eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

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 CTE results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

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

Part 1: 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>	○	○	○	○

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

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

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

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

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

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

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

2. ☐ 2019-2020 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

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

TEA Use Only	CTE Review: ○ Accept ○ Declined 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.

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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 ○ Declined 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 ○ Declined 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 ○ Declined 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.

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

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.
TEA Use Only   CTE Review: ○ Accept   ○ Declined 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: ○ Accept   ○ Declined Pending Edits

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   ○ Declined 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.

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

Assess and develop plans to improve the quality of CTE faculty.		
TEA Use Only	CTE Review: ○ Accept	○ Declined 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	○ Declined 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	○ Declined Pending Edits

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: ○ Accept	○ Declined Pending Edits

3. Describe how and when 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.

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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.

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

TEA Use Only	CTE Review: ○ Accept ○ Declined 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.

TEA Use Only	CTE Review: ○ Accept ○ Declined Pending Edits

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

TEA Use Only	CTE Review: ○ Accept ○ Declined Pending Edits

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Part 8: Certification and Incorporation

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

Authorized Official	Select Contact:	▼	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:

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

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