

Appendix F

TEA CLNA

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review **ESC Review Complete**

TEA Review Status:

Part 1: Applicant Designation**Intention to Apply for Funds**

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Student Performance**Evaluate student performance on federal accountability indicators.**

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

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

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

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

TEA Use OnlyCTE Review: Accept Decline Pending Edits

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.**

TEA Use OnlyCTE Review: Accept Decline Pending Edits

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Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program> Instructions

<Program Description>
<Schedule Name>

Part 2: Student Performance (continued)

Evaluate student performance on federal accountability indicators.

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. **List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.**

TEA Use Only CTE Review: Accept Decline Pending Edits

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

TEA Use Only CTE Review: Accept Decline Pending Edits

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

TEA Use Only CTE Review: Accept Decline Pending Edits

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

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

TEA Use Only CTE Review: Accept Decline Pending Edits



Organization:
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<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

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

Evaluate the core elements required for a state-approved program of study as well as meet the state’s definition of size, scope and quality.

2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. *(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)*

TEA Use Only

CTE Review: Accept Decline Pending Edits

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 (participant, explorer).

TEA Use Only

CTE Review: Accept Decline Pending Edits

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

TEA Use Only

CTE Review: Accept Decline Pending Edits

5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

TEA Use Only

CTE Review: Accept Decline Pending Edits

Schedule Status:

<Selection_Process>

Application ID: >XXXXXXXXXXXXXXXXXXXX



Organization:
Campus/Site:
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School Year:

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Instructions

<Program Description>
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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators, specifically providing high quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving CTE student outcomes.

TEA Use Only

CTE Review: Accept Decline Pending Edits

2. Identify the processes that are in place to recruit, induct, and retain CTE educators. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

TEA Use Only

CTE Review: Accept Decline Pending Edits

3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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.

TEA Use Only

CTE Review: Accept Decline Pending Edits

Back

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Certify and Submit

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate special populations 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) 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.

TEA Use Only

CTE Review: Accept Decline Pending Edits

2. Identify barriers that prevent special populations (see above) from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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.

TEA Use Only

CTE Review: Accept Decline Pending Edits

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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

TEA Use Only

CTE Review: Accept Decline Pending Edits

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.

TEA Use Only

CTE Review: Accept Decline Pending Edits

4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study

TEA Use Only

CTE Review: Accept Decline Pending Edits

5. List the LEA's three lowest performance indicators for CTE learners and unique strategies to address each need to improve the student performance indicators

TEA Use Only

CTE Review: Accept Decline Pending Edits

Schedule Status:

<Selection_Process>

Application ID: X000000000000000X



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

Part 8: Assessment Contact

Primary Contact		Select Contact:	<input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:		
Phone:	Ext:	E-Mail:			

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)					
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.					
Authorized Official		Select Contact:	<input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:		
Phone:	Ext:	E-Mail:			
Submitter Information					
First Name:	Last Name:				
Approval ID:	Submit Date and Time:				

Back

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Certify and Submit

Schedule Status:	<Selection_Process>	Application ID: >XXXXXXXXXXXXXXXXXXXX
 <p>eGrants TEXAS EDUCATION AGENCY SAS#: XXXXXXXX</p>	Organization:	County District:
	Campus/Site:	ESC Region:
	Vendor ID:	School Year:
<Name of Grant Program>		Instructions
<Program Description> <Schedule Name>		

The following mockup pages show how the parts look when they are collapsed, per BR5.



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program> Instructions

<Program Description>
<Schedule Name>

Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review	<input type="checkbox"/> ESC Review Complete	TEA Review Status:
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Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Student Performance

Part 2 is hidden because it does not apply to the selected application designation.

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
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2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
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Part 4: Programs of Study/Size, Scope, and Quality

Part 4 is hidden because it does not apply to the selected application designation.



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

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

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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.

TEA Use Only

CTE Review: Accept Decline Pending Edits

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

TEA Use Only

CTE Review: Accept Decline Pending Edits

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

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

TEA Use Only

CTE Review: Accept Decline Pending Edits



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program> Instructions

<Program Description>
<Schedule Name>

Part 6: Improving Equity and Access (continued)

Evaluate progress in providing equal access to CTE programs.	
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.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Describe how and when the LEA recruits students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 7: Summary

Part 7 is hidden because it does not apply to the selected application designation.

Part 8: Assessment Contact

Primary Contact	Select Contact: <input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:
Phone:	Ext:	E-Mail:	

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)			
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Authorized Official	Select Contact: <input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:
Phone:	Ext:	E-Mail:	
Submitter Information			
First Name:	Last Name:		
Approval ID:	Submit Date and Time:		

<Name of Grant Program>

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Purpose

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The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review **ESC Review Complete**

TEA Review Status:

Part 1: Applicant Designation**Intention to Apply for Funds**

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1. <grant description from TEA Calendar>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Part 2: Student Performance**Evaluate student performance on federal accountability indicators.**

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

- | | |
|---|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate | <input type="checkbox"/> 3S1: Postsecondary Placement |
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| <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential |
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2. <Current School Year> 1 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

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

TEA Use OnlyCTE Review: Accept Decline Pending Edits

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.

TEA Use OnlyCTE Review: Accept Decline Pending Edits



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

<Program Description>
<Schedule Name>

Part 2: Student Performance (continued)

Evaluate student performance on federal accountability indicators.	
5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.

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

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.	
1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits



Organization:
Campus/Site:
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County District:
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<Name of Grant Program>

Instructions

<Program Description>
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Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

Part 6 is hidden because it does not apply to the selected application designation.

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

Empty text area for response to question 1.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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

Empty text area for response to question 2.

TEA Use Only

CTE Review: Accept Decline Pending Edits

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.

Empty text area for response to question 3.

TEA Use Only

CTE Review: Accept Decline Pending Edits

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

Empty text area for response to question 4.

TEA Use Only

CTE Review: Accept Decline Pending Edits



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
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<Name of Grant Program>

Instructions

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Part 8: Assessment Contact

Primary Contact		Select Contact:	<input type="text"/>	or	Add New Contact
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Authorized Official		Select Contact:	<input type="text"/>	or	Add New Contact
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ESC and TEA Review

 ESC Review Complete

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Part 1: Applicant Designation**Intention to Apply for Funds**

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Part 2: Student Performance

Part 2 is hidden because it does not apply to the selected application designation.

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.

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

Part 4 is hidden because it does not apply to the selected application designation.

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

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Equity and Access

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Part 7: Summary

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Authorized Official		Select Contact:	<input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:		
Phone:	Ext:	E-Mail:			
Submitter Information					
First Name:		Last Name:			
Approval ID:		Submit Date and Time:			