TEXAS
COMPREHENSIVE LOCAL NEEDS ASSESSMENT
GUIDEBOOK

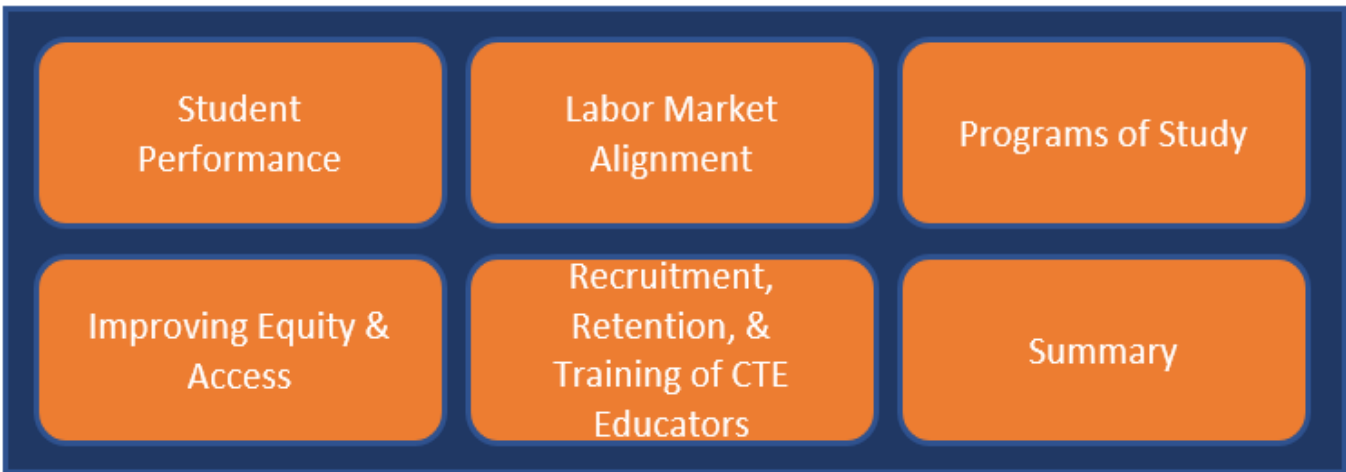# Guidance for Local CTE Leaders

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). The law states local eligible recipients must complete a comprehensive local needs assessment related to career and technical education once every two years.

The CLNA is designed as the foundation of Perkins V implementation at the local level. This process provides an opportunity for districts to take an in-depth look at their entire CTE system and identify areas where targeted improvements can lead to increased opportunities and outcomes for student success. The local needs assessment can be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in the local community.

> The CLNA drives your local application development and future spending decisions.

The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending, and accountability activities under Perkins V. The results of the local needs assessment must form the foundation of the local application and drive local spending decisions. There should be a seamless connection between the strengths and weaknesses identified in the CLNA and the strategies and activities outlined in the local application.

The district must use the local needs assessment to comprehensively evaluate, in consultation with stakeholders, district CTE programs. In addition, the local district is called upon to summarize findings as part of its work. Please see the sections of the CLNA.

Student Performance	Labor Market Alignment	Programs of Study
Improving Equity & Access	Recruitment, Retention, & Training of CTE Educators	Summary

Guidebook Overview

This CLNA guidebook is designed to assist Texas school districts with the completion of the local needs assessment. The local needs assessment process is intended to be a regular part of a districts' data-driven decision making and program improvement system.

CLNA Process

Below is a suggested process for successfully completing the CLNA. The CLNA process merits a great deal of intentional thought and planning to coordinate the various sections, leadership members, and stakeholders in a way that brings about accurate, actionable, and strategic results leading to high-quality student employment outcomes. Consider the CLNA process as a major project that will require decisive leadership and detail-oriented project management.

Overview of the Needs Assessment Process:

Stakeholder Engagement	Understanding the CLNA	Collect and Analyze Data	Set Priorities	Relationship to the Local Application

Stakeholder Engagement

Perkins V requires consultation with a variety of stakeholders to complete the CLNA and on a continuous basis as program decisions are made reflecting the findings of the initial assessment. The federal law also provides a list of minimum participants to clearly define the diversity of stakeholders expected to be recruited to participate in the assessment process.

Minimum List of Participants

- Representatives of career and technical education programs in a local education agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
- Representatives of the local workforce development boards and a range of local or regional businesses or industries
- Parents and students

- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the state, where applicable

Understanding the Comprehensive Local Needs Assessment

Perkins V requires that eligible recipients conduct a thorough review of local CTE programs while including specific stakeholders to aid in the evaluation process. The CLNA has six sections which address the requirements described in Perkins V. In completing the assessment, the results are mandated to be a report of findings outlined in each section:

I.   The evaluation of student performance served by the eligible recipients with respect to state determined and local levels of performance.
II. The evaluation of the alignment between programs offered and the labor market needs of the local area, state and/or region.
III. An evaluation of programs to determine if sufficient size, scope, and quality is available to meet the needs of all students and aligns to state, regional, and local in-demand industry sectors. The implementation of career and technical education programs and programs of study and an evaluation of incremental progression.
IV. A description of the improvements in recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors.
V.   A description of progress towards implementation of equal access to high-quality career and technical education courses and programs of study with an emphasis on improving access and equity for special populations.
VI. The final section of the CLNA is a summary of the previous five sections and an overview of possible actions to mitigate areas of deficiencies which can be used to develop the local application for Perkins funds.

Collecting and Analyzing Data

In order to streamline the data collection process for LEAs, the TEA will provide each local agency with disaggregated data needed to complete the CLNA. LEA's leadership in collaboration with stakeholders recruited to participate in the process, will review disaggregated data based upon performance of student populations, effective service to every student population within local parameters, and the identification of program strengths and growth opportunities. It will be the duty of LEAs CTE leadership to organize the presentation of the data to the advisory committee, record the findings of the committee, and complete the CLNA to meet the requirements of Perkins V.

Set Priorities

Once the committee has reviewed the LEA's data provided by TEA, the next step in completing the CLNA is to determine in what order the findings need to be addressed. This phase of the assessment will guide the completion of the summary as the committee decides which actions will have the greatest impact.

The prioritization of strategies to address program strengths and growth opportunities should also incorporate the six required uses of funds for LEAs in Perkins V. The six required local uses of funds are listed below:

- Provide career exploration and career development activities through an organized systematic framework designed to aid students, including in the middle grades. The activities should occur before students enroll and while participating in a career and technical education program. The intent is to assist students in making informed plans and decisions about future education and career opportunities and programs of study.
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations.
- Support integration of academic skills into career and technical education programs and programs of study
- Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance.
- Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the CLNA.

Relationship Between the CLNA and the Local Application

The sections of the CLNA allow LEAs to review the pressing needs of the LEA to include the needs of both the student and industry. The local application offers an opportunity for LEAs to determine how to address those needs through Perkins and how to shape CTE program offerings and supports. The local application is defined by the relevant sections of the CLNA that highlight the program areas needing the most attention and the areas having the greatest impact on student achievement.

The Comprehensive Local Needs Assessment

Part 1: Application Designation

An integral part of planning for the CLNA is determining how LEAs will apply for Perkins funds. The following requirements must be met when applying for funding:

1. LEAs may apply for funding as single applicants if they are eligible for at least $15,000 under this grant.
2. LEAs whose grant allotment is less than $15,000 may still participate in the grant allotment by joining a shared services arrangement (SSA) with other LEAs, a regional education service center, or a postsecondary institution to meet the minimum grant requirement of $15,000.
3. An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a $15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA.
4. Members of SSAs will complete four sections of the CLNA Parts 1, 2, 4, and 7. Independents will complete all seven sections of the CLNA.

Part 1: Application Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. \<grant description from TEA Calendar\>	☐	☐	☐	☐

Instructions:
Select the LEA's application designation. The designation selected on the CLNA must match the Perkins Applicant Designation and Certification Form (ADC).

Part 2: Student Performance

Review baseline Perkins accountability data provided by the TEA and any other data that may have relevance. An important approach to evaluating student performance is to compare data for CTE Learners (CTE concentrators and CTE completers) to non-CTE Learners. For secondary students, it would be most beneficial to look at differences between these groups for graduation rates, academic performance, and placement.

Baseline Data:

Before reviewing the requirements of the Student Performance section, it is important to gain an understanding of the Perkins V baseline data. The TEA is moving away from a district self-reported CTE coding system of CTE concentrators based largely upon intent, declared in students' 4-year plan. The new auto calculated system uses course completion data and statewide/regionally approved programs of study to identify CTE concentrators (code 6) and CTE completers (code 7). The new definitions of CTE concentrators and CTE completers are used in the baseline data. Perkins V baseline data will need to use the new definitions and the new defined programs of study in order to measure performance moving forward. In the graph below, information is provided on other CTE indicator codes including non-CTE students (code 4), CTE Participants (code 5), and CTE Explorers (Code E). These CTE categories will not be used in the baseline data but will be available in future years.

Texas Auto-Coding CTE Indicator
A New Method to Code CTE Students

Perkins IV VS **Perkins V**

	Data Source	
District Self Reported Through PEIMS - Element C142 CAREER-AND-TECHNICAL-ED-IND-CD		Auto-Calculated Using Existing Certified PEIMS Course Completion Data and Business Logic

	Problems Benefits	
• Greater District Workload • Two or More Districts Report the Same Student Differently • Not Equitable Across the State • Based on Student Intent		• District Workload Reduction • More Accurate Coding • Equitable Across Districts • Based on Course Completion

Not CTE — **Code 4:** A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.

CTE Participants — **Code 5:** A student completing one, but not two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for two or more credits (the student does not have to pass or receive credit).

CTE Explorers — **Code E:** A student completing and passing two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for at least 2 credits, not within the same program of study, and not a participant, concentrator or completer.

CTE Concentrators — **Code 6:** A student completing and passing two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for at least 2 credits within the same program of study and not a Completer.

CTE Completers — **Code 7:** A student completing and passing three or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for 4 or more credits within a program of study, including one level 3 or level 4 course from within the same program of study.

The baseline data will be the 2017-2018 graduation cohort. The TEA will use this cohort and the previous seven years of course completion data in order to code students as CTE concentrators and completers. The baseline data will include the approved statewide programs of study course sequences. *Regional Programs of Study* will not be included since the regional programs of study were not approved/available at the time the data were calculated. The graph below provides examples for coding students based on the new auto calculation system.

	Carol	Tony	Nick
Code 6 A student that completes/passes/receives credit in 2 or more CTE courses for at least 2 credits within the same program of study **Code 7** A student that completes/passes/receives credit in 3 or more CTE courses for 4 or more credits within a program of study, and one level 3 or 4 course within the same program of study	*Code 6 in one program of study and code 7 in another*	*Code 7 in one program of study*	Code 6 in one program of study, leaves Texas for a year, returns to graduate
	Carol completes courses in two programs of study, and is a code 6 in one and a code 7 in another	Tony completes courses in one program of study only	Nick completes courses on one program of study, moves out of state for a year, returns, graduates
6th Grade *2011-2012*	No CTE Courses *Code 4*	No CTE Courses *Code 4*	No CTE Courses *Code 4*
7th Grade *2012-2013*	Investigating Careers *Code 4*	No CTE Courses *Code 4*	No CTE Courses *Code 4*
8th Grade *2013-2014*	No CTE Courses *Code 4*	Principles of Manufacturing *Code 5*	Principles of GPA *Code 5*
9th Grade *2014-2015*	Principles of Applied Engineering *Code 5* Introduction to Aircraft Technology *Code 5*	Principles of Applied Engineering *Code 6 (Adv. Manufacturing and Machinery Mechanics)*	Federal Law Enforcement and Protective Services *Code 6 (Government and Public Administration)* *Moves out of State in July*
10th Grade *2015-2016*	Manufacturing Engineering Technology I *Code 6 (Engineering)* Occ. Safety & Env. Tech. I *Code 6 (Aviation Maintenance)*	Robotics I *Code 6 (Adv. Manufacturing and Machinery Mechanics)*	*Lives out of state, then moves back to Texas in July 2016, enrolls in different district* *Dallas ISD 057-905*
11th Grade *2016-2017*	*Code 6 (Aviation Maintenance)* Aerospace Engineering (PLTW) *Code 6 (Engineering)*	Robotics II *Code 7 (Adv. Manufacturing and Machinery Mechanics)*	Dimensions of Diplomacy *Code 6 (Government and Public Administration)*
12th Grade *2017-2018*	*Code 6 (Aviation Maintenance)* Scientific Research and Design *Code 7 (Engineering)*	Practicum in Entrepreneurship *Code 7 (Adv. Manuf. and Machinery Mechanics)*	No CTE Courses *Code 6 (Government and Public Administration)*
Program of Study	22 - Engineering	2 - Adv. Manufacturing and Machinery Mechanics	
Federal Career Cluster	F16 – STEM F17 – Trans. Dist. and Logistics	F14 - Manufacturing	F13 - Law, Public Safety...

Perkins V Indicator Descriptions

It is important to understand the Perkins V Core Indicators and how the indicators are calculated. The numerators and denominators are provided in the following tables: 1S1 (4-year graduation rate) and 1S2 (Extended graduation rate). The 4-year graduation rate will be used in the baseline data, but the Extended graduation rate will be included in future years.

Indicator Descriptions	Indicator Codes	Indicator Names	Numerator/Denominator
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate	Concentrators who started high school 4 years prior to expected 4-year graduating year and graduated high school in four years ———————————— Cohort of concentrators who dropped out, graduated, or left; started high school 4 years prior to expected 4-year graduating year
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate	Concentrators who started high school 4 or 5 years prior to expected 5-year graduating year and graduated high school within five years ———————————— Cohort of concentrators who dropped out, graduated, or left; started high school either 4 or 5 years prior to expected 5-year graduating year

The following table identifies the core indicators addressing the state academic standards. Under Perkins IV, both 2S1 (Reading/Language Arts) and 2S2 (Mathematics) were included. Perkins V adds 2S3 which includes Science as a core indicator of performance. The numerator and denominator for each indicator is provided.

Indicator Descriptions	Indicator Codes	Indicator Names	Numerator/Denominator
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts	Annual graduates, dropouts, and other leavers who are concentrators and whose best score met or exceeded grade on English 1 and English 2 ———————————— Annual graduates, dropouts, GEDs and other leavers who are concentrators and who took (have a scored answer document) both English 1 and English 2
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics	Annual graduates, dropouts, and other leavers who are concentrators and whose best score met or exceeded grade level on Algebra 1 ———————————— Annual graduates, dropouts, GEDs, and other leavers who are concentrators and who took (have a scored answer document) Algebra 1
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science	Annual graduates, dropouts, GEDs and other leavers who are concentrators and whose best score met or exceeded grade level on Biology ———————————— Annual graduates, dropouts, GEDs and other leavers who are concentrators and who took (have a scored answer document) Biology

Additional Perkins Indicators include 3S1 (Post-Program Placement) which measures concentrators/completers that left secondary education and entered the military, gained employment, or enrolled in postsecondary education. Under Perkins V, there is only one indicator (Perkins IV had two) for non-traditional. The numerator and dominator for each of these indicators are included in the following table.

Indicator Descriptions	Indicator Codes	Indicator Names	Numerator/Denominator
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C.2504(a)), or are employed.	3S1	Post-Program Placement	Annual concentrators who left secondary education and either: intended to enlist in the military, are employed or, are enrolled in postsecondary education ——————————————— Annual concentrators who left secondary education (see definition)
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[10]	4S1	Non-traditional Program Concentration	Annual concentrators who left secondary education and took and passed in a non-traditional course following the business rules ——————————————— Annual concentrators who left secondary education

The final two indicators are program quality indicators. The 5S1 indicator measures attainment of recognized postsecondary credentials which includes industry-based certifications on the A-F list for Texas public school accountability and level 1/level 2 certifications. 5S4 measures program of study completion based on the completion of 3 or more courses for 4 or more credits within a program of study, including a level 3 or level 4 course.

Indicator Descriptions	Indicator Codes	Indicator Names	Numerator/Denominator
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential	Annual graduates who were concentrators and obtained an industry-based certification, Level 1 or Level 2 certificates, an Associate Degree, or a Baccalaureate Degree (P-TECHs) ——————————————— Annual graduates who were concentrators (using annual graduate definition)
The percentage of graduates who were able to reach completer status for an approved state or regional program of study.	5S4	Program Quality – CTE Completer	Annual graduates who were completers at time of exit ——————————————— Annual graduates who were concentrators at time of exit

Data Format

The TEA will provide combined CTE concentrator and completer data along with supporting data charts and graphs for each core indicator. The data will be disaggregated by gender, race/ethnicity, special population, and career clusters. LEAs will receive the numerators and denominators for each student group. The following is an example of the format in which the data will be provided:

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	**GRAND TOTAL - UNDUPLICATED**		
	GENDER		
2	Male		
3	Female		
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)		
4	Group 1:		
5	Group 2:		
6	Group 3:		
7	Group 4:		
8	Group 5:		
9	Group 6:		
10	Group 7:		
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)		
11	Individuals with Disabilities		
12	Individuals from Economically Disadvantaged Families		
13	Individuals Preparing for Non-traditional Fields		
14	Single Parents		
15	Out of Workforce Individuals		
16	English Learners		
17	Homeless Individuals		
18	Youth In Foster Care		
19	Youth with Parent in Active Military		
20	Migrant Students		
	CAREER CLUSTERS		
21	Agriculture, Food & Natural Resources		
22	Architecture & Construction		
23	Arts, A/V Technology & Communications		
24	Business Management & Administration		
25	Education & Training		
26	Finance		
27	Government & Public Administration		
28	Health Science		
29	Hospitality & Tourism		
30	Human Services		
31	Information Technology		
32	Law, Public Safety, Corrections & Security		
33	Manufacturing		
34	Marketing		
35	Science, Technology, Engineering & Mathematics		
36	Transportation, Distribution & Logistics		
37	Other: Please identify:		

In this section, LEAs must evaluate CTE Learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, which can be found in Section 3(48) of Perkins V.

Part 2 – Line 1: Identify the Perkins performance accountability indicator targets not being met at the LEA level.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

☐ 1S1: Four-Year Graduation Rate

☐ 1S2: Extended Graduation Rate

☐ 2S1: Academic Proficiency in Reading/Language Arts

☐ 2S2: Academic Proficiency in Mathematics

☐ 2S3: Academic Proficiency in Science

☐ 3S1: Postsecondary Placement

☐ 4S1: Non-traditional Program Enrollment

☐ 5S1: Attained Recognized Postsecondary Credential

☐ 5S4: CTE Completer

☐ All Perkins performance accountability indicator targets have been met at the LEA level.

Instructions:

1. Using the data provided, evaluate your students' performance on federal accountability measures in aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by:
   o Gender
   o Race and ethnicity
   o Special populations categories:
     ▪ 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
     ▪ Migrant students
2. Select the performance accountability indicator targets for CTE Learners (concentrators/completers) your district is not meeting in the aggregate.

Example Data: Part 2 – Line 1

Perkins V Core Indicators

■ District CTE Learners ■ State Baseline
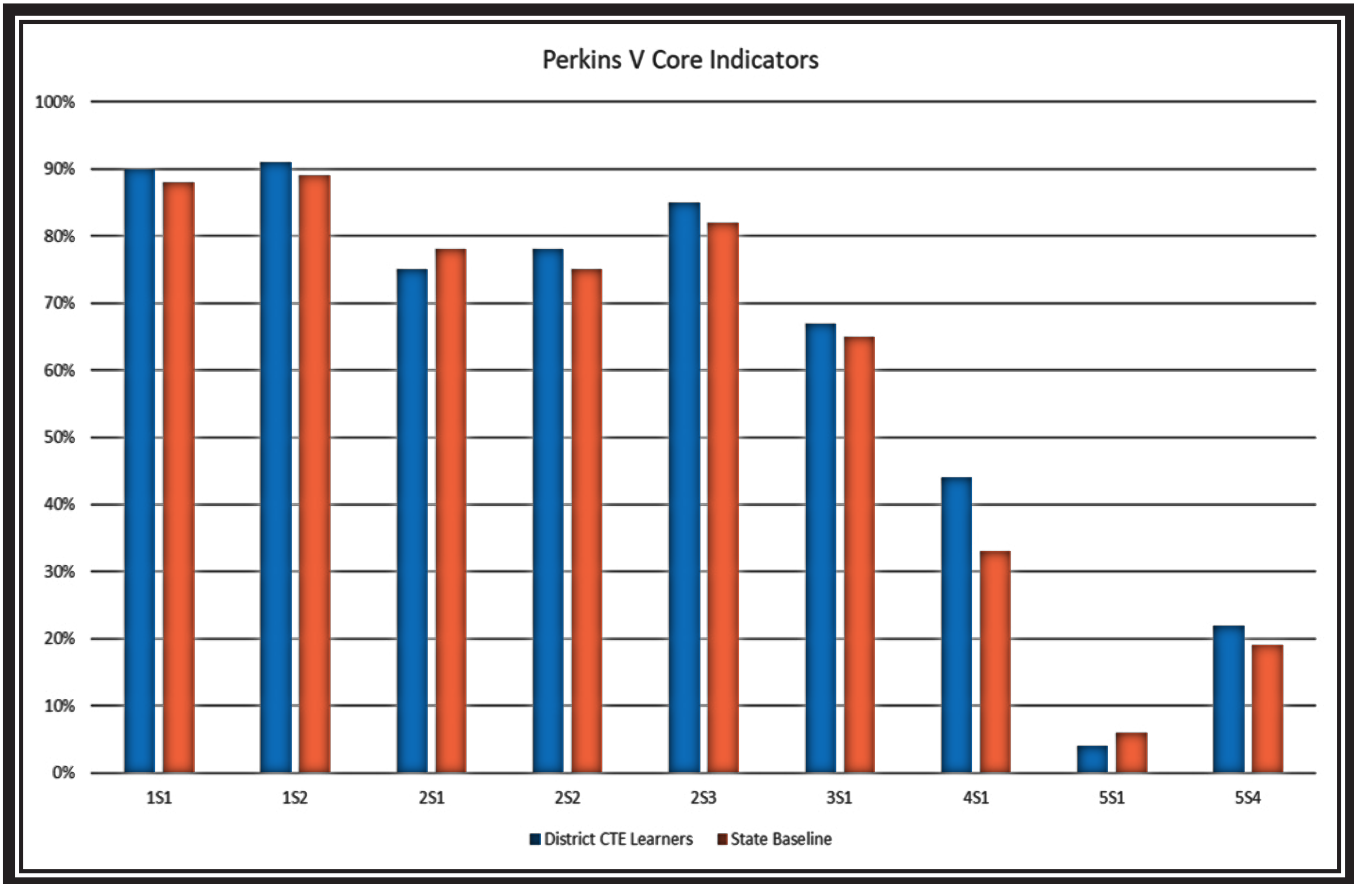
Note: The graph is an example of the data that will be provided by the TEA to each LEA. The data are "mock" data to use as an example. The X-axis represents the Perkins V core indicators of performance. The Y-axis represents the percentage of students that met the performance measure. Blue represents the LEA's CTE learners (concentrators and completers) baseline data and the orange represents the state baseline data. Using this data, LEAs should be able to quickly identify areas in which their student are meeting and not meeting the state baseline data. The data will also be provided by numerator and denominator so the LEA can review the disaggregated data by each student group.

Part 2 - Line 2: Review of 2020-2021 LEA baseline data and state baseline data in TEAL.

2. ☐ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

Instructions:

Select the checkbox to confirm you have reviewed the LEA baseline data/state baseline data and will include strategies for improvement in the local application for areas of low performance.

Part 2 - Line 3: Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Instructions:

CTE learners are both CTE concentrators and CTE completers. All other students fall into the non-CTE learner category.

1. Using the data provided, evaluate your students' performance in the aggregate on federal accountability measures listed below comparing CTE learners to non-CTE learners.
   a. Four-year Graduation Rate (1S1)
   b. Academic Proficiency in Reading and Language Arts (2S1)
   c. Academic Proficiency in Mathematics (2S2)
   d. Academic Proficiency in Science (2S3)
   e. Postsecondary Placement (3S1)
   f. Non-traditional Program Enrollment (4S1)
   g. Attained Recognized Postsecondary Credential (5S1)
   h. CTE Completer (5S4)

Example Data: Part 2 – Line 3
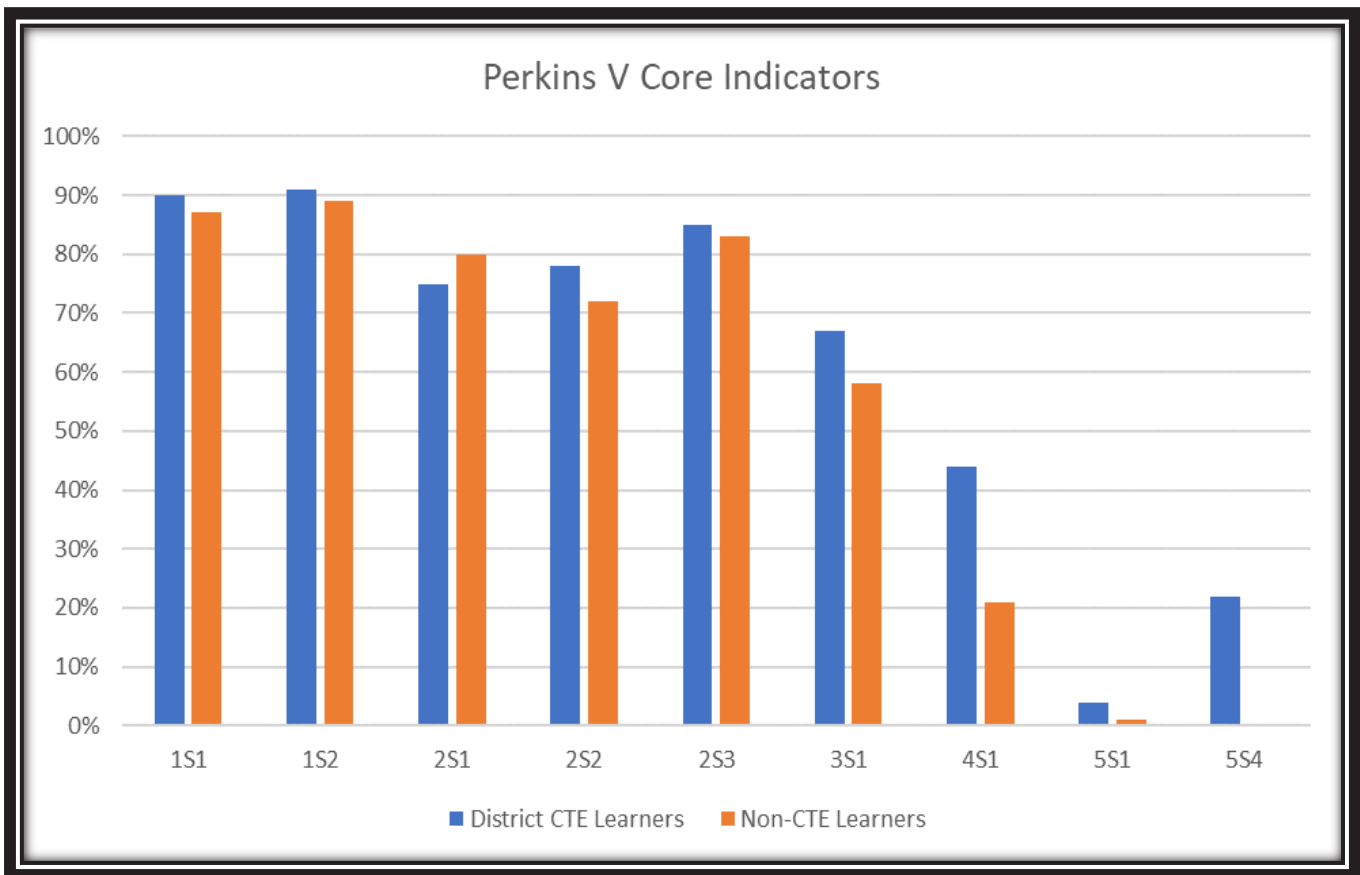
Note: The graph is an example of the data that will be provided by the TEA to each LEA. The data used is "mock" data for this example. The X-axis represents the Perkins V core indicators of performance. The Y-axis represents the percentage of student that met the performance measure. The blue represents the LEA's CTE learners (concentrators and completers) baseline data and in the orange the LEA's non-CTE Learners (not CTE concentrators or completers) baseline data. Using this data, LEAs will be able to identify areas in which CTE Learners outperform or underperform in comparison to non-CTE Learners. The data will also be provided in the format of numerators and denominators so the LEA can review the disaggregated data by each student group.

Instructions:

Using the data provided, evaluate your students' performance at the LEA level disaggregated by each special population category on the federal accountability measures compared to students not in a special population category.

- a. Four-year Graduation Rate (1S1)
- b. Academic Proficiency in Reading and Language Arts (2S1)
- c. Academic Proficiency in Mathematics (2S2)
- d. Academic Proficiency in Science (2S3)
- e. Postsecondary Placement (3S1)
- f. Non-traditional Program Enrollment (4S1)
- g. Attained Recognized Postsecondary Credential (5S1)
- h. CTE Completer (5S4)

Example Data: Part 2 – Line 5
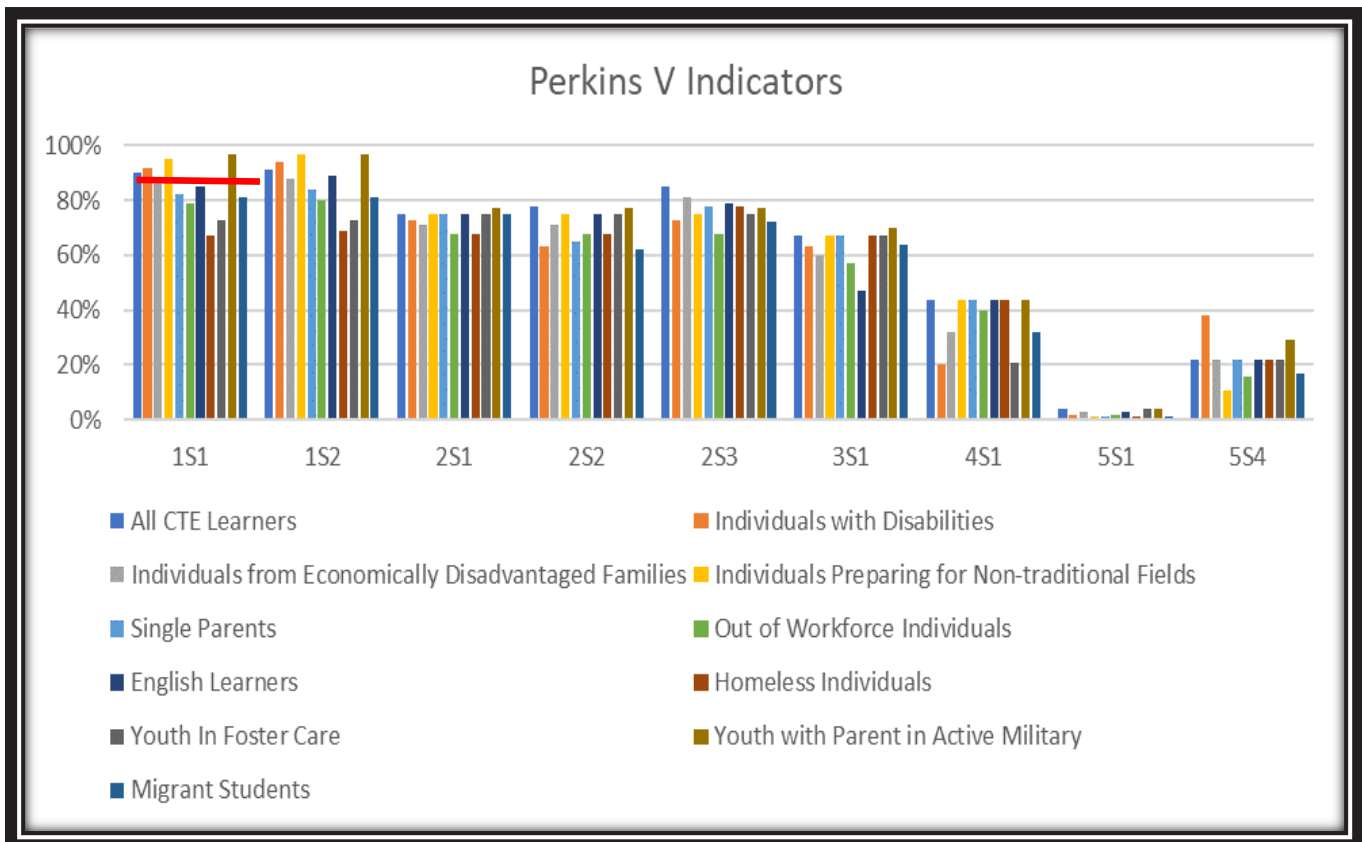
Note: The graph is an example of the data that will be provided by the TEA to each LEA. The X-axis represents the Perkins V core indicators of performance. The Y-axis represents the percentage of student that met the performance measure. Each special population is indicated by a different color bar and the legend is provided. The first bar in each data set above each indicator is the "All CTE Learners" in the blue. In this question you compare the student performance in each special population to the "ALL CTE Learners". A red line is drawn horizontally across the first indicator so LEAs can see how each special population group is performing compared to all CTE Learners. The data will also be provided in the format of numerators and denominators so the LEA can review the disaggregated data by each student group.

Part 2 - Line 5: Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

Instructions:

Using the data provided in Texas Education Agency Login (TEAL), evaluate your students' performance at the LEA level disaggregated by gender, race, and ethnicity on the federal accountability measures.

   a. Four-year Graduation Rate (1S1)
   b. Academic Proficiency in Reading and Language Arts (2S1)
   c. Academic Proficiency in Mathematics (2S2)
   d. Academic Proficiency in Science (2S3)
   e. Postsecondary Placement (3S1)
   f. Non-traditional Program Enrollment (4S1)
   g. Attained Recognized Postsecondary Credential (5S1)
   h. CTE Completer (5S4)

Example Data: Part 2- Line 5
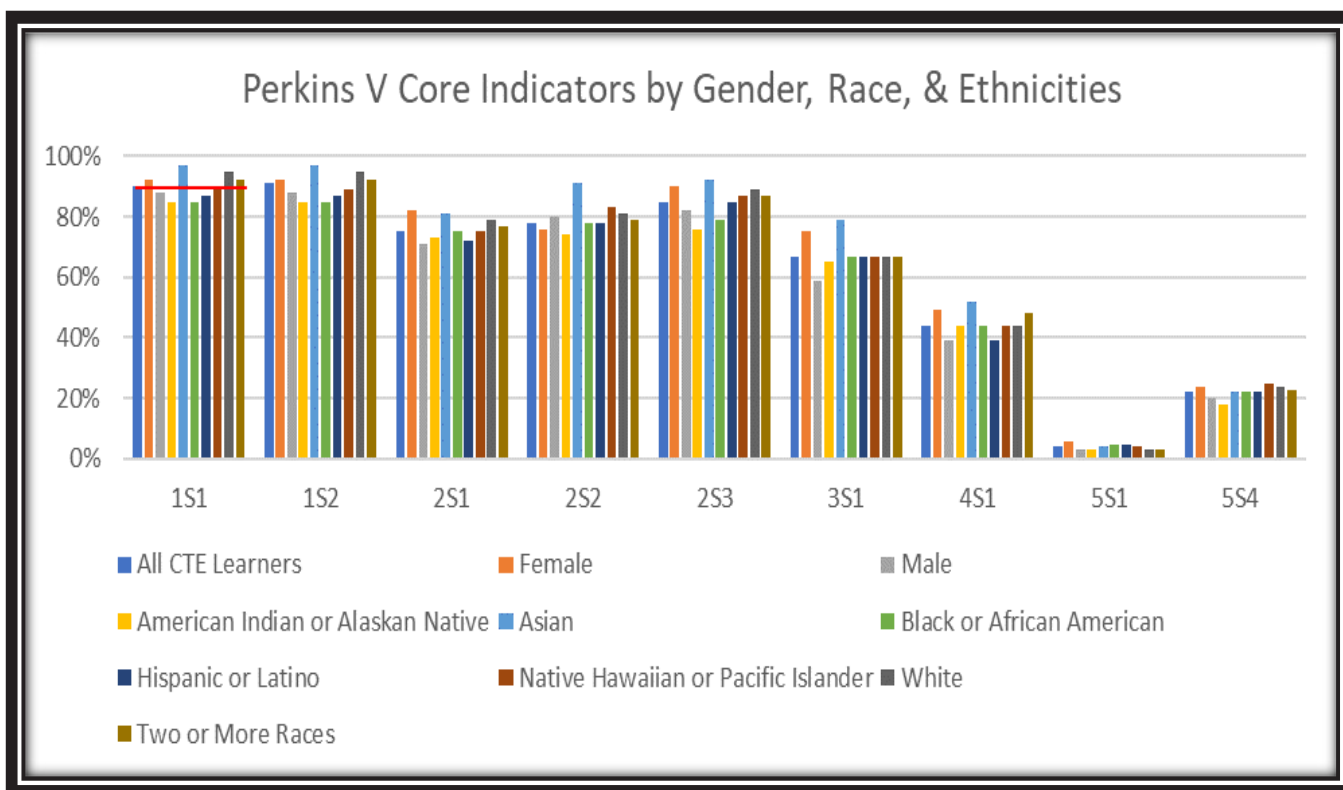
Note: The graph is an example of the data that will be provided by the TEA to each LEA. On the X-axis is the Perkins V core indicators of performance. On the Y-axis is the percentage of student that met the performance measure. Each subpopulation is indicated by a different color bar and the legend is provided. The first bar in each data set above each indicator is the "All CTE Learners" in the blue. In this question you compare the student performance in each special population to the "ALL CTE Learners". A red line is drawn horizontally across the first indicator so LEAs can quickly see how each population sub-group is performing compared to the all CTE learners. The data will also be provided in the format of numerators and denominators so the LEA can review the disaggregated data by each student group.

Part 3: Labor Market Alignment

LEAs are required to consider the alignment between programs offered and the labor market needs of the local area, state and/or region. As the data are analyzed, focus on comparing the number of students graduating in each CTE program area to the number of projected job openings in relevant occupations. Be sure to look into the future, keeping in mind that the CLNA will be the foundation of planning for activities through the local application. Also, remember that the occupations for which programs are preparing students may be found across multiple industries. In addition to labor market information (LMI), feedback from your local industry representatives is beneficial. Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. LEAs can gather employer input through informal discussions, surveys and/or focus groups to learn whether students who have completed your programs are succeeding in the workforce.

In this section, the federal law requires LEAs to evaluate the alignment between programs offered and the labor market needs of the local area, state and/or region—now and in the future.

> **Part 3 - Line 1.** List the top career cluster with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

Instructions:

1. Using the data provided, identify the top career clusters with occupations in the state and/or region that meet both in-demand and high-wage definitions.

Example Data: Part 3 Line 1 – Regional LMI

State Career Cluster	SOC	Occupational Title	Program of Study	Growth Rate	Median Annual Wage 2018	Growth Wage Category	Educational Requirement
West Centra	00-0000	Total, All Occupations	Waiting on XList	10%	$33,569		
Business, Marketing, & Finance	13-1161	Market Research Analysts & Marketing Specialists	Waiting on XList	28%	$45,493	HIGH/HIGH	Bachelor's degree
Manufacturing	49-9081	Wind Turbine Service Technicians	Waiting on XList	65%	$52,945	HIGH/HIGH	Associate's degree
Manufacturing	49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	Waiting on XList	16%	$55,271	HIGH/HIGH	Recognized Industry Credential
Manufacturing	43-5061	Production, Planning, and Expediting Clerks	Waiting on XList	14%	$41,735	HIGH/HIGH	Some College, No Degree
Manufacturing	49-9041	Industrial Machinery Mechanics	Waiting on XList	12%	$50,848	HIGH/HIGH	Recognized Industry Credential
Manufacturing	51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	Waiting on XList	11%	$40,526	HIGH/HIGH	High school diploma or equivalent
Manufacturing	51-9122	Painters, Transportation Equipment	Waiting on XList	10%	$33,968	HIGH/HIGH	High school diploma or equivalent
Manufacturing	49-9099	Installation, Maintenance & Repair Workers, Other	Waiting on XList	10%	$42,190	HIGH/HIGH	High school diploma or equivalent
Manufacturing	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	Waiting on XList	10%	$43,226	HIGH/HIGH	Recognized Industry Credential
Business, Marketing, & Finance	27-3031	Public Relations Specialists	Waiting on XList	17%	$46,780	HIGH/HIGH	Bachelor's degree
Hospitality and Tourism	13-1131	Fundraisers	Waiting on XList	24%	$59,247	HIGH/HIGH	Bachelor's degree

In this example the top occupations that met the regional criteria for in-demand and high-wage were selected and sorted by growth. Growth by percentage and median annual salary are highlighted in green. The occupations are aligned to the state's 14 career clusters. The top three career clusters are:

1. Business, Marketing, & Finance
2. Manufacturing
3. Hospitality & Tourism

The LEA should compare the top career clusters identified to the programs of study and career clusters offered in its CTE program. The data will be provided on the TEA CTE webpage: https://tea.texas.gov/Academics/College_Career_and_Military_Prep/Career_and_Technical_Education/Career_and_Technical_Education

Example Data: Part 3 Line 1 – Statewide LMI

SOC	Occupational Title	Annual Average Employment	Annual Average Employment	Total Annual Openings	Growth Rate	2018 Median	Education Requirement	State Career Cluster	Statewide Program of Study
15-1121	Computer Systems Analysts	58,716	75,619	5,937	29%	87,568	Bachelor's degree	Information Technology	Information Technology Support and Services
15-1141	Database Administrators	12,007	14,316	1,063	19%	83,075	Bachelor's degree	Information Technology	Information Technology Support and Services
15-1143	Computer Network Architects	11,608	14,242	1,082	23%	111,634	Bachelor's degree	Information Technology	Information Technology Support and Services
17-2061	Computer Hardware Engineers	3,633	4,514	343	24%	111,738	Bachelor's degree	Information Technology	Information Technology Support and Services
15-1121	Computer System Analysts	58,716	75,619	5,937	29%	87,568	Bachelor's	Information	Networking Systems
15-1143	Computer Network Architects	11,608	14,242	1,082	23%	111,634	Bachelor's	Information	Networking Systems
15-1151	Computer User Support	61,550	76,208	6,448	24%	49,109	Associate's	Information	etworking Systems
15-1152	Computer Network Support	18,667	22,138	1,824	19%	68,037	Associate's	Information	Networking Systems
15-1134	Web Developers	8,854	12,339	1,079	39%	67,912	Associate's	Information	Web Development
15-1199	Web Administrator	17,456	20,911	1,616	20%	85,197	Bachelor's	Information	Web Development
15-1132	Software Developers,	61,101	79,722	6,311	30%	104,499	Bachelor's	Information	Web Development
15-1121	Computer Systems Analysts	58,716	75,619	5,937	29%	87,568	Bachelor's degree	Science, Technology, Engineering and Mathematics	Cybersecurity
15-1122	Information Security Analyst	7,754	10,022	814	29%	91,915	Bachelor's degree	Science, Technology, Engineering and Mathematics	Cybersecurity
15-1142	Network and Computer Systems Administrator	32,496	38,795	2,814	19%	82,597	Bachelor's degree	Science, Technology, Engineering and Mathematics	Cybersecurity
15-1131	Computer Programming - Programmer General	20,477	21,317	1,454	9%	79,893	Bachelor's degree	Science, Technology, Engineering and Mathematics	Programming and Software Development
15-1132	Software Developers, Applications	61,101	79,722	6,311	30%	104,499	Bachelor's degree	Science, Technology, Engineering and Mathematics	Programming and Software Development
15-1133	Software Developers, Systems Software	30,947	38,744	2,985	25%	103,334	Bachelor's degree	Science, Technology, Engineering and Mathematics	Programming and Software Development

In this example the occupations that met the statewide criteria for in-demand and high wage were selected. Growth by percentage and median annual salary are highlighted in green. The occupations are aligned to the state's 14 career clusters, highlighted by the blue rectangle. In this instance the data indicate there are two instead of three top career clusters. They are:

1. Information Technology
2. Science, Technology, Engineering, and Mathematics
   Note: One occupation did not meet the criteria for in-demand and high-wage, highlighted in yellow.

The LEA compares the top two careers clusters identified to the programs of study and career clusters offered in the CTE program. The data will be provided on the TEA CTE webpage: https://tea.texas.gov/Academics/College_Career_and_Military_Prep/Career_and_Technical_Education/Career_and_Technical_Education

Part 3 – Line 2: Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage /in-demand occupations and CTE program offerings.

Instructions:

1. Using the data provided, compare the number CTE Learners (CTE concentrators and completers) in a career cluster aligned to occupations identified in part 3 line 1.

Example Data: Part 3 – Line 2

STATE CAREER CLUSTERS	Concentrators & Completers
Agriculture, Food & Natural Resources	686
Architecture & Construction	223
Arts, A/V Technology & Communications	1123
Business, Marketing & Finance	876
Education & Training	157
Energy	313
Health Science	850
Hospitality & Tourism	861
Human Services	300
Information Technology	698
Law and Public Service	385
Manufacturing	484
Science, Technology, Engineering & Mathematics	131
Transportation, Distribution & Logistics	183

In this example the data provided identifies CTE Learners and the statewide career clusters in which the students have completed courses at the LEA level.

Part 4: Programs of Study/Size, Scope, and Quality

LEAs are required to assess whether their CTE programs:

- Offer a sufficient number of courses and programs to meet the needs of every student population
- Are broad as well as vertically aligned and linked to the next level of education
- Provide quality programing to develop student knowledge and skills and prepare them for success

Career & Technical Education (CTE) programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Perkins V Act. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based upon high school total enrollment numbers. The table below demonstrates the minimum number of programs of study required:

District High School Enrollment	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

LEAs should also provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits. Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures to continuously improve all aspects of programs under the Perkins V Act.

Focus efforts for this section of the needs assessment on how well your programs meet these state-defined terms. For instance, when evaluating size, consider the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served. Examine longitudinal data, both in the aggregate and disaggregated by Perkins-defined special populations and subgroups and look forward to examining student enrollment projections over the next few years.

To evaluate scope, consider how your programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs.

Explore whether your program is delivering the full breadth of knowledge and skills within each subject area, or if there are gaps in the curriculum and opportunities provided. To assess this breadth, compare your curricular offerings to state standards and state-developed programs of study within each CTE subject area. Also consider if extended learning experiences, such as work-based learning, CTSOs and articulated credit, are available across all programs of study, or only in some.

In this section, the law requires LEAs to evaluate whether their programs meet the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

> **Part 4 – Line 1:** Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Instructions:

1. Using the data provided, determine the total number of CTE Learners (CTE concentrators and completers) in each career cluster and compare to the percentage of the total student population.
2. Compare to the minimum required programs of study by high school enrollment.

> **Part 4 - Line 2:** Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

Instructions:

Provide a narrative on the policy and procedure your local agency uses to:

1. Develop new programs of study
2. Implement new programs of study
3. Retire or phase out programs of study

> Part 4 - Line 3: Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.

Instructions:

Using LEA data, identify the level of participation of CTE Learners in each category:

1. Students participating in work-based learning opportunities
2. Students enrolled in or completed an advanced academics course

Definitions:

Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.

Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.

Part 5: Recruitment, Retention, and Training of CTE Educators

Ground the evaluation in this section in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes sustainability, relevance and quality of these experiences.

When assessing the state of the LEA's staff, take a comprehensive view of what is known about educators, administrators, staff and guidance and career advisement professionals across programs. Evaluate what educators bring to the table:

- Preparation and credentialing
- Look for gaps in expertise within and across programs.
- Consider how you recruit educators and staff and prepare them for their responsibilities, particularly new educators coming from an industry background.

Compare current staff capacity to future plans. If the LEA intends to develop new programs of study or expand career development services in the next four years, look at the current staff and make projections about where there is a need to increase skills or hire new staff.

It is vital to evaluate the ways in which the LEAs are supporting faculty and staff through wages, benefits, professional development, and recruitment and retention activities. Develop surveys

or conduct focus groups to seek feedback on faculty and staff needs and preferences. Consider methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Analyze the demographics of teachers and staff in comparison to the makeup of your student body and consider to what extent students are learning from educators who reflect themselves and their communities.

In this section, the law requires LEAs to assess and develop plans to improve the quality of their faculty and staff through recruitment, retention and professional development, with particular attention paid to diversity in the profession.

> **Part 5 – Line 1:** Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

Instructions:

1. Provide a narrative on the professional development provided by your local agency. Delineate by:
     i. Intended audience (Teacher, Counselor, Administrator, or CTE staff only)
     ii. Number of trainings offered per school year
     iii. Type of training offered

2. Provide a narrative on the direct relationship between the training offered and improvements in student outcomes.

> **Part 5 – Line 2:** Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

Instructions:

1. Provide a narrative on the policy and procedures your local agency uses to induct and retain CTE staff members.
2. Using LEA data, evaluate your local agency's retention rate of CTE teachers that enter the profession from industry.

Part 5 – Line 3: Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

Instructions:

1. Using LEA data, determine the percentage of CTE teachers who meet state teacher certification requirements.
2. Address any needs associated with teacher demographics.
3. Identify needs related to teacher workplace experience based on the program area.

Part 6: Improving Equity and Access

LEAs are required to evaluate progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a manner that maximizes success for special populations.

This component can be broken down into three subsections: access, performance, and program delivery. First, look at participation data for students from special populations, and consider how you promote programs, recruit students and provide career guidance. Strategies for inclusion include promotional materials that depict students from special populations; active recruitment of students from special populations; and career guidance that helps students from special populations choose a pathway that fits their goals and strengths.

Next, consider student performance data for special populations by bringing in the data disaggregation and root causes and strategies analysis you conducted for the Student Performance section of the needs assessment. In consultation with stakeholders, develop plans to implement the strategies identified through the root causes and strategies analysis and measures to evaluate your progress on those strategies.

Finally, consider your program delivery through an equity lens. Look at the accommodations, modifications and supportive services you offer, and examine your curriculum, instruction, materials and assessments for cultural inclusion content. In addition, identify barriers to participation in work-based learning, CTSOs and articulated credit opportunities and your strategies for addressing those barriers. Deepen this analysis by conducting focus groups, surveys or interviews with students from special populations, their parents (if appropriate) and community-based organizations that work with special population groups. These outreach activities can help you learn more about needs and preferences, and perceptions of how well programs are helping to reach performance goals.

In this section, the law requires LEAs to evaluate progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in

providing CTE in ways that maximize success for special populations, especially in programs leading to high-skill, high-wage or in-demand industry sectors or occupations.

Part 6 - Line 1: Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Instructions:

1. Using the data provided, determine the CTE Learners (CTE concentrators and completers) rate of each population sub-group and compare to the overall student population.
2. Determine which CTE concentrator sub-group population are over and/or underrepresented.

Example Data: Part 6- Line 1
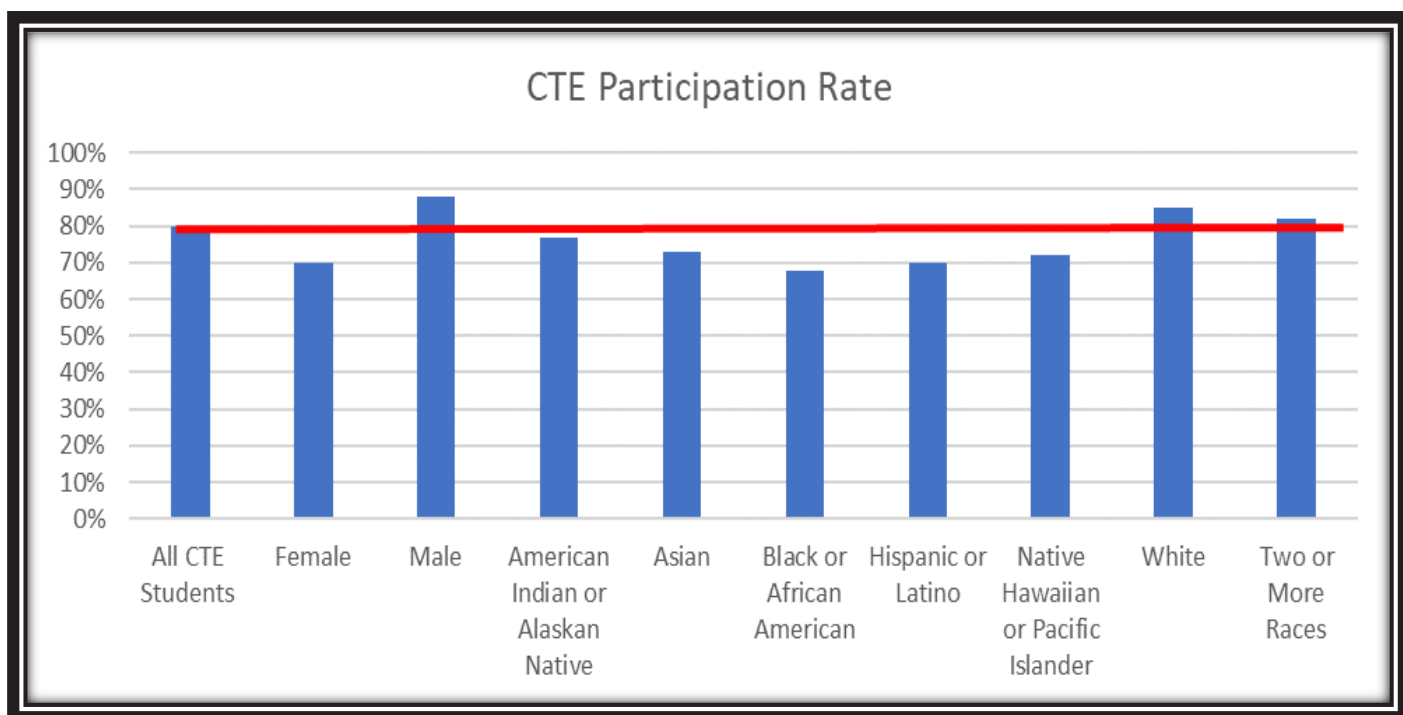
Note: The graph is an example of the data LEAs will use to compare CTE Learners in each population sub-group to all CTE students. The X-axis represents student sub-groups. The Y-axis represents the percentage of the student sub-group identified as CTE Learners. The evaluation identifies if any of the population sub-groups and/or special populations are over or underrepresented. A red line is drawn horizontally across the first indicator so LEAs can quickly see how each population sub-group is performing compared to all CTE students. If groups are over or underrepresented, the LEA should look further and determine if its practices and policies are equitable.

> Part 6 - Line 2: Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

Instructions:

1. Provide a narrative on the barriers in your local agency to CTE programs.
2. Provide a narrative on the identified barriers and the student populations affected by sub-group.

> Part 6 - Line 3: Describe how and when do you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.

Instructions:

1. Provide a narrative on the policy and procedures used to recruit all students including special populations into your local agency's CTE programs.

Part 7: Summary

Eligible recipients are required to summarize sections of the CLNA. A helpful tool in this process is to examine the program through the lens of the four components of a quality CTE program. The components address the decisions that you make when delivering CTE programs, including:

- Which programs to offer
- How you pursue alignment across learner levels and between academic, technical and employability skill standards
- Your curriculum and instructional strategies
- What opportunities for work-based learning, career and technical student organization (CTSO) participation, and articulated credit
- How you support faculty and staff
- How you ensure access and equity for all CTE students.

LEAs will merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in the Perkins V local application.

Translating the CLNA into action is an invaluable opportunity to focus on program improvement and to implement plans that will have a long-term impact on access to high-quality CTE for all students. This is the LEAs opportunity to help strengthen and improve the entire education system through the benefits of CTE.

LEAs will merge the analyses outlined above into one set of findings and engage stakeholders in setting an action plan for addressing these needs, including deciding which programs and activities to prioritize for funding in their Perkins V local application.

Part 7 - Line 1: Describe the LEA's overall mission and vision for CTE programming.

Instructions:

Provide a narrative on the overall mission and vision of your local agency's CTE program.

Part 7 - Line 2: List the top (three-five) CTE priorities over the next four-years.

Instructions:

Using the data provided and the prior sections of the CLNA, provide a narrative on your local agency's top five priorities. Note: Priorities as established with input from stakeholders in accordance with Perkins V requirements.

Part 7 - Line 3: List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

Instructions:

1. Using the data provided, identify the top three most aligned programs of study using regional labor market data.
2. Using the data provided, identify the top three least aligned programs of study using regional labor market data.
3. Provide a narrative on the policy and procedures your local agency will develop to:
   a. Support or expand stronger programs of study
   b. Retiring less successful programs of study

Part 7 - Line 4: List the LEA's lowest performance indicators and describe strategies to improve student performance.

Instructions:

1. Using the data provided, identify your local agency's lowest performance indicator.
2. Provide a narrative on the strategies to address the needs identified while completing the CLNA.

Texas Comprehensive Local Needs Assessment

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

SC5600
SC5600 – Comprehensive Local Needs Assessment

Purpose
One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review	☐ ESC Review Complete	TEA Review Status: <Pending>

Part 1: Applicant Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	○	○	○	○

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

   ☐ 1S1: Four-Year Graduation Rate   ☐ 3S1: Postsecondary Placement

   ☐ 1S2: Extended Graduation Rate   ☐ 4S1: Non-traditional Program Enrollment

   ☐ 2S1: Academic Proficiency in Reading/Language Arts ☐ 5S1: Attained Recognized Postsecondary Credential

   ☐ 2S2: Academic Proficiency in Mathematics ☐ 5S4: CTE Completer

   ☐ 2S3: Academic Proficiency in Science ☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☐ <Current School Year>1 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

TEA Use Only	CTE Review: ○ Accept ○ Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

TEA Use Only	CTE Review: ○ Accept ○ Reject

Back Printable Version Save

Schedule Status: <Selection_Process>   Application ID: XXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

Instructions

<Name of Grant Program>

SC5600
SC5600 – Comprehensive Local Needs Assessment

Part 2: Student Performance (continued)

Evaluate student performance on federal accountability indicators.
5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.
TEA Use Only   CTE Review: ◯ Accept   ◯ Reject

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.
1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".
TEA Use Only   CTE Review: ◯ Accept   ◯ Reject
2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.
TEA Use Only   CTE Review: ◯ Accept   ◯ Reject

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.
1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.
TEA Use Only   CTE Review: ◯ Accept   ◯ Reject

Back   Printable Version   Save

Schedule Status: <Selection_Process>   Application ID: XXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>   Instructions

SC5600
SC5600 – Comprehensive Local Needs Assessment

Part 4: Programs of Study/Size, Scope, and Quality (continued)

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.
TEA Use Only CTE Review: ◯ Accept ◯ Reject
3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.
TEA Use Only CTE Review: ◯ Accept ◯ Reject

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.
1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.
TEA Use Only CTE Review: ◯ Accept ◯ Reject
2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

Back   Printable Version   Save

Schedule Status: <Selection_Process>   Application ID: XXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>   Instructions

SC5600
SC5600 – Comprehensive Local Needs Assessment

Part 5: Recruitment, Retention, and Training of CTE Educators (continued)

Assess and develop plans to improve the quality of CTE faculty.	
TEA Use Only	CTE Review: ◯ Accept ◯ Reject
3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.	
TEA Use Only	CTE Review: ◯ Accept ◯ Reject

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.	
1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.	
TEA Use Only	CTE Review: ◯ Accept ◯ Reject
2. Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.	
TEA Use Only	CTE Review: ◯ Accept ◯ Reject
3. Describe how and when you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.	
TEA Use Only	CTE Review: ◯ Accept ◯ Reject

Back   Printable Version   Save

Schedule Status: <Selection_Process>   Application ID: XXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>   Instructions

SC5600
SC5600 – Comprehensive Local Needs Assessment

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.
1. Describe the LEA's overall mission and vision for CTE programming.
TEA Use Only   CTE Review: ○ Accept   ○ Reject
2. List the top (three-five) CTE priorities over the next four-years.
TEA Use Only   CTE Review: ○ Accept   ○ Reject
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.
TEA Use Only   CTE Review: ○ Accept   ○ Reject
4. List the LEA's lowest performance indicators and describe strategies to improve student performance.
TEA Use Only   CTE Review: ○ Accept   ○ Reject

Back   Printable Version   Save