other (specify) boxes.

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| **Part 8: Recruitment, Retention, and Training** |
| Recruitment, Retention, and Training |

This part describes the professional development opportunities provided for all CTE faculty staff and administrators and recruitment efforts within the LEA

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| 1. Describe how the LEA will offer professional development to CTE faculty, staff, and administrators in order to provide high quality instruction to CTE students. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5: Recruitment, Retention, and Training of CTE Educators Line 1)(1500-character limit). |

Using the submitted CLNA results, provide a narrative regarding professional development made available by the LEA that will lead to high quality CTE instruction to positively impact student performance. Include professional development for all CTE personnel (administrators, counselors, teachers, and support staff) in your response.

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| 2. Describe how the LEA will support the recruitment and retention of CTE educators. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 2)(1500-character limit). |

Using the submitted CLNA results, provide a narrative regarding the efforts the LEA will take to improve recruitment and retention of teachers, faculty, and counselors involved in CTE. Include how groups that are underrepresented in the teaching profession will be included. Include efforts to encourage professionals to move into teaching from business and industry and specific supports that will ensure their success in the transition.

Examples may include:

* Mentoring relationships with experienced CTE teachers
* Industry externships
* Specialized professional development
* Outreach to professional organizations representing groups that are underrepresented in the teaching profession

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| 3. Provide professional development to CTE educators (one of the six required local uses of funds). Select all that apply to the LEA. |

Select one or more boxes that indicate professional development provided to CTE educators. Select all that apply and/or use the Other (specify) boxes to add additional information.

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| **Part 9: Performance Gaps** |
| Performance Gaps |

This part describes gaps in student performance as identified in the submitted CLNA and the resulting LEA actions.

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| 1. Identify and quantify any disparities or gaps in performance on State determined levels of performance between any subgroup or special populations and the performance of all CTE concentrators/completers served by the LEA. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 2)(1500-character limit). |

Using the information provided in the submitted CLNA sections Part 2: Student Performance, Lines 3, 4, and 5, compare the performance of all subgroups within your LEA to the state determined levels of performance. Identify the largest gap areas between subgroups/special populations and the performance of all CTE concentrators/completers served by the LEA then describe how you will address the gaps.

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| 2. Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement on performance indicators (one of the six required local uses of funds). Select all that apply to the LEA. |

Select one or more boxes that describe the LEA’s plan to carry out elements that support the implementation of CTE programs of study that result in increasing student achievement on performance indicators (one of the six required local uses of funds). Select all that apply and/or use the Other (specify) boxes to add additional information.