



Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
School Year:

Perkins V: Strengthening Career & Technical Education for the 21<sup>st</sup> Century Act

Instructions

<Program Description>

SC7777 – Comprehensive Local Needs Assessment

Help

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."

Part 1: Student Performance

In this section, LEAs must evaluate their learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.

1.1. Which Perkins performance accountability indicator targets are you meeting and not meeting at the LEA, Career Cluster and/or program of study levels?

Empty text box for response to question 1.1.

1.2. How are learners in you CTE programs performing on accountability indicators in comparison to non-CTE learners? What are potential explanations for these differences?

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1.3. How are learners from each special population performing in your CTE programs in comparison to students without identified special needs at LEA, Career Cluster, and program of study levels?

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1.4. How are learners from different genders, races and ethnicities performing in your CTE programs at the LEA, Career Cluster and program of study levels?

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Back

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**Part 2: Labor Market Alignment**

In this section, the 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.

2.1. What industries are projected to grow the most in your state, region or local area in the short, medium and long term? Which of these occupations meet a state-determined definition of "In-demand" and "high-wage"?

2.2. How do your CTE program enrollments match projected job openings in the state, region or local area? Where are the biggest gaps, particularly in high-wage jobs and in-demand occupations?

2.3. To what degree do your CTE programs of study offerings expose learners to all the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?

**Part 3: Programs of Study/Size, Scope, and Quality**

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.

3.1. To what degree do your CTE programs have intentional course sequences that begin with introductory content and progress to more occupationally specific content?

3.2. What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and phasing out/closure of CTE programs of study?

3.3. How many TEA approved statewide or regional programs of study are currently offered to students in your district?

3.4. How do the number of programs of study offered compare to number of students who could potentially be served, and to labor market needs?



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**Part 4: Recruitment, Retention, and Training of CTE Educators**

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

4.1. To what degree do you offer regular, substantive professional development opportunities for faculty, staff and administrators? How effective are these experiences at improving student outcomes?

4.2. What processes are in place to induct and retain faculty and staff? Are these processes efficient and effective, especially for individuals coming from industry?

4.3. To what degree are faculty teaching your programs adequately credentialed and have adequate workplace experience in the program area?

**Part 5: Improving Equity and Access**

In this section, the law requires LEAs to evaluate their 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.

5.1. How and when do you recruit students into your programs? Are you reaching all students, including students from groups identified as special populations? Consider how and when you should conduct outreach.

5.2. What barriers exist that prevent certain populations of learners from accessing your programs (such as prerequisites/admission requirements, transportation, and scheduling)? Which student groups are most affected by these barriers?

5.3. To what degree are student groups taking part in CTE at disproportionate levels, in comparison to the overall student population, Career Cluster and program levels? Which groups are over and underrepresented?

**Part 6: Summary**

To conclude the CLNA process, 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.

6.1. What is your overall mission and vision for CTE programming?



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6.2. What are your top (three-five) priorities over the next four-years?

6.3. Which of your CTE programs are the strongest? The weakest? What is your plan for continuing to support or expanding the stronger programs and transforming or retiring the less successful?

6.4. Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?

### Part 7: Certification and Incorporation

#### Certification and Incorporation Statement

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official

First Name:  Initial:  Last Name:  Title:   
Telephone:  Ext:  Fax:   
E-Mail:  Confirm E-Mail:

#### Submitter Information

First Name:  Last Name:   
Approval ID:  Submit Date and Time:

**Only the legally responsible party may submit this report.** Certify and Submit

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