

2026-2027 Texas Perkins V Comprehensive Local Needs Assessment Guidebook



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Guidance

The CLNA drives the local application development and future Perkins spending decisions.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was reauthorized on July 31, 2018, and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law. The law states local eligible recipients must complete a CLNA related to career and technical education once every two years.

The CLNA was designed as the foundation of Perkins V implementation at the local level. This process provides an opportunity for local education agencies (LEAs) to take an in-depth look at their entire career and technical education (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 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. A seamless connection should exist between the strengths and areas of opportunity identified in the CLNA and the strategies and activities outlined in the local application.

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

The CLNA sections are:

1. Application Designation
2. Student Performance
3. Labor Market Alignment
4. Programs of Study: Size, Scope, and Quality
5. Recruitment, Retention, and Training of CTE Educators
6. Improving Equal Access
7. Summary

Guidebook Overview

This CLNA guidebook is designed to help LEAs complete the comprehensive local needs assessment. The comprehensive local needs assessment process is intended to be a regular part of an LEA's 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:

1. Engage Stakeholders
2. Understand the CLNA
3. Collect and Analyze Data
4. Set Priorities
5. Align the CLNA and the Local Application

Engage Stakeholders

Perkins V requires the development of an advisory committee with stakeholders. The consultation from the advisory committee provides guidance to complete the CLNA. The advisory committee should meet regularly as program decisions are made based on the initial assessment's data findings. The federal law also provides a list of minimum participants to clearly define the diversity of stakeholders expected to be recruited to participate on the advisory committee for the assessment process. It may be beneficial for an LEA to collaborate and share advisory committees with other LEAs and/or Institutions of Higher Education (IHE).

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 State board or 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 (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
- Representatives of Indian Tribes and Tribal organizations in the state, where applicable

Understand 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, responses are required to be a report of findings outlined in each section:

1. The evaluation of student performance served by the eligible recipients with respect to determined state and local levels of performance.
 - a. Local Levels of Performance (LLPs), previously unavailable in the Perkins application, will now be formally incorporated to support LEAs in reviewing progress toward both state and local performance benchmarks.
 - b. LLPs are especially critical for LEAs that do not meet state performance levels, as they establish locally appropriate targets based on cohort size and contextual factors, consistent with Perkins V accountability requirements.
 - c. Use of LLPs provides more precise, local-level growth measures, enabling LEAs to plan strategically, monitor progress, and implement continuous improvement actions aligned to achieving state-defined performance outcomes.
 - d. Defined LLP thresholds are available in the CTER data reports.
2. The evaluation of the alignment between programs offered and the labor market needs of the local area, state and/or region.
3. The evaluation of programs to determine if sufficient size, scope, and quality are available to meet the needs of all students and align to state, regional, and local in-demand industry sectors. An overview of the implementation of career and technical education programs and programs of study and an evaluation of incremental progression.
4. The description of the planned improvements in recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors.
5. The description of progress toward access to high-quality career and technical education courses and programs of study emphasizing improving access for special populations as defined by Perkins V.
6. The summarization 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.

Collect and Analyze Data

To streamline the data collection process for LEAs, TEA will provide each LEA with the disaggregated data needed to complete the CLNA. Perkins V Indicator data is now accessible in the [Texas Education Agency Login \(TEAL\) system](#) through the Career and Technical Education Reports (CTER) application within the Perkins V Summary and Perkins V Supplemental reports. The LEA's leadership, in collaboration with stakeholders recruited to participate in the assessment 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 is the LEA's CTE leadership's duty to organize the data presentation to the advisory committee, record its findings, 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

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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 help students make informed plans and decisions about future education, 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.

Align 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 support. 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.

Independent Applicants:

1. LEAs may apply for funding as an independent applicant if they are eligible for at least \$15,000 under this grant.
2. LEAs 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 an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join a shared service agreement (SSA).

Shared Service Applicants

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.

Application Process:

- Independent Applicants must complete all parts of the CLNA; Part 1 Application Designation, Part 2 Student Performance, Part 3 Labor Market Alignment, Part 4 Programs of Study, Part 5 Recruitment, Retention, and Training of CTE Educators, Part 6 Improving Equity and Access, Part 7 Summary.
- Members of SSAs will complete four parts of the CLNA: Parts 1 Application Designation, 2 Student Performance, 4 Programs of Study, and 7 Summary.
- Independent Applicant LEAs serving as fiscal agent for an SSA must complete all parts. Part 3 Labor Market Alignment, Part 5 Recruitment, Retention, and Training of CTE Educators, and Part 6 Improving Equity and Access must be completed through the lens of the fiscal agent of the SSA.
- A fiscal agent only applicant must collaborate with the SSA members and will complete only Part 3 Labor Market Alignment, 5 Recruitment, Retention, and Training of CTE Educators, and Part 6 Improving Equity and Access.

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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructions:

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

Part 2: Student Performance

Review 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 (Not CTE, CTE Participants, and CTE Explorers). For secondary students, it would be most beneficial to look at differences between these groups for graduation rates, academic performance, and postsecondary placement.

Perkins Indicator Data:




Before reviewing the requirements of the Student Performance section, it is important to understand the Perkins V Indicator Data. The CTE Indicator auto coding system uses course completion data and statewide/regionally approved programs of study to identify CTE concentrators (code 6) and CTE completers (code 7). In the graph below, definitions are provided for all CTE indicator codes.

Texas CTE Indicator Auto coding: Codes and Definitions

Identifiers	Codes	Definitions
Not CTE	Code 4	A student who never enrolled or who did not complete any high school CTE course as defined by
CTE Participants	Code 5	A student completing either one CTE course for any number of credits, or more than one course for less than two credits, defined by (the student does not have to pass or receive credit).
CTE Explorers	Code E	A student completing two or more high school CTE courses for two or more credits defined by and not a Participant, Concentrator or Completer (the student does not have to pass or receive credit).
CTE Explorers*	*Code E	A student completing enough credits within a program of study coherent sequence of courses in a regional program of study, but who completes the school year in a region where the regional program of study is not approved. Code 6 or 7 is changed to a Code E.
CTE Concentrators	Code 6	A student completing and passing two or more CTE courses for at least two credits within the same program of study and not a Completer in the same program of study
CTE Completers	Code 7	A student completing and passing three or more courses for four or more credits, including one level 3 or level 4 course, within the same program of study

**Regional programs of study are approved in education service center regions where there is specialized regional labor market demand for specific occupations. Students concentrating and/or completing a coherent regional course sequence outside of approved regions are assigned a Code E (Explorer).*

The following table provides examples for coding five hypothetical students based on the CTE Indicator auto coding system.

Beginning with the 2021-2022 school year, students completing summer school courses may have their CTE course completion data reported through PEIMS Submission 4 (Extended Year) for CTE Indicator autocalculation credit.	 <p>Bruce CTE Indicator Code 5</p> <p>Bruce dreams of one day becoming an industrialist and philanthropist. He completes Principles of Business, Marketing, and Finance in the summer following the 11th grade. Bruce starts the 12th grade as a code 5.</p>	 <p>Timothy CTE Indicator Code 7</p> <p>Tim is interested in becoming the “world’s greatest detective.” Tim did not graduate with his class due to a missing math course. That summer, Tim takes the math course required for graduation and also completes Forensic Science. With the Extended Year Submission (EXYR) he becomes a code 7.</p>	 <p>Virginia CTE Indicator Code 7</p> <p>Virginia likes accounting classes and dreams of one day becoming the CEO of a defense contractor technology corporation. She enrolls in Career Preparation I since she was hired to work fulltime as an intern at an accounting firm over the summer of her 11th grade year. Virginia starts the 12th grade as a code 7.</p>	
	6 th Grade End 2017-2018	No CTE Courses Code 4	No CTE Courses Code 4	No CTE Courses Code 4
	7 th Grade End 2018-2019	No CTE Courses Code 4	No CTE Courses Code 4	No CTE Courses Code 4
	8 th Grade End 2019-2020	No CTE Courses Code 4	Principles of Law, Public Safety, Corrections, and Security Code 5	Money Matters Code 5
	9 th Grade End 2020-2021	No CTE Courses Code 4	Criminal Investigation Code 6 (Law Enforcement)	Accounting I Code 6 (Accounting and Financial Services)
	10 th Grade End 2021-2022	No CTE Courses Code 4	Forensic Psychology Code 6 (Law Enforcement)	Accounting II Code 6 (Accounting and Financial Services)
	11 th Grade End 2022-2023	No CTE Courses Code 4	No CTE Courses Code 6 (Law Enforcement)	No CTE Courses Code 6 (Accounting and Financial Services)
	Summer 2023 EXYR Submission	Principles of Business, Marketing, and Finance Code 5	No EXYR Data	Career Preparation I (summer) Code 7 (Accounting and Financial Services)
	12 th Grade End 2023-2024	No CTE Courses Code 5	Did Not Graduate – Missing Math Core Course Credit No CTE Courses Code 6 (Law Enforcement)	No CTE Courses Code 7 (Accounting and Financial Services)
	Summer 2024 EXYR Submission	Graduated – N/A EXYR Data	Completed Required Math Core Course Credit & Forensic Science (Summer) Code 7 (Law Enforcement)	Graduated – N/A EXYR Data
	Graduated May 2024 Final CTE Indicator: Code 5	Graduated Summer 2024 Final CTE Indicator: Code 7	Graduated May 2024 Final CTE Indicator: Code 7	
Program of Study	None	36 – Law Enforcement	1 - Accounting and Financial Services	

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).

Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
1S1	4-year graduation rate for the Class of 2022	Concentrators (code 6 and 7) who started high school 4 years prior to expected 4-year graduating year and graduated high school in four years	Cohort of concentrators (code 6 and 7) who dropped out, graduated, or left; started high school 4 years prior to expected 4-year graduating year
1S2	Extended graduation rate	Concentrators (code 6 and 7) 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 (code 6 and 7) 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.

Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
2S1	Academic Proficiency in Reading/Language Arts	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on English 2 (scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) both English 1 and English 2 and have a valid value in performance standard.
2S2	Academic Proficiency in Mathematics	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Algebra 1 (scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Algebra 1 and have a valid value in performance standard.
2S3	Academic Proficiency in Science	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Biology. (Scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Biology and have a valid value in performance standard.

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 4S1 (Perkins IV had two) for non-traditional. The numerator and denominator for each indicator are included in the following table.

Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
3S1	Post-Secondary Placement	Annual concentrators (code 6 and 7) who left secondary education and either: intend to enlist in the military, are enrolled in postsecondary education, or employed within two quarters of leaving secondary education.	Annual leavers who are concentrators (code 6 and 7) who left secondary education. (Annual concentrators who left defined as grade 9-12 dropouts, GED, other exits, and graduates)
4S1	Non-traditional Program Enrollment	CTE concentrators (code 6 and 7) from underrepresented gender groups that completed a non-traditional program of study	Annual leavers who are CTE concentrators (code 6 and 7)

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.

Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
5S1	Program Quality – Attained Recognized Postsecondary Credential	Annual graduates who were concentrators (code 6 and 7) and obtained an industry-based certification, an associate degree, or a Level I or Level II certificate.	Annual graduates who were concentrators (code 6 and 7) at the time of exit.
5S4	Program Quality – CTE completer	Annual graduates who are CTE completers (code 7) (deduplicated within unique career cluster and unique program of study)	Annual graduates who are CTE concentrators (code 6 and 7) (deduplicated within unique career cluster and unique program of study).

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	Category	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	Grand Total	All Students		
2	Gender	Male		
3	Gender	Female		
4	Major Racial and Ethnic Groups (ESEA)	Group 1:		
5	Major Racial and Ethnic Groups (ESEA)	Group 2:		
6	Major Racial and Ethnic Groups (ESEA)	Group 3:		
7	Major Racial and Ethnic Groups (ESEA)	Group 4:		
8	Major Racial and Ethnic Groups (ESEA)	Group 5:		
9	Major Racial and Ethnic Groups (ESEA)	Group 6:		
10	Major Racial and Ethnic Groups (ESEA)	Group 7:		
11	Special Populations (Section 3(48) of Perkins V and ESEA)	Individuals with Disabilities		
12	Special Populations (Section 3(48) of Perkins V and ESEA)	Individuals from Economically Disadvantaged Families		
13	Special Populations (Section 3(48) of Perkins V and ESEA)	Individuals Preparing for Non-traditional Fields		
14	Special Populations (Section 3(48) of Perkins V and ESEA)	Single Parents		
15	Special Populations (Section 3(48) of Perkins V and ESEA)	Out of Workforce Individuals		
16	Special Populations (Section 3(48) of Perkins V and ESEA)	English Learners		
17	Special Populations (Section 3(48) of Perkins V and ESEA)	Homeless Individuals		
18	Special Populations (Section 3(48) of Perkins V and ESEA)	Youth in Foster Care		
19	Special Populations (Section 3(48) of Perkins V and ESEA)	Youth with Parent in Active Military		
20	Special Populations (Section 3(48) of Perkins V and ESEA)	Migrant Students		
21	Career Cluster	Agriculture, Food & Natural Resources		
22	Career Cluster	Architecture & Construction		
23	Career Cluster	Arts, A/V Technology & Communications		
24	Career Cluster	Business Management & Administration		
25	Career Cluster	Education & Training		
26	Career Cluster	Finance		
27	Career Cluster	Government & Public Administration		
28	Career Cluster	Health Science		
29	Career Cluster	Hospitality & Tourism		
30	Career Cluster	Human Services		
31	Career Cluster	Information Technology		
32	Career Cluster	Law, Public Safety, Corrections & Security		
33	Career Cluster	Manufacturing		

34	Career Cluster	Marketing		
35	Career Cluster	Science, Technology, Engineering & Mathematics		
36	Career Cluster	Transportation, Distribution & Logistics		
37	Career Cluster	Other: Please Identify:		

Part 2: Student Performance, continued

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.

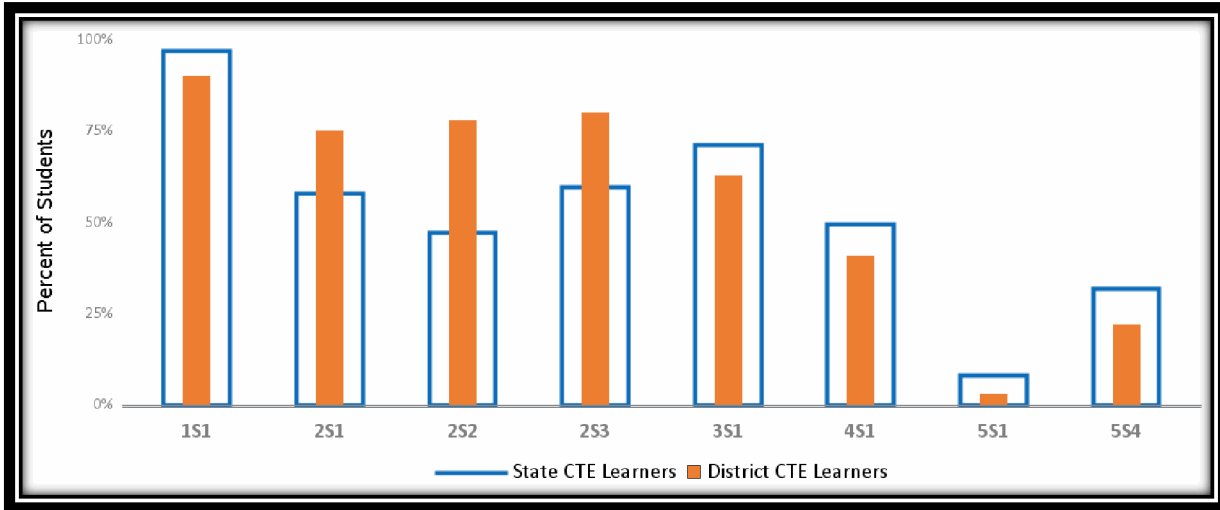
- 1S1: Four-Year Graduation Rate
- 1S2: Extended Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Postsecondary Placement
- 4S1: Non-traditional Program Enrollment
- 5S1: Attained Recognized Postsecondary Credential
- 5S4: CTE Completer
- All Perkins performance accountability indicator targets have been met at the LEA level.

Instructions:

1. Using the data provided, evaluate students’ performance on federal accountability measures in aggregate and disaggregated for the special populations defined in Perkins V. Data must be disaggregated by:
 - Gender
 - Race and ethnicity
 - 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) the LEA is not meeting in the aggregate in comparison to statewide baseline data for each indicator.

Example Data: Part 2 – Line 1



Note: The graph is an example of data that will be provided by the TEA to each LEA. The example data sets are “mock” data. The orange bar represents the LEA’s CTE Learners’ (Concentrators and Completers) data while the blue box represents the state baseline data. Using this data, LEAs will identify areas in which students are not meeting, meeting, or exceeding the state baseline data for each of the Perkins Performance Indicators. The data sets are also provided in a chart format by numerator and denominator in the LEA’s TEAL account to allow for a review of the LEA’s data by indicator. In this example, the CTE Learners within the LEA are not meeting the performance accountability indicators 1S1, 3S1, 4S1, 5S1, and 5S4.

Part 2 — Line 2: Review of 2021-2022 LEA baseline data and state baseline data in TEAL.

- 2021-2022 LEA baseline data and state baseline data have been reviewed in TEAL and the LEA will include strategies for improvement in the local application that address areas of low performance.

2.	<input type="checkbox"/>	2021-2022 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.
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Instructions:

Select the checkbox to confirm the LEA baseline data for 2021-2022 has been reviewed and that strategies for improvement will be included in the local application for areas of low performance.

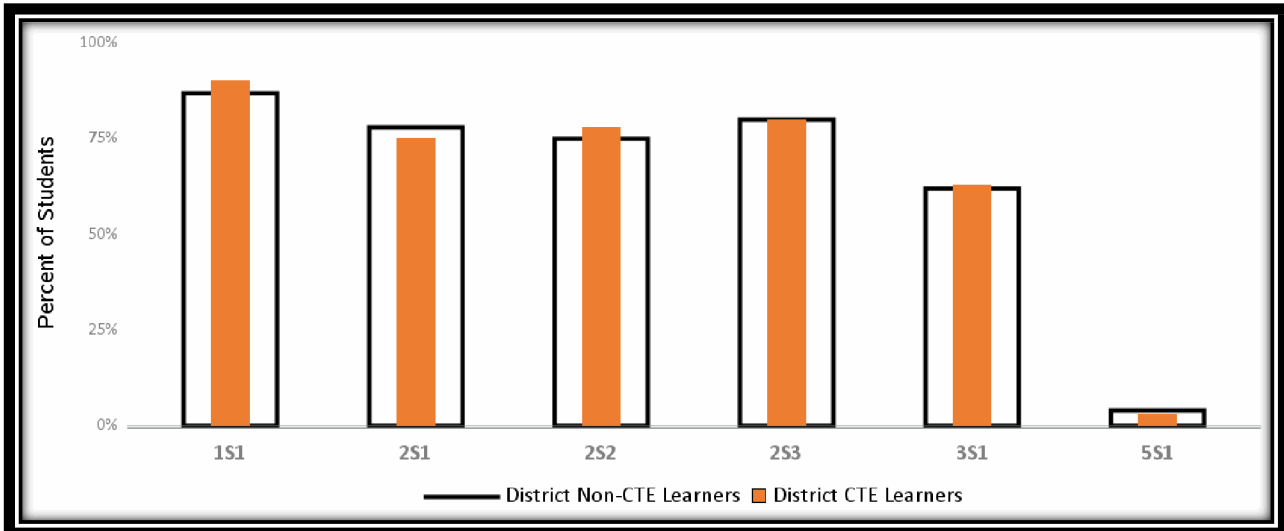
Part 2 — Line 3: Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences (1,000-character limit).

Instructions:

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

1. Using the data provided, evaluate 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 data that will be provided by the TEA to each LEA. The example data sets are “mock” data. The orange represents the LEA’s CTE Learners and black represents the LEA’s Non-CTE Learners. Using this data, LEAs can identify areas where CTE Learners outperform or underperform compared to non-CTE Learners. The data sets are also provided by numerator and denominator in the LEA’s TEAL account to allow for a review of the disaggregated data by student groups.

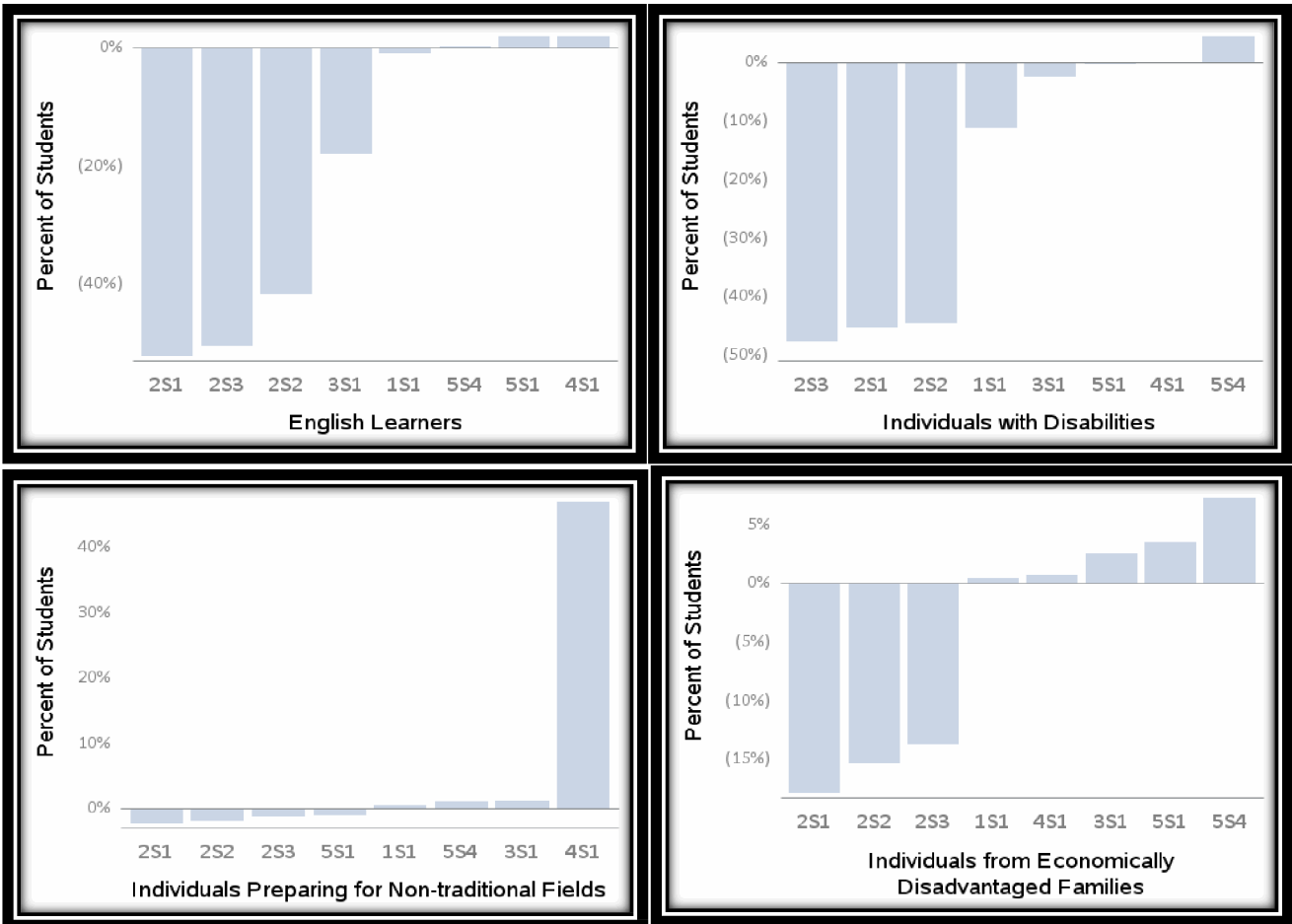
2. Include possible explanations for any differences between the CTE Learners and non-CTE Learners on the accountability indicators.

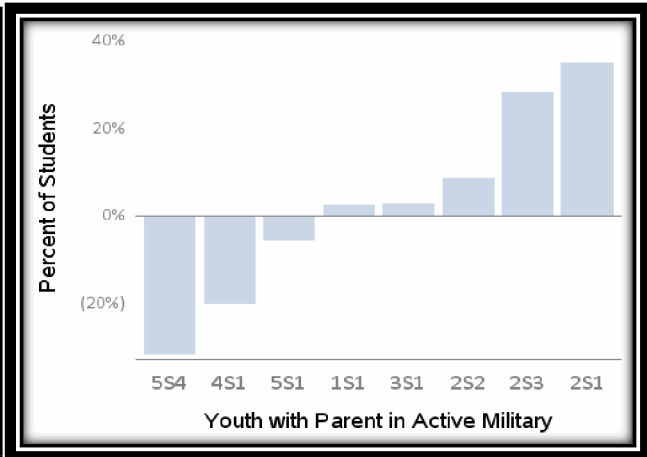
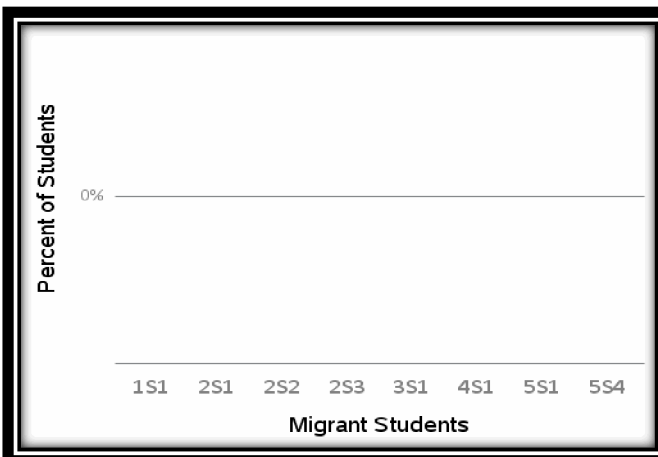
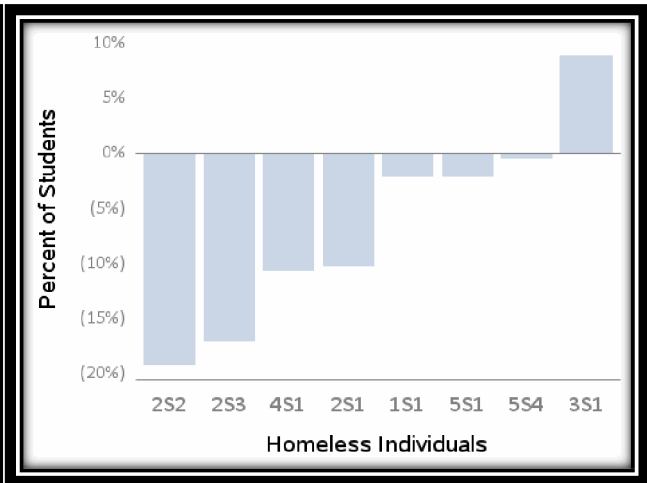
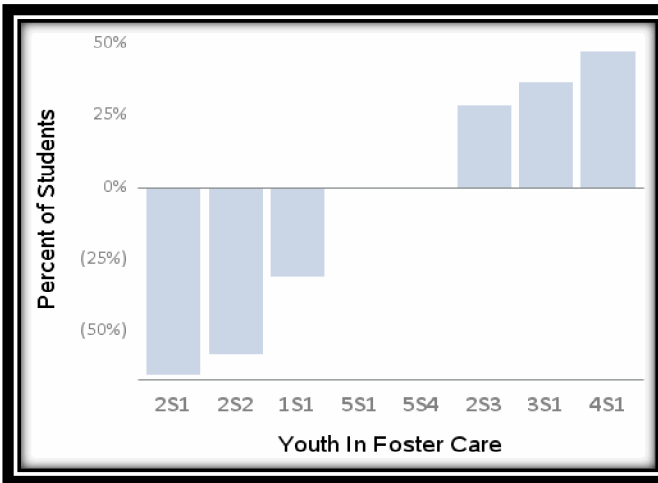
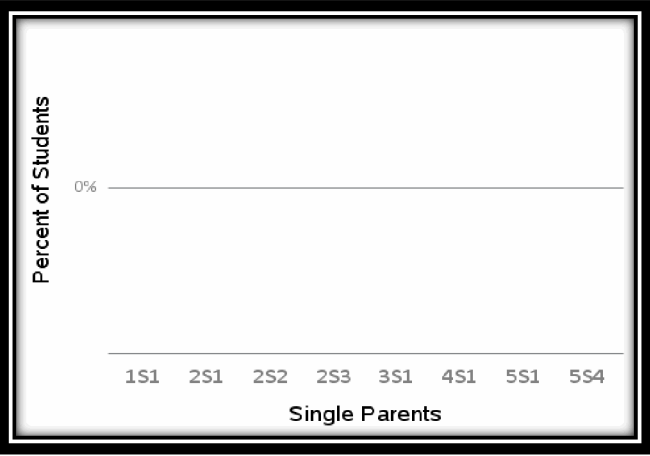
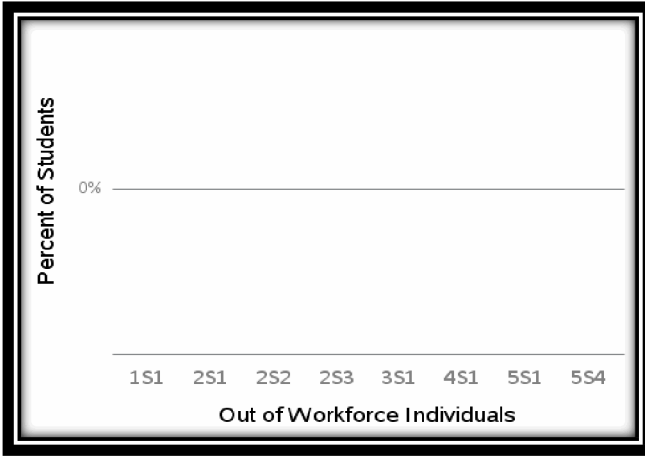
Part 2 — Line 4: Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations (1,000-character limit).

Instructions:

1. Using the data provided, evaluate 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 4





Note: The graph is an example of the data that will be provided by the TEA to each LEA. The example data sets are “mock” data. The baseline (represented as 0%) is the performance of all LEA CTE Learners (Concentrators and Completers). Bars below zero represent the special population’s performance below the overall LEA’s CTE Learners’ performance. Bars above zero represent the special population’s performance above the overall LEA’s CTE Learners’ performance. Each individual graph provides data on a special population. Please note that within each graph, the Perkins Performance Indicators are arranged from lowest performing to highest performing, so they may be in a different order for each special population graph. The data sets are also provided in a chart format by numerator and denominator in the LEA’s TEAL to allow for a review of the disaggregated data by student groups. In this example, English Learners performed significantly below their peers in Perkins Performance Indicators 2S1, 2S3, 2S2, and 3S1;

they performed similarly to their peers within indicators 1S1 and 5S4; and they performed better than their peers within indicators 5S1 and 4S1. The LEA did not report any students within the special population categories of Out of Workforce Individuals, Single Parents, or Migrant Students, so there is no data to analyze.

2. List and describe the strategies to be implemented that will address the underperformance within special populations.

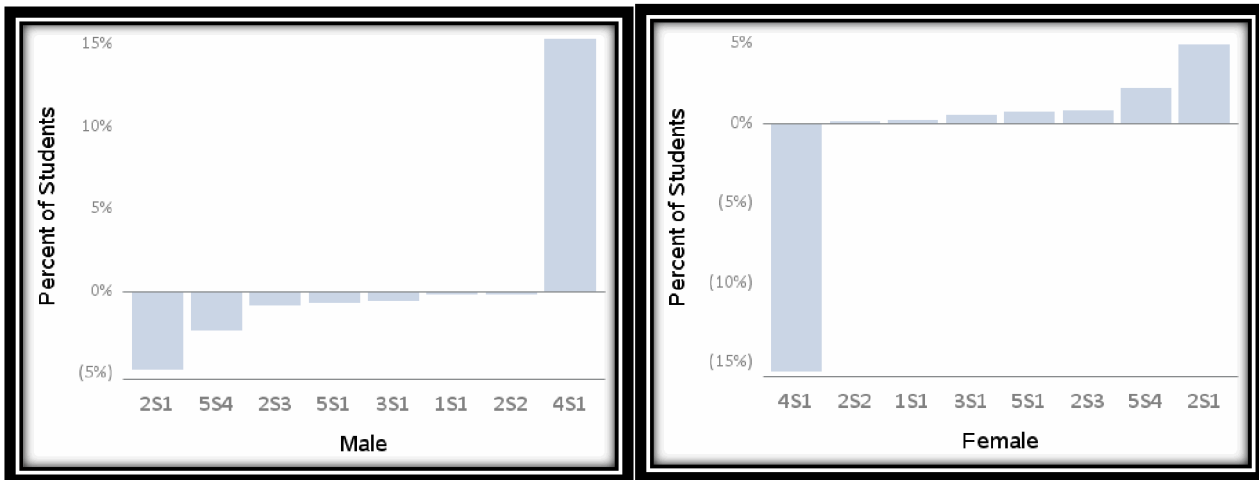
Part 2 — Line 5: Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities (1,000-character limit).

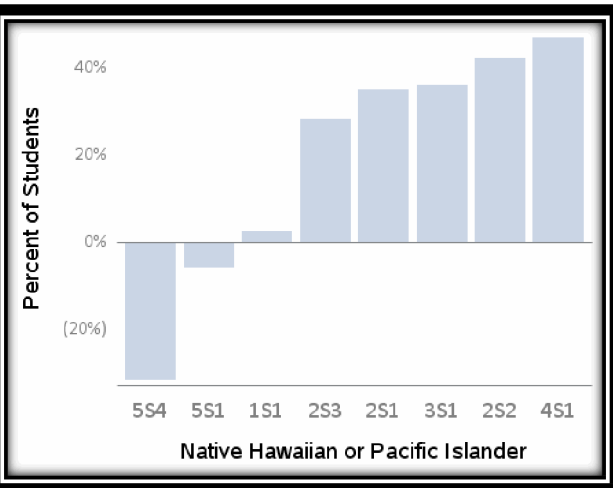
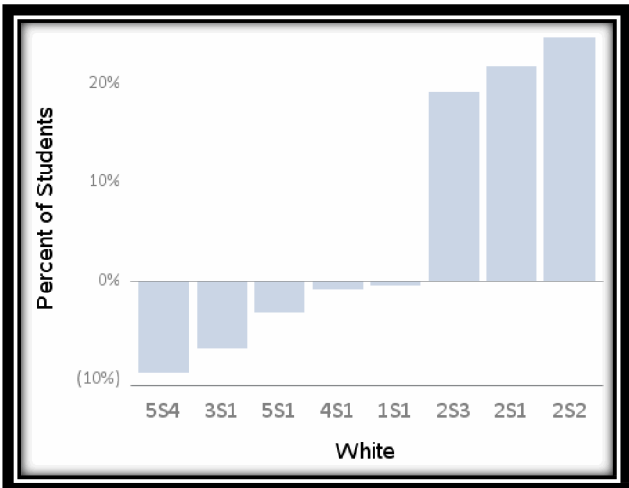
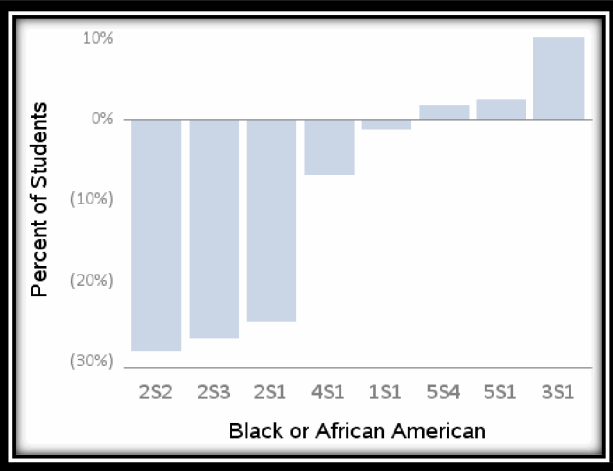
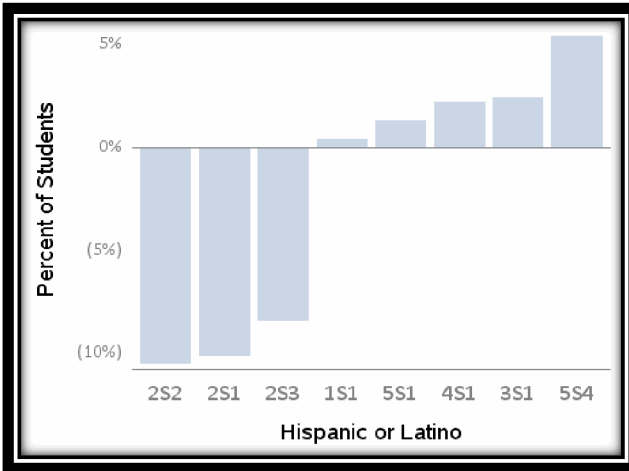
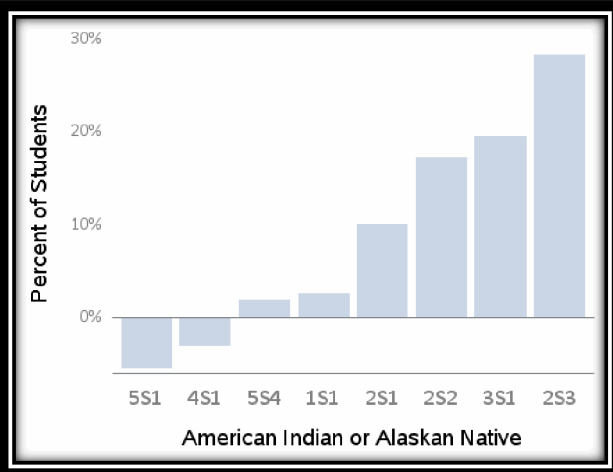
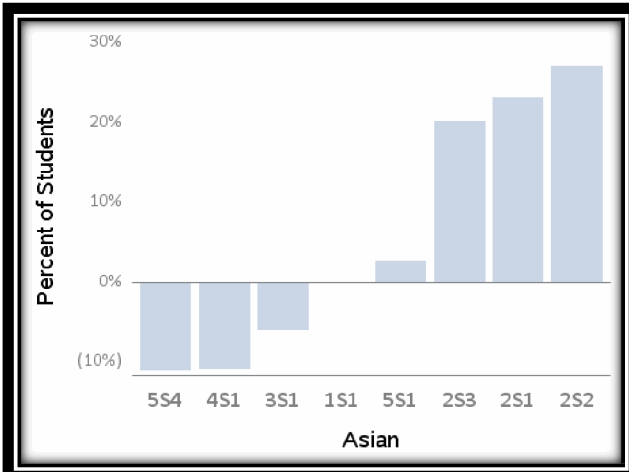
Instructions:

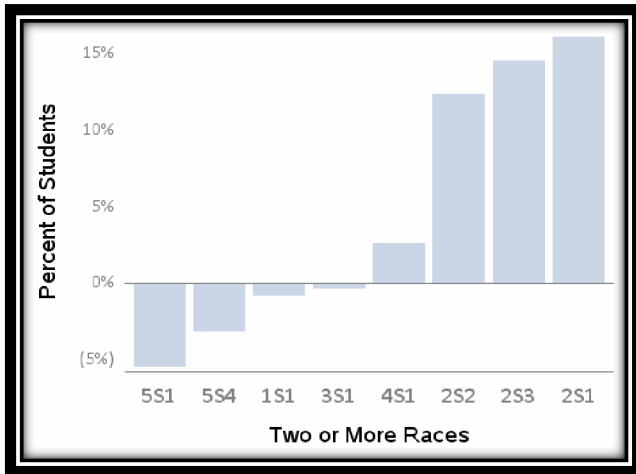
Using the data provided within Texas Education Agency Login (TEAL), CTER Perkins Summary Report 2021-2022, and Perkins Supplemental Report, 2021-2022, evaluate students’ performance at the LEA level disaggregated by gender, race, and ethnicity on the federal accountability measures.

- 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. The example data sets are “mock” data. The baseline (represented as 0%) is the performance of all LEA CTE Learners (Concentrators and Completers). Bars below zero represent the special population’s performance below the overall LEA’s CTE Learners’ performance. Bars above zero represent the special population’s performance above the overall LEA’s CTE Learners’ performance. Each individual graph provides data on a special population. Please note that within each graph, the Perkins Performance Indicators are arranged from lowest performing to highest performing, so they may be in a different order for each special population graph. The data sets are also provided in a chart format by numerator and denominator in the LEA’s TEAL account to allow for a review of the disaggregated data by student groups.

- List and describe the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

Part 3: Labor Market Alignment

In this section, LEAs along with their advisory committees are required 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. LEAs are required to consider the alignment between programs of study offered and the labor market needs of the local area, state and/or region. This part explains how to compare local area, state, and regional labor market demand to offered programs of study.

As the data are analyzed, it focuses on comparing the number of students graduating in each CTE program of study to the number of projected job openings in aligned 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. Remember that the programs of study prepare students for knowledge and skills needed across multiple industries.



Using this approach will provide your LEA with a data-informed, business and industry-validated local occupational needs analysis.

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” (1,000-character limit).

Instructions

1. Identify Current and Planned Programs of Study: In this first step you will identify and list current programs of study offered, and any potential new programs of study the local CTE team and advisory committee believe there may be sufficient labor market demand for in the community.



1. Identify Current and Planned Programs of Study

- a. Meet with your advisory committee consisting of all stakeholders including LEA CTE administrators, CTE teachers and school counselors. Collect information on current programs of study offered by your LEA, and ideas for new programs of study.
- b. Make a list of local programs of study currently being offered, and potential programs of study under consideration to be offered in the future.

At this point, you know the currently offered and potential new programs of study to compare labor market demand in the next step.

2. Evaluate Labor Market Demand: In this step you will download some resources, identify, and review local labor market data and information, so that you can confirm demand with business and industry experts in the next step.



2. Evaluate Labor Market Demand

We recommend reviewing multiple sources of labor market demand data and information to have a comprehensive picture of your local labor market.

- Local workforce board WIOA plan
- Local workforce board target occupations
- TEA’s list of local workforce board occupations by program of study
- Local chamber of commerce and other regional reports

You are not limited to the list above to demonstrate labor market demand. The steps below are recommended to access and evaluate LMI data to understand local or regional demand, so that later you can align programs of study to the demand.

First, identify your local workforce area board(s) by using the “find my local board by city and county” resource at the Texas Workforce Commission website.

- Navigate your browser to <https://www.twc.texas.gov/agency/workforce-development-boards>
- Download the file titled “Find My Local Board by City and County”
- Open the file and look-up your LEA’s County or counties, and your workforce board(s) in your area.

<https://www.twc.texas.gov/agency/workforce-development-boards>

What Board Area Do I Live In?

Find your Board area on the map below or use these links:

- [Find My Local Board by City and County](#)
- [Find My Local Workforce Solutions Office](#)

- **Note:** your LEA may be served by more than one local workforce board.
- **Note:** the 28 local workforce board geographic areas are different than the 20 ESCs.

Now that you know your workforce board(s) in your LEA area, you can download resources to understand local labor market demand.

Second, download TEA’s workforce board occupations list by programs of study.

- Navigate your browser to <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/lwda-labor-market-information-and-resources>
- Find your workforce board number(s) in the section titled “LWDA LMI Reports”
- Download the resource(s) for your board(s)

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/lwda-labor-market-information-and-resources>

LWDA LMI Reports

- Education Service Center and Workforce Development Agency Crosswalk
- Texas Workforce Commission Boards

- **Reports for 2021-2031** (updated 12/05/2023)
 - Regional Labor Market Information WDA 1
 - Regional Labor Market Information WDA 2
 - Regional Labor Market Information WDA 3

Using your list of offered and potential programs of study from step 1b, identify the program of study names that you offer and plan to offer.

Using the downloaded workforce area LMI list(s), filter on the program of study column by selecting a program of study that you listed in step 1b. In the example below we filtered on the Nursing Science program of study.

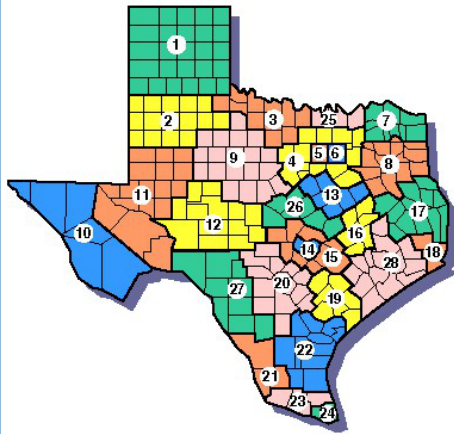
Permian Basin Workforce Development Area (11) Labor Market Information, 2021 - 2031

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage	Growth Wage Category	Annual Average Employment 2021	Annual Average Employment 2031	Total Annual Opening	Competitive Education Requirement
Health Science	Nursing Science	29-1171	Nurse Practitioners	71%	\$118,813	ABOVE/ABOVE	239	408	34	Master's degree
Health Science	Nursing Science	29-1141	Registered Nurses	12%	\$80,503	BELOW/ABOVE	2,748	3,078	208	Bachelor's degree
Health Science	Nursing Science	29-2061	Licensed Practical and Licensed Vocational Nurses	2%	\$51,862	BELOW/ABOVE	1,156	1,179	105	Industry-Based Certification
Health Science	Nursing Science	31-1132	Orderlies	115%	\$32,904	ABOVE/BELOW	31	67	14	High school diploma or GED
Health Science	Diagnostic and Therapeutic Services, Nursing Science	31-9092	Medical Assistants	34%	\$36,410	ABOVE/BELOW	766	1,023	157	Industry-Based Certification
Health Science	Nursing Science	31-1128	Home Health and Personal Care Aides	11%	\$22,402	BELOW/BELOW	2,978	3,301	527	High school diploma or GED
Health Science	Nursing Science	31-1131	Nursing Assistants	8%	\$31,974	BELOW/BELOW	1,220	1,316	209	Industry-Based Certification
Health Science	Nursing Science	29-1151	Nurse Anesthetists		\$240,513	REDACTED/ABOV	.	26	3	Master's degree

Important notes about evaluating the workforce area regional LMI reports:

- Each workforce area report includes at the bottom either the regional median growth rate and annual wage, or the statewide growth and annual wage values, whichever is lower.
- Growth and wages at or above the median values are displayed in green. Growth and wages below the median values are displayed in yellow. Gray cells that are empty indicate a lack of LMI data reported for an occupation. The "Growth Wage category" column displays above or below values for people with visual impairment.
- LEA program of study decisions cannot rely on one single occupation. Local decision-making must rely on all aligned occupational demands within a program of study.

Workforce Development Boards



The [Workforce Board Directory](#) breaks down the Boards by counties served and provides information on who the Board directors, Chairs, Chief elected officials and grant recipients are.

1. Workforce Solutions Panhandle

[Website](#)

[WIOA Plan](#)

[Board Oversight Capacity Score Card](#)

[Procurement Opportunities](#)

Usually, chapter (part) 2 of each WIOA plan is the “Economic and Workforce Analysis” section where you will find their evaluation of regional economic opportunities. Read this brief chapter and take notes about the board’s evaluation of labor market opportunities and changes. Take notes where their analysis overlaps with your currently offered and proposed programs of study. You may also want to call them and ask if they can help.

Fourth, download the target occupations list from the Texas Workforce Commission web page.

- Navigate your browser to <https://www.twc.texas.gov/agency/workforce-development-boards>
- Find the section titled “Target Occupations.”
- Download the resource at the link titled “Target Occupations by Board Area as of January 11, 2024”

<https://www.twc.texas.gov/agency/workforce-development-boards>

Target Occupations

Target Occupations are determined by each Board based on a number of economic indicators and local knowledge. These jobs can help guide you towards the right training for you skills and what is needed in their local economy. Important information about jobs, in-demand industries, and labor market trends allows job seekers and employers to make informed decisions.

- [Target Occupations by Board Area as of January 11, 2024](#)

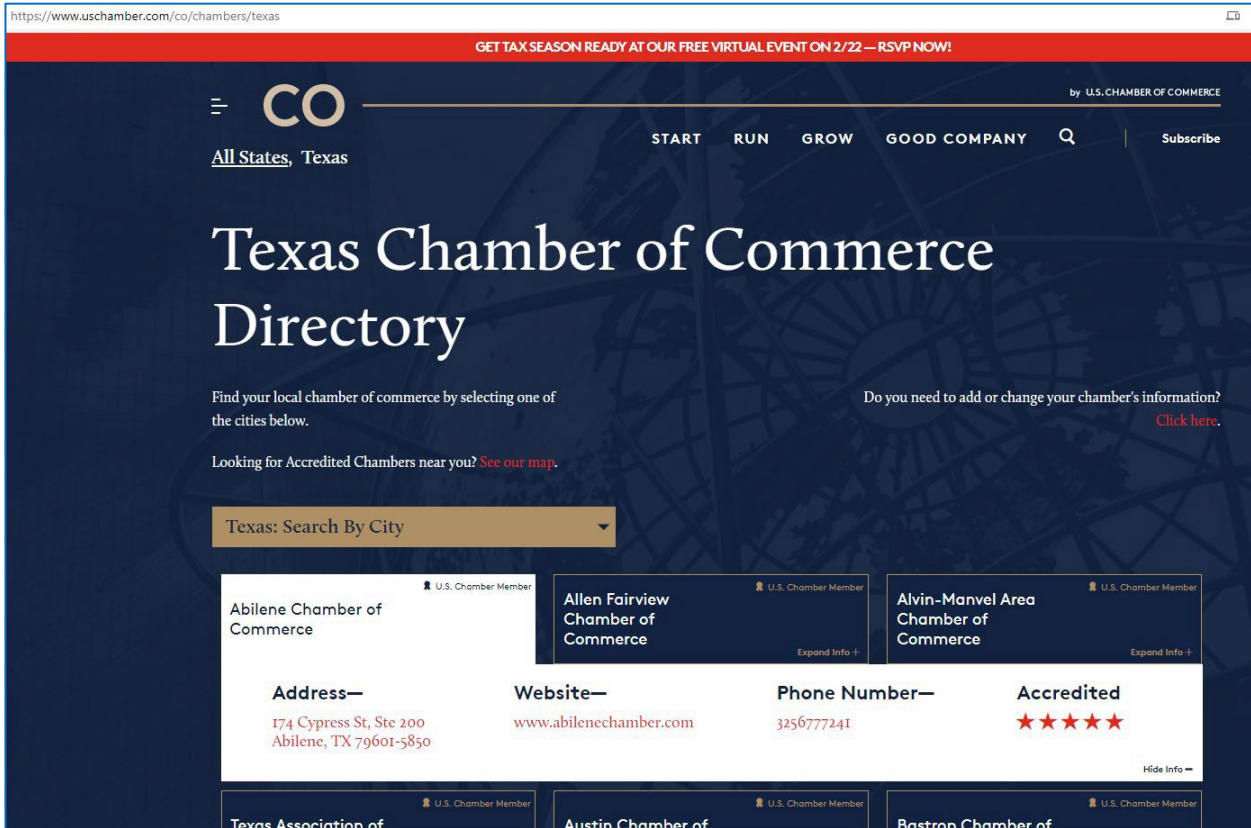
Open the file and review your local board’s target occupations. Target Occupations are determined by each local workforce board based on economic indicators and local knowledge. Target occupations indicate demand in the local workforce development area. Filter on your workforce board(s) name in the header row of the downloaded file to see the board’s target occupations. Take notes where their target occupations overlap with your currently offered and proposed programs of study, and the other steps above.

Effective Date	Board Area	Standard Occupational Classification (SOC) or Occupational Information Network (O*NET) Job Code	Target Occupation Job Title
5/24/2023	Permian Basin	53-3032	Heavy and Tractor-Trailer Truck Drivers
5/24/2023	Permian Basin	47-5013	Service Unit Operators, Oil, Gas, and Mining
5/24/2023	Permian Basin	47-5071	Roustabouts, Oil and Gas
5/24/2023	Permian Basin	11-1021	General and Operations Managers
5/24/2023	Permian Basin	49-9041	Industrial Machinery Mechanics
5/24/2023	Permian Basin	13-2011	Accountants and Auditors
5/24/2023	Permian Basin	47-2073	Operating Engineers and Other Construction Equipment Operators
5/24/2023	Permian Basin	47-2111	Electricians
5/24/2023	Permian Basin	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists
5/24/2023	Permian Basin	29-1141	Registered Nurses
5/24/2023	Permian Basin	47-2152	Plumbers, Pipefitters, and Steamfitters
5/24/2023	Permian Basin	47-5011	Derrick Operators, Oil and Gas
5/24/2023	Permian Basin	47-5012	Rotary Drill Operators, Oil and Gas
5/24/2023	Permian Basin	31-9092	Medical Assistants
5/24/2023	Permian Basin	43-3031	Bookkeeping, Accounting/Auditing
5/24/2023	Permian Basin	47-2031	Carpenters
5/24/2023	Permian Basin	11-9021	Construction Managers
5/24/2023	Permian Basin	43-5032	Dispatchers, except Police/Fire/Ambulance
5/24/2023	Permian Basin	49-9051	Electrical Powerline Installers/Repairers
5/24/2023	Permian Basin	49-9021	Heating/Air Conditioning Refrigeration Mechanics

This example above is a snapshot of the Permian Basin board area target occupations, sorted in no specific order. The board has determined these occupations to be targeted for development in the workforce board area region, and there is at least one regional training provider in the geographic region. Used in conjunction with other LMI data sources, the list provides additional evidence of demand in your area.

Fifth, find your local chamber(s) of commerce and download any helpful resources.

- Navigate your browser to <https://www.uschamber.com/co/chambers/texas>
- Find your local chambers of commerce for your area. Click on the chamber name and the chamber website will be displayed.
- Visit the chamber website and download any helpful resources.



Review the chamber of commerce information and take notes where their information overlaps with your currently offered and proposed programs of study. You may also want to call them and ask if they can help.

At this point you know the currently offered and potential new programs of study, and the aligned LMI data and information in your region. You will use these information pieces in the following step.

3. Collaborate and Confirm with Business and Industry Stakeholders Through Your CTE Advisory Committee: In this step you will take your program of study lists and the aligned LMI data and information by current and potential program of study and validate demand alignment with your local business and industry experts.



Coordinate and convene your local CTE Advisory Committee to review and discuss currently offered and proposed new programs of study and aligned LMI data by program of study. Make a list of recommendations and issues to discuss in the step below.

4. Decide on Programs of Study to Offer: In this step you consolidate your information, findings, and decisions.



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. (1,000-character limit).

Instructions

- a. Converge labor market demand recommendations across the multiple sources above to understand the current and future labor market opportunities for your future CTE graduates.
- b. Identify any gaps between strong local or regional labor market demand and programs of study that your LEA does not yet offer. These are opportunities to offer new programs of study.
- c. Use the information above to demonstrate program of study alignment to labor market demand in this section of the CLNA.

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

LEAs are required to assess whether their CTE programs:

- Offer enough courses and programs to meet the needs of every student.
- Are broad as well as vertically aligned and linked to the next level of education.
- Provide quality programming 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:

LEA High School Enrollment	Number of Programs of Study Offered
Fewer 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 within the same program of study, with at least one of those courses being a level 3 or 4. 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 Perkins V 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 LEA 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 look forward to examining student enrollment projections over the next few years.

To evaluate **scope**, consider how 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 the **quality** by whether the LEA 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 LEA 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, advanced academic courses, dual credit, CTSO opportunities are 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 (1,000-character limit).

Instructions:

1. Using the data provided, determine the total number of CTE Learners (CTE concentrators and completers) in each career cluster and compare it 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 the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study (1,000-character limit). *(Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, 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)*

Instructions:

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

1. Grow and improve current 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 CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (1,000-character limit).

Instructions:

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

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

Part 4-Line 4: Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

Instructions:

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

2. Work with employers to develop work-based learning opportunities for CTE students.

3. Work with employers to expand work-based learning opportunities for CTE students.

Part 4-Line 5 Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

Instructions:

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

1. Provide academic learning opportunities, such as Advanced Academic Courses,
2. Increase Advance Academic Course credit completion for CTE students
3. Provide opportunities for dual credit with in CTE

Definitions:

Work-Based Learning Practical, hands-on activities, or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for employment or advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.

Advanced Academics include 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 counseling and career advising professionals across programs. Evaluate what each of them brings to the table:

- Preparation and credentialing
- Look for gaps in expertise within and across programs.
- Consider how educators and staff are recruited and prepared for their responsibilities, particularly new educators coming from an industry background.

Compare current staff capacity to future needs. If the LEA intends to implement new programs of study or expand current programs of study 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 how the LEA supports faculty and staff through wages, benefits, professional development, and recruitment and retention activities. Consider developing surveys or conducting

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

In this section, Perkins V requires LEAs to assess and develop plans to improve the quality of their faculty and staff through recruitment, retention, and professional development,

Part 5 – Line 1: Describe professional development opportunities for faculty, staff, counselors, and administrators, specifically providing high quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving CTE student outcomes (1,000-character limit).

Instructions:

1. Provide a narrative on the professional development provided by the LEA. Delineate by:
 - i. Intended audience (Teacher, Counselor, Administrator, or CTE staff
 - 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 CTE student outcomes.

Part 5 – Line 2: Identify the processes that are in place to recruit and retain CTE educators. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry (1,000-character limit).

Instructions:

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

Part 5 – Line 3: Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area (1,000-character limit).

Instructions:

1. Using LEA data, determine the number of CTE teachers who meet state teacher certification requirements.
2. Identify needs related to teacher workplace experience based on the program area.

Part 5 Line 4: Provide a description of how the LEA will coordinate with organizations and institutions of higher education to support the recruitment, preparation, retention, training, and professional

development of teachers, instructional support personnel, school counselors, administrators, including individuals from groups underrepresented in the teaching profession.

Instructions:

1. Address any needs associated with teacher demographics.
2. Identify needs related to teacher workplace experience based on the program area.
3. List and describe specific improvement activities or training.

Part 6: Eliminating Inequities in Access to CTE Programs and Activities

LEAs must evaluate progress in providing all students equal access to CTE programs and in providing CTE programming 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 the LEA promotes programs, recruits students, and provides career guidance. Promotional strategies for recruitment of students include 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 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 LEA progress on those strategies.

Finally, consider the LEA program delivery through a lens of ensuring equal access to all students including special populations as defined by Perkins V. Look at the accommodations, modifications, and supportive services the LEA offers, and examine the LEA curriculum, instruction, materials, and assessments for cultural inclusion content. In addition, identify barriers to participation in work-based learning, CTSOs, advanced academics, and dual credit opportunities and the LEA 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 the LEA learn more about needs and preferences, and perceptions of how well programs are helping to reach performance goals.

Part 6 - Line 1: Evaluate special populations students as defined by Perkins V. (A) *Special population individuals with disabilities;* (B) *individuals from economically disadvantaged families, including low-income youth and adults;* (C) *individuals preparing for non-traditional fields;* (D) *single parents, including single pregnant women;* (E) *out-of-workforce individuals;* (F) *English learners;* (G) *homeless*

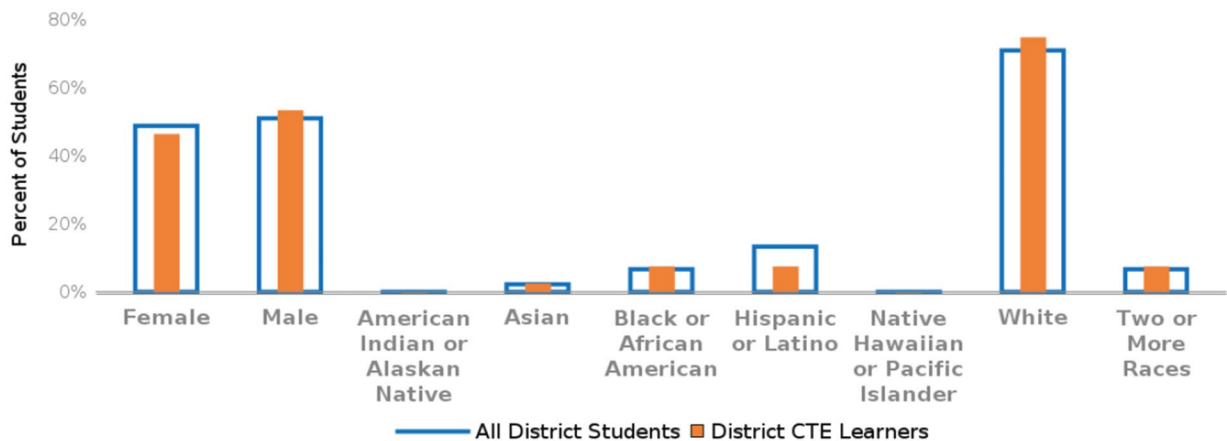
individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a); (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who—(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and(ii) is on active duty) from taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which special populations as defined by Perkins V are over and underrepresented (1,000-character limit).

Instructions:

LEAs will reivew area six in the Perkins supplemental data to discuss any gaps by special populations. Please use the chart in the supplemental report to evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Part 6: Improving Equity and Access

6.1 Evaluate student groups taking part in CTE at disproportionate levels,in comparison to the overall student population. Identify which groups are over and underrepresented.



Note: The orange bar represents CTE learners (Concentrators and Completers) for a demographic, while the blue box represents the percentage of the group in the district. If the orange bar is higher than the blue bar, then a group is overrepresented. If the orange bar is lower than the blue bar, then the group is underrepresented. If groups are over or underrepresented, the LEA should look further and determine if its practices and policies are accessible.

Representation was higher among CTE Learners compared to the district for the following groups: Male, Asian, Black or African American, White, Two or More Races

Part 6 — Line 2: Identify barriers that prevent special populations (see above) from accessing programs, such as prerequisites, admission requirements, transportation, and scheduling. Identify the student groups

Instructions:

Note: Use the data throughout the Perkins Supplemental Report to evaluate patterns across student groups that may indicate gaps in access and outcomes within CTE programs.

Step 1: Analyze Special Population and Student Group Performance (Parts 2.4 and 2.5)

Review underperformance/overperformance graphs and summary text to identify patterns in performance across special populations and student groups that may indicate potential differences in access and outcomes.

- Identify where groups are consistently underperforming or outperforming across indicators
- Note patterns across multiple indicators

Step 2: Interpret Patterns and Potential Gaps

Based on the observed patterns, determine what the data may indicate about access to or success within CTE programs.

- Consider which groups show consistent differences in performance
- Identify where patterns may suggest gaps in access, participation, or outcomes

Step 3: Synthesize Findings to Respond to Part 6 of the Comprehensive Local Needs Assessment

Use these insights to:

- Evaluate progress in providing equal access to CTE programs
- Identify student groups that may need additional support or targeted strategies
- Describe actions to improve participation, access, and outcomes for special populations

Part 6 - Line 3: Describe the LEA's policy and procedures for recruiting students into CTE programs. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities (1,000-character limit).

Instructions:

1. Provide a narrative on the policies and procedures used to recruit non-traditional students and Perkins V special populations students into CTE programs of study. Program of study non-traditional designation data is located in the [TEA CTE Perkins section](#).

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 decision making needed for delivering quality CTE programs, including: 34

- Deciding which programs of study to offer
- Determining alignment across learner levels and between academic, technical and employability skill standards
- Selecting curriculum and instructional strategies
- Planning opportunities for work-based learning, career, and technical student organization (CTSO) participation, advanced academics, and dual credit
- Ensuring support for faculty and staff
- Guaranteeing equal access 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 (1,000-character limit).

Instructions:

Provide a narrative on the overall mission and vision of the LEA’s CTE program.

Part 7 — Line 2: List the top (three-five) CTE priorities over the next four-years (1,000-character limit).

Instructions:

Using the data provided in the Perkins V Summary and Supplemental reports and the answers provided in the prior sections of the CLNA, provide a **narrative** on the local education agency’s top five priorities. Note: Priorities should be discussed with the CTE Advisory committee in accordance with the 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 (1,000-character limit).

Instructions:

1. Based on regional labor market information previously analyzed in part 3, identify the top three most aligned programs of study.

2. Provide a narrative on the policy and procedures the local education agency will develop to *support or expand stronger programs of study.*

Part 7- Line 4: List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study (1,000-character limit). Using the data provided, identify the top three least aligned programs of study using regional labor market data.

1. Based on regional labor market information previously analyzed in part 3, identify the top three least aligned programs of study.
2. Provide a narrative on the policy and procedures the local education agency will develop to transform or retire these programs of study.

Part 7 - Line 5 List the LEA's three lowest performance indicators for CTE Learners and unique strategies to address each need to improve the performance indicators. (1,000-character limit).

Instructions:

2. Using the data provided, identify the local education agency's three lowest performance indicators.
3. Provide unique strategies to address the needs identified while completing the CLNA.
(Consider the Perkins V acceptable uses of funds to address the needs identified)