2021-2022 Texas Perkins V Comprehensive Local Needs Assessment Guidebook

Career and Technical Education Team
Office of School Programs
Texas Education Agency
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TEA
Texas Education Agency

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Guidance for Local CTE Leaders

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

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the addition of the Comprehensive Local Needs Assessment (CLNA). The law states local eligible recipients must complete a CLNA 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 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 Equity and Access
7. Summary

Guidebook Overview

This CLNA guidebook is designed to assist LEAs with the completion of the comprehensive local needs assessment. The comprehensive local needs assessment process is intended to be a regular part of a LEAs' 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 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

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 seven 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:

- The evaluation of student performance served by the eligible recipients with respect to state determined and local levels of performance.

- The evaluation of the alignment between programs offered and the labor market needs of the local area, state and/or region.
- An 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.
- A 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.
- A description of progress toward 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.
- 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.

Collect and Analyze Data

In order to streamline the data collection process for LEAs, the 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. 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 LEA's 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.

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 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 an independent applicant 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.

Example
Application Designation

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 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 gain an understanding of the Perkins V Indicator Data. The CTE Indicator autocoding 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, information is provided on other CTE indicator codes including non-CTE students (code 4), CTE Participants (code 5), and CTE Explorers (Code E).

Texas CTE Indicator Autocoding: 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 19 TAC Chapter 126 (C), 127 (B), or 130.
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 19 TAC Chapter 126 (C), 127 (B), or 130 (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 19 TAC Chapter 126 (C), 127 (B), or 130 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 district and region where the regional program is not approved. The Code 6 or 7 is changed to a Code E.
CTE Concentrators	Code 6	A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B), or 130 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 Chapter 126 (C), 127 (B), or 130 CTE 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 autocoding system. For more student scenarios, see the document "LEA/Vendor Instructions – Appendix" at https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips.

Student Name	**Clint**	**Sam**	**Diana**	**Arthur**	**Clark**
Student's Code	*Code 4 in one district*	*Code 7 in one district*	*Regional Code E, 6 and 7 in one district after moving regions*	*Regional Code E in one district in a non-approved region*	*Regional Code 7 in one district*
Description	Clint enjoys the outdoors and archery. He takes one CTE course in his freshman year but does not complete it. He drops out of high school in the middle of his sophomore year without completing any CTE courses.	Sam has a natural affinity for birds and trains a falcon. After the principles course he takes additional Agriculture courses in the Animal Science program, and he fails to complete one. He eventually becomes a code 7.	Diana dreams of flying her own plane one day. She takes regional maritime courses in an approved region, moves to a non-approved region, and eventually moves back to her original approved region for the program of study.	Arthur is fascinated with the sea and aquatic life. He takes regional maritime program of study courses, even though his region was never approved for the maritime regional program of study.	Clark is interested in becoming a journalist in the local newspaper. Clark completes the regional program of study in an approved region.
6th Grade 2017-2018	***Code 4***	No CTE Courses ***Code 4***	Introduction to Aerospace and Aviation ***Code 5***	No CTE Courses ***Code 4***	Graphic Design and Illustration I ***Code 5***
7th Grade	No CTE Courses ***Code 4***	No CTE Courses ***Code 4***	Introduction to Unmanned Aerial Vehicles ***Code 6***	Principles of Maritime Science ***Code 5***	No CTE Courses ***Code 5***
8th Grade 2019-2020	No CTE Courses ***Code 4***	No CTE Courses ***Code 4***	Not CTE Courses ***Code 6 (Aviation)*** *Moves to region B in the summer*	No CTE Courses ***Code 5***	No CTE Courses ***Code 5***
9th Grade 2020-2021	Principles of Agriculture, Food, and Natural Resources (Does not complete) ***Code 4***	Principles of Agriculture, Food, and Natural Resources ***Code 5***	***Code E*** *No CTE Courses* *Code E (Aviation) in non-approved region B*	Maritime Science I ***Code E***	Printing and Imaging Technology I/Lab ***Code 6 (Print & Imaging)***
10th Grade 2021-2022	No CTE Courses Drops out of high school ***Code 4***	Livestock Production/Lab (does not complete) ***Code 5***	***Code E*** *No CTE Courses* *Code E (Aviation) in non-approved region B — Moves back to region A*	Maritime Science II ***Code E***	Printing and Imaging Technology II/Lab ***Code 7 (Print & Imaging)***
11th Grade 2022-2023	No CTE Courses Does not return to high school ***Code 4***	Veterinary Medical Applications/Lab ***Code 6*** ***(Animal Science)***	Aerospace Engineering ***Code 6 (Aviation)***	Practicum in Transportation Systems ***Code E***	Practicum in Printing and Imaging Technology ***Code 7 (Print & Imaging)***
12th Grade 2023-2024	No CTE Courses Does not return to high school ***Code 4***	Advanced Animal Science ***Code 7*** ***(Animal Science)***	Scientific Research and Design ***Code 7 (Aviation)***	No CTE Courses ***Code E***	No CTE Courses ***Code 7 (Print & Imaging)***
Program of Study	None	4 – Animal Science	56 — Aviation Flight	58 — Maritime	64 — Printing and Imaging
Federal Career Cluster	None	F1 – Agriculture, Food, and Natural Resources	F17 — Transportation, Distribution, and Logistics	F17 — Transportation, Distribution, and Logistics	F3 — Arts, AV, Technology, and Communications

Regional Program of Study Codes 6 & 7 Showing as a Code E in Un-Approved Region: When a student completes enough regional program of study courses and completes a school year in a non-approved region, if they have enough credits to be coded a 6 or 7, their CTE Indicator Code will revert to a Code E, until they are enrolled in an approved region for the program of study.

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).

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 section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by th4 academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts	Annual graduated, 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 section 1111(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 section 1111(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.	4S1	Non-traditional Program Placement	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	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		

Line	Category	Population	Number of Students in the Numerator	Number of Students in the Denominator
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.

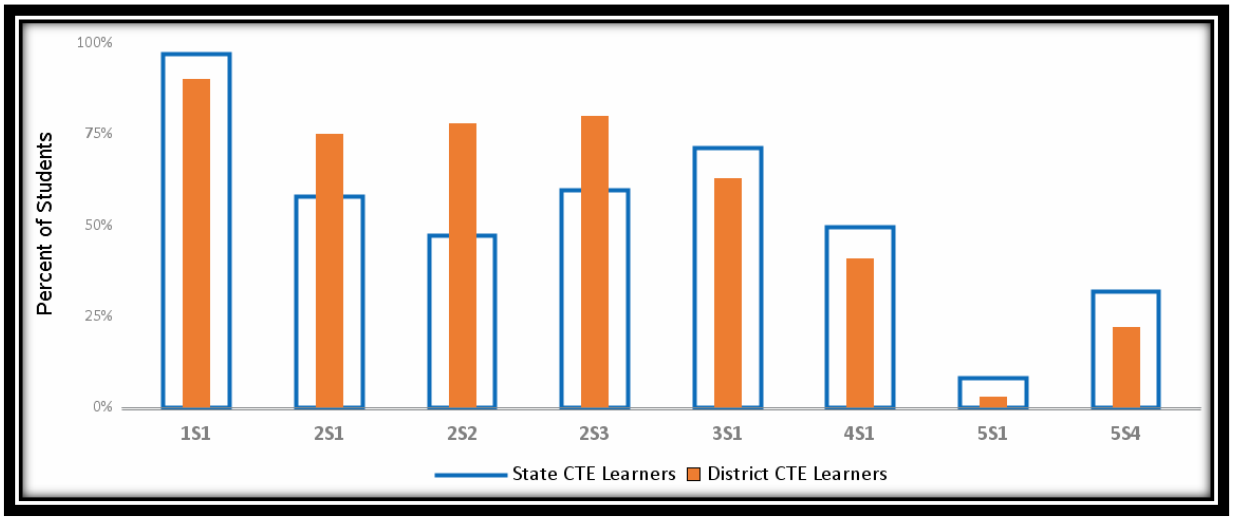
Part 2 — Line 1: Identify the Perkins performance accountability indicator targets not being met at the LEA level

- 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 exemplar 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 the state baseline data for each of the Perkins Performance Indicators. The data set is also provided in a chart format by numerator and denominator in the LEA's TEAL (CTER) 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 3S1, 4S1, 5S1, and 5S4.

Part 2 — Line 2: Review of 2019-2020 LEA baseline data and state baseline data in TEAL.

- 2019-2020 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.

Instructions:

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

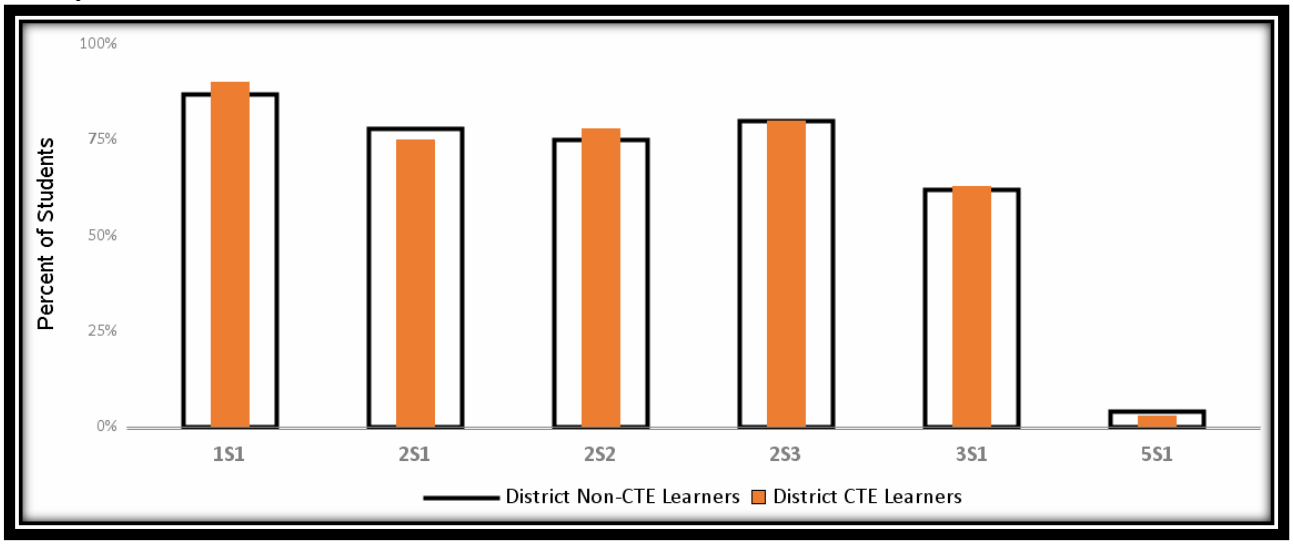
Part 2 — Line 3: Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences (1,000-character limit).

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 exemplar data sets are "mock" data. The orange bar represents the LEA's CTE Learners' data and the black box represents the LEA's Non-CTE Learners' 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 sets are also provided by numerator and denominator in the LEA's TEAL (CTER) account to allow for a review of the disaggregated data by student groups.

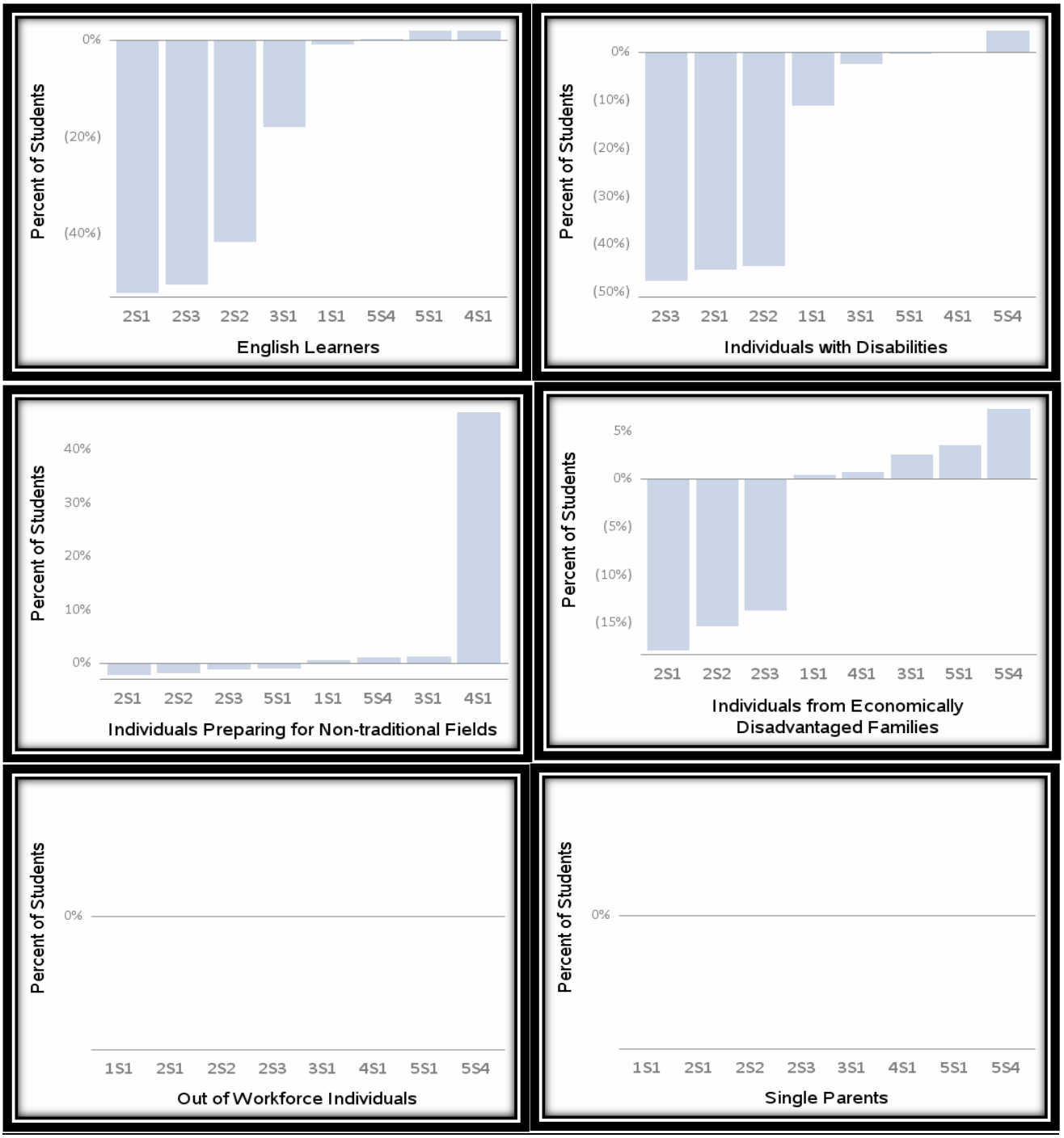
Part 2 — Line 4: Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations (1,000-character limit).

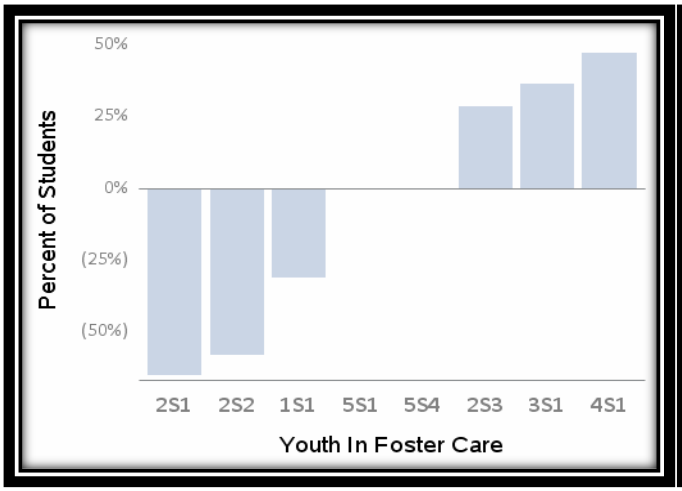
Instructions:

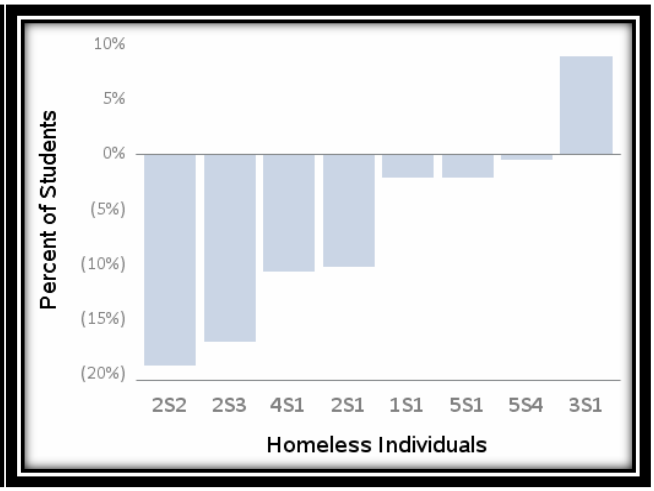
1. Using the data provided, evaluate students' performance at the LEA level disaggregated by each special population category on the federal accountability measures compared to students not in a special population category.

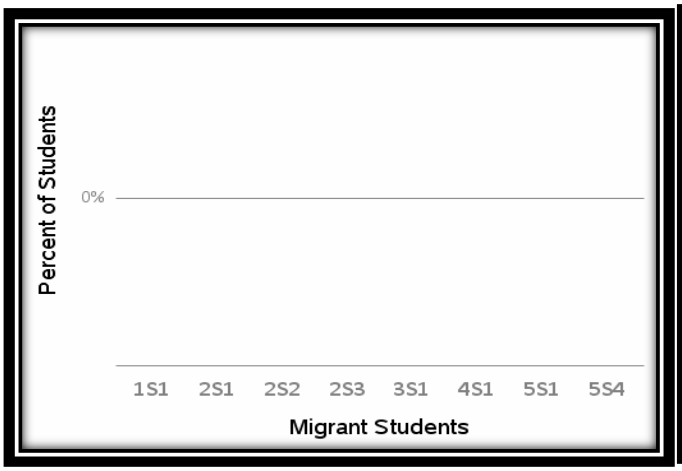
    a. Four-year Graduation Rate (1S1)
    b. Academic Proficiency in Reading and Language Arts (2S1)
    c. Academic Proficiency in Mathematics (2S2)
    d. Academic Proficiency in Science (2S3)
    e. Postsecondary Placement (3S1)
    f. Non-traditional Program Enrollment (4S1)
    g. Attained Recognized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

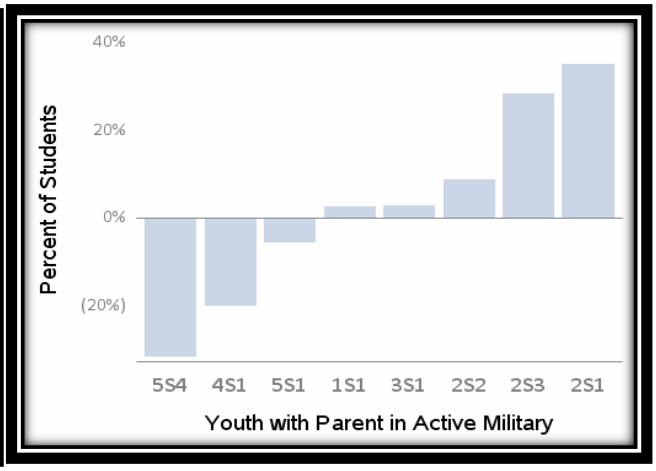
Example Data: Part 2 – Line 4


Percent of Students
0%
(20%)
(40%)
2S1 2S3 2S2 3S1 1S1 5S4 5S1 4S1
English Learners
Percent of Students
0%
(10%)
(20%)
(30%)
(40%)
(50%)
2S3 2S1 2S2 1S1 3S1 5S1 4S1 5S4
Individuals with Disabilities
Percent of Students
40%
30%
20%
10%
0%
2S1 2S2 2S3 5S1 1S1 5S4 3S1 4S1
Individuals Preparing for Non-traditional Fields
Percent of Students
5%
0%
(5%)
(10%)
(15%)
2S1 2S2 2S3 1S1 4S1 3S1 5S1 5S4
Individuals from Economically Disadvantaged Families
Percent of Students
0%
1S1 2S1 2S2 2S3 3S1 4S1 5S1 5S4
Out of Workforce Individuals
Percent of Students
0%
1S1 2S1 2S2 2S3 3S1 4S1 5S1 5S4
Single Parents









Note: The graph is an example of the data that will be provided by the TEA to each LEA. The exemplar 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.

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).

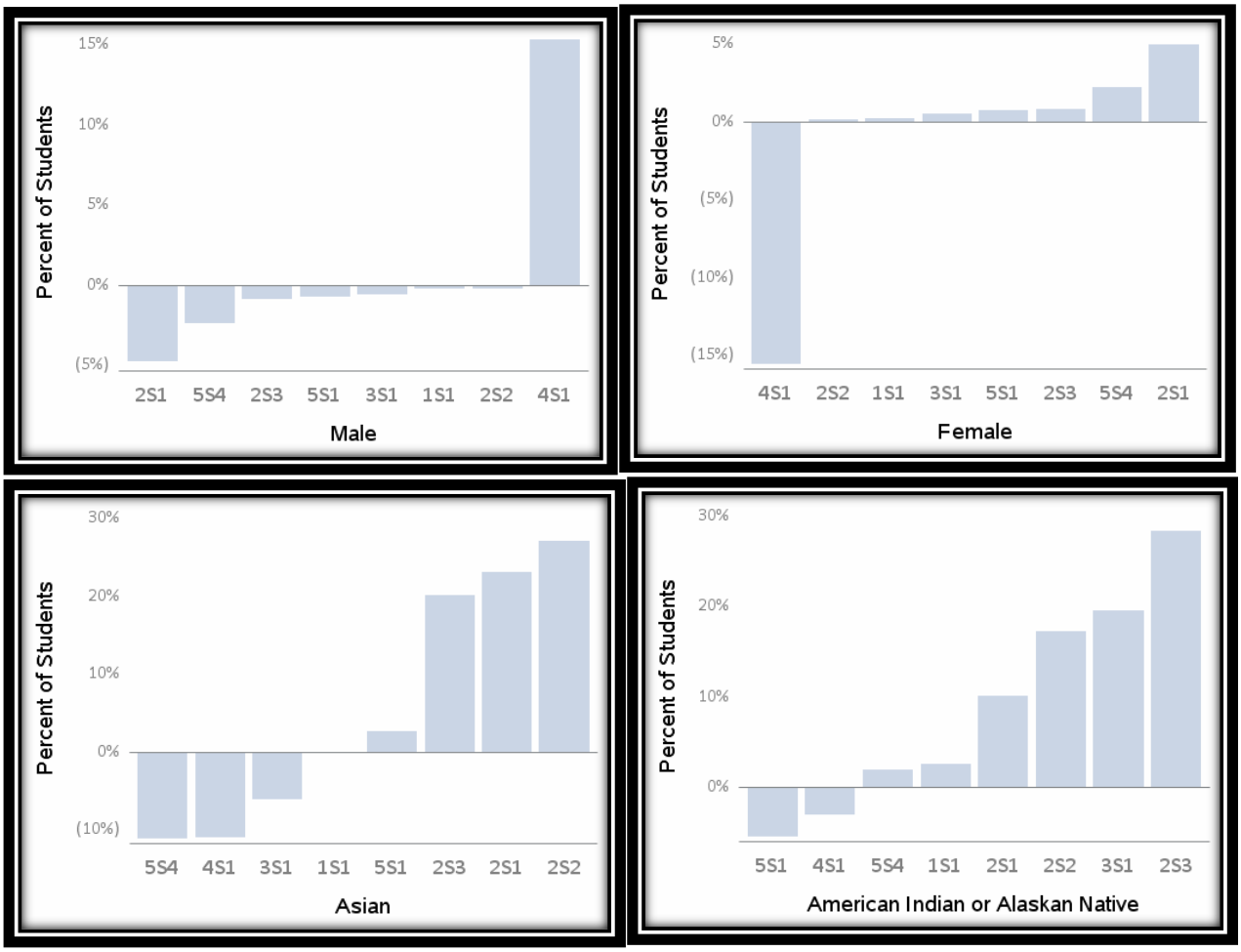
Instructions:

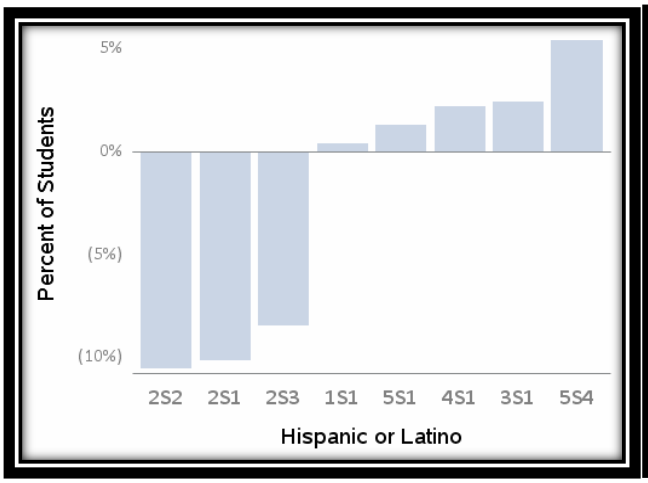
Using the data provided in Texas Education Agency Login (TEAL), evaluate students' performance at the LEA level disaggregated by gender, race, and ethnicity on the federal accountability measures.

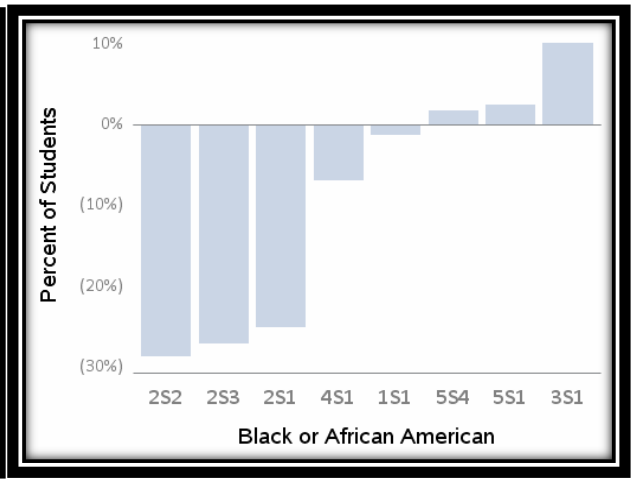
a. Four-year Graduation Rate (1S1)
b. Academic Proficiency in Reading and Language Arts (2S1)

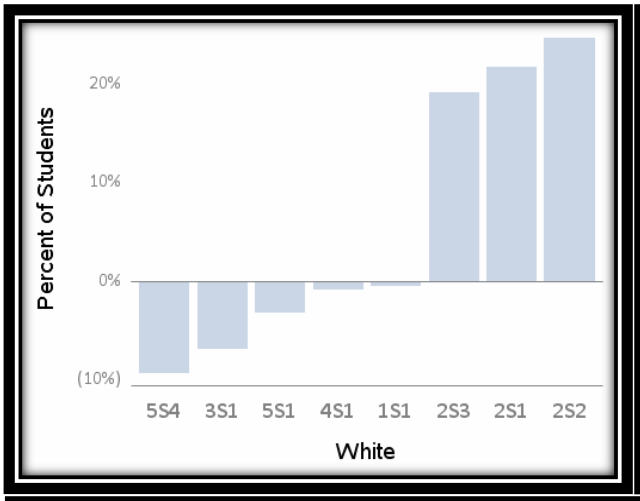
c. Academic Proficiency in Mathematics (2S2)
d. Academic Proficiency in Science (2S3)
e. Postsecondary Placement (3S1)
f. Non-traditional Program Enrollment (4S1)
g. Attained Recognized Postsecondary Credential (5S1)
h. CTE Completer (5S4)

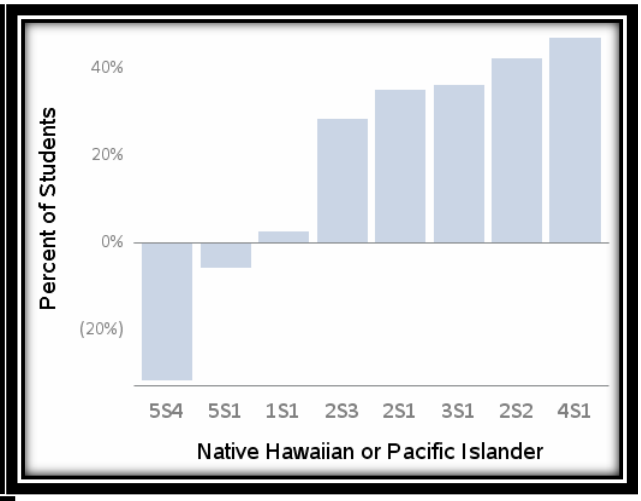
Example Data: Part 2- Line 5

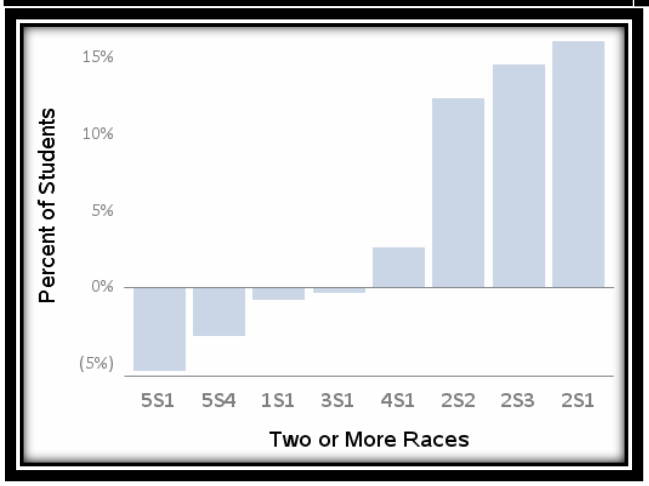












Note: The graph is an example of the data that will be provided by the TEA to each LEA. The exemplar data sets are "mock" data. The baseline (represented as 0%) is the performance of all LEA CTE Learners (Concentrators and Completers). Bars below zero represent the special population's performance below 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 (CTER) account to allow for a review of the disaggregated data by student groups.

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 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 the LEA 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" (1,000-character limit).

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
		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

State Career Cluster	SOC	Occupational Title	Program of Study	Growth Rate	Median Annual Wage 2018	Growth Wage Category	Educational Requirement
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%	$45,780	High/High	Bachelor's Degree
Hospitality & Tourism	13-1131	Fundraisers	Waiting on XList	24%	$59,247	High/High	Bachelor's Degree

In this mock-data 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

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage 2018	Growth Wage Category
Health Science	Healthcare Therapeutic	29-1071	Physician Assistants	45%	$110,081	High/High
Health Science	Nursing Science	29-1171	Nurse Practitioners	44%	$108,658	High/High
Health Science	—	29-9092	Genetic Counselors	40%	$95,023	High/High
Health Science	Medical Therapy	31-2021	Physical Therapist Assistants	37%	$69,923	High/High
Health Science	Healthcare Therapeutic, Medical	31-2011	Occupational Therapy Assistants	36%	$72,929	High/High
Health Science	Medical Therapy	29-1126	Respiratory Therapists	35%	$58,931	High/High
Health Science	Healthcare Diagnostics	29-2032	Diagnostic Medical Sonographers	35%	$71,552	High/High
Health Science	Medical Therapy	29-1123	Physical Therapists	31%	$91,064	High/High
Health Science	Medical Therapy	29-1122	Occupational Therapists	30%	$87,781	High/High
Health Science	Health Informatics	11-9111	Medical and Health Services Managers	30%	$95,583	High/High
Health Science	Medical Therapy	29-1127	Speech-Language Pathologists	27%	$71,939	High/High
Health Science	Healthcare Therapeutic	29-1181	Audiologists	27%	$75,027	High/High

In this mock-data 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. In this instance the data indicate there is one instead of three top career clusters which is the Health Science Career Cluster.

The LEA compares the top career cluster 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 (1,000-character limit).

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

LEA Rank	State Career Cluster	CTE Learners
1	Health Science	652
2	Information Technology	584
3	Education and Training	485
4	Law and Public Services	317
5	Manufacturing	243
6	Human Services	155
7	Hospitality and Tourism	140
8	Energy	111
9	Business, Marketing and Finance	105
10	Arts, A/V Technology & Communications	56
11	Architecture & Construction	55
12	Agriculture, Food & Natural Resources	19
13	Science, Technology, Engineering & Mathematics	14

Note: Only career clusters with CTE learners are represented. Compare top career clusters identified in 3.1 of the CLNA to the LEA's top career clusters.

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:

LEA 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 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 groups 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 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, 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 (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 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 (1,000-character limit). ***Instructions:***

Provide a narrative on the policy and procedure the local education 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 LEA enrollment (1,000-character limit).

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 who 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 educators and staff are recruited and prepared 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 the LEA 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 (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 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 (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 appropriate credentials with related workplace experience in the program area (1,000-character limit).

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 all students 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 the LEA promotes programs, recruits students and provides career guidance. Some 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 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 an equity lens. 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 and articulated 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.

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 (1,000-character limit).

Instructions:

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

Part 6 — Line 2: Identify any barriers that prevent certain populations of CTE learners from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers (1,000-character limit).

Instructions:

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

Part 6 - Line 3: Describe how and when do the LEA recruits students into CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities (1,000-character limit).

Instructions:

1. Provide a narrative on the policy and procedures used to recruit all students including special populations into the local education 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 decision making needed for delivering quality CTE programs, including:

- Deciding which programs 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, and articulated credit
- Ensuring support for faculty and staff
- Guaranteeing 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 (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 and the prior sections of the CLNA, provide a narrative on the local education 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 (1,000-character limit).

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 the local education 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 (1,000-character limit).

Instructions:

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

For More Information

For more information about this guidebook, contact the Texas Career and Technical Education Team.

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