

CCMR & CTE Leader Meeting

Jacob Hildebrand & Stephanie Tennyson

March 6, 2025 9:00 am

March Connection

- Share your Spring Break plans at your table



<https://shorturl.at/Hefwk>



Access to Presentation

Access the QR Code/Shortened URL on this slide.

A copy will be uploaded to the ESC 11 CTE website.

Agenda

- Welcome
- Breakfast Sponsor Presentation - Learning Source
- College Board Presentation
- Tasks
- CTENT, CTAT, and CTE Leadership Committee Reports
- For Your Attention
- TEA Updates and Reminders
- Teacher and Student Opportunities
- UbD and PBL Workshop by Defined
- Lunch Sponsor Presentation - Defined
- Teacher Opportunities Presentation
- Conclusion of Morning Half
- Lunch
- Comprehensive Local Needs Assessment – The Basics & Conversation & Connection

Learning Source



Robert Cogburn

Break



College Board



Savannah Stanley

March Tasks

- Prepare teachers for 2025-26 scheduling changes (if any) based on course requests
- Gather information needed to process summer professional learning for CTE teachers
- Review Perkins V Summary and Supplemental Reports in TEAL > CTER
- Review your maintenance schedule for repair/replacement of CTE equipment
- Begin entering IBC results into your SIS if you have not yet (all results taken, passed, and earned)
- Finalize remaining IBC test facilitation
- Enjoy Spring Break



CTENT



Kady Donaghey, Weatherford ISD

For Your Attention

Insights and Opportunities

Save the Dates: CCMR/CTE Leader Meetings

- 9:00 AM to 3:00 PM
 - [April 17, 2025](#)
 - [May 15, 2025](#)



CTE Administrator and Counselor Trainings

- CTE Administrator Fundamentals
 - [Program Design](#)
 - April 10, 2025
- CTE Counselor Deep Dive
 - [Planning for Comprehensive K-12 College and Career Readiness Advising](#)
 - March 26, 2025
- CTE Administrator Deep Dive
 - [Supporting CTE Teachers](#)
 - May 14, 2025

Other Workshops and Meetings

- **March 25** – Perkins SSA Member Meeting
- **May 6** – CTE and PEIMS Workshop (*Reports and Data*)
- **August 1 & 26** – Work Based Learning Training

The screenshot shows the TSDS website interface. At the top, there is a user profile for Cynthia Cammack and navigation links for Messages, Account, Help, and Exit. The main header includes the TSDS logo and a search bar. Below the header is a navigation menu with options: Unique ID, eDM Data Loads, StudentGPS™ Dashboards, Utilities, and Support. The main content area features a 'Welcome' message, a 'GET STARTED' button, and two buttons for 'Manage Unique IDs' and 'Manage Data Loads'. A note indicates that users may need to select an organization if they don't see expected functions. The footer contains contact information for the Texas Education Agency and various links such as 'Complaints', 'ESOs', and 'Military Families'.

Perkins V Webinar and Event

Virtual webinar on **April 10th** from **9:00 AM to 12:00 PM**.

Register using the link:

<https://www.bigmarker.com/brustein-manasevit-pllc2/Texas-Education-Agency-CTE-Training>

In-person event on **April 17th** from **9:00 AM – 3:00 PM** at **ESC Region 10**.

Register using the link:

https://txr10.escworks.net/catalog/session.aspx?session_id=2666259.

TEA Updates and Reminders

Insights and Opportunities

New TEKS and Programs of Study Framework

- Livestock and Poultry Production
 - None >
 - A minimum of two credits with at least one course in a Level 2 or higher course from the AFNR career cluster
- Horticultural Science
 - None >
 - At least one credit in a course from the AFNR career cluster
- Viticulture (Innovative Course)
 - None >
 - At least one credit in a course from the AFNR career cluster
- Advanced Plant and Soil Science
 - None >
 - Biology; either Chemistry or IPC; Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design

- Principles of Technology > Physics for Engineering
 - One credit of high school science and Algebra I >
 - One credit of Algebra I and one credit of Chemistry, Physics, or IPC
- Scientific Research and Design
 - Biology, Chemistry, IPC, or Physics >
 - Biology, and one credit of the following: Applied Physics and Engineering, Chemistry, IPC, or Physics
- Aircraft Airframe Technology
 - Introduction to Aircraft Technology >
 - Aircraft Maintenance Technology
- Aircraft Powerplant Technology
 - Introduction to Aircraft Technology >
 - Aircraft Maintenance Technology
- Aircraft Maintenance Technology
 - New course >
 - Introduction to Aircraft Technology

2028 A-F Refresh Public Feedback

- The Texas Education Agency (TEA) is gathering public suggestions for improvement to the *A-F Accountability System*, for consideration of inclusion in the 2028 *A-F Accountability System* refresh. Suggestions can be submitted with the following link, [2028 A-F Refresh Public Feedback](#).
- Survey will remain open through spring 2026 to assist with the publication of the Preliminary 2028 Accountability Manual in summer 2026.
- You can provide feedback on:
 - Domain I: Student Achievement*
 - Domain II: School Progress
 - Domain III: Closing the Gaps*
 - Overall Campus Ratings
 - District Ratings
 - AEA ratings
 - Distinction Designations
 - Other A-F Accountability System Improvements

Course Attempt Result

Check for Course Attempt Result for CCMR Accountability purposes

Table ID	Name	
C136	CourseAttemptResult	
Descriptor	Short Description	Long Descr
The following codes are used for High School Courses:		
01	Course Was Passed And Credit Was Received	Course Was
02	Course Was Failed No Credit Received – 1st Occurrence This School Year	Course Was Year
03	Course Was Failed No Credit Received – 2nd Occurrence This School Year	Course Was School Year
04	Course Passed Credit Not Received Excessive Absences – 1st Occur This SY	Course Was First Occur
05	Course Passed, Credit Not Received Excessive Absences - 2nd Occur This SY	Course Was Second Occ
06	Course Passed, Credit Not Received (other parts of the course not taken)	Course Was have not bee
07	Course Passed, Credit Not Rec (other parts of course taken not passed)	Course Was have been ta
08	Course Failed, Credit Rec (credit from grades in other parts of course)	Course Was been passed
09	Course Work Is Incomplete And No Credit Has Been Awarded	Course Work
10	Course Passed, Credit Not Received (course repeated for better mastery)	Course Was passed, and
11	Course Failed No Credit Received – 3rd occurrence this school year	Course Was year
12	Course Passed Credit Not Received Excessive Absences - 3rd occur This SY	Course Was third occure
The following codes are used for Non-High School Courses:		
13	Non-High School Course Passed	Non-High Sc
14	Non-High School Course Failed	Non-High Sc

State Websites

- TAC has undergone a revision
 - Chapter 127 and 130 TEKS
- Texas CTE Resource Center
 - All CTE **instructional resources**
 - Removal on 3/31/2025
 - Realign and republish
 - Includes scope and sequence, lessons, quizzes, etc.
 - Course guide will remain



CTE Records

- Practicum training plans
- Visitation logs
- Student paystubs/documentation of work hours
- IBC results
- Texas Retention Schedule for Records of Public School Districts



Teacher and Student Opportunities

Insights and Opportunities

Student Scholarships

- Are you an Perkins SSA District or has your LEA purchased Xello?
- If yes, Xello's [Scholarships](#) feature has millions in scholarship money for students to explore. Students can find and apply to national, institutional, state, and school-added scholarships. It's a self-guided tool and easy for students to get done!



CTENT Scholarships

- 2025 CTENT Scholarship applications are now available.
- Multiple \$1,000 scholarships awarded yearly
- **Due: March 14, 2024 at Midnight**

Career and Technical Educators of North Texas



The graphic features a laptop displaying the CTENT logo and "\$1,000 STUDENT SCHOLARSHIPS", a graduation cap with "CTE" and a dollar sign, and a smartphone with a QR code labeled "SCAN ME".

FOR MORE DETAILS,
PLEASE VISIT:
<https://sites.google.com/view/ctent/ctent-scholarships>

**FRIDAY
03/14
SUBMISSION
DEADLINE**

ELIGIBILITY:

- High School Senior
- Current CTE Student
- Academic Achievement
- Leadership Skills
- CTSO Involvement
- Industry Certifications Earned

Scholarship Essay
How CTE has prepared me for my future...
Class of 2024

COMTO Scholarship

COMTO North Texas will award scholarships for the 2025-2026 academic year to students who express an interest in pursuing a transportation-related degree.

May include Accounting, Architecture, Business Administration, Communications, Construction Science, Criminal Justice, Education, Engineering, Environmental Science, Finance, Information Technology, Law, Logistics, Management, Marketing, Political Science, Public Administration, Social Work, Sociology, Supply Chain Management, Transportation Management, and Urban Planning.

Must be graduating high school senior.

Must be currently enrolled with a 2.5+ GPA

Must complete an [online application](#) by **April 25 at 11:59 PM**

For more information: Fernando Marino at info@flumarino.com

Free Military Family Resource

Tutor.com for U.S. Military Families, funded by the U.S. Department of Defense Morale, Welfare, and Recreation (MWR) General Library Program, and Coast Guard Mutual Assistance (CGMA), is a program that provides on-demand, online tutoring and homework help at **no cost** to eligible service members, civilian personnel, and **their dependents**.

Tutor.com includes individualized support for 150+ subjects to preparation for the SAT/ACT and college admission essays.

To learn more and sign up, visit military.tutor.com.

K-12 and College NO-COST TUTORING PLUS HOMEWORK HELP AND TEST PREP

150+ Subjects • One-to-One • Online • On-Demand • 24/7 • Anonymous

MATH

Pre-Algebra
Algebra
Algebra II
Basic Math
Elementary Math
Middle Grades Math
Pre-Calculus
Calculus
Multivariable Calculus
Discrete Math
Finite Mathematics
Geometry
Statistics
Trigonometry

SCIENCE

Anatomy and Physiology
Elementary Science (Grades 1-8)
Environmental Science
Biology
Chemistry
Organic Chemistry
Earth Science
Microbiology
Physics
Physical Science

ENGLISH

Essay Writing
Grammar
Literature
Reading
Vocabulary

ENGLISH LANGUAGE LEARNERS (ELL)

Reading Help
English Language Use
English Writing
Types of Writing

SOCIAL STUDIES

Civics and Government
European History
Geography
U.S. History
World History
Social Studies (Grades K-8)

SOCIAL SCIENCE

Criminal Justice
Introductory Psychology
Introductory Sociology
Research Methods

WORLD LANGUAGES

SPANISH, FRENCH, GERMAN, ARABIC, ITALIAN
Grammar
Reading Comprehension
Writing

BUSINESS

Accounting
Business and Consumer Math
Business Law
Economics
Finance
Principles of Management

COMPUTER SCIENCE AND LITERACY

Microsoft® Access, Excel, PowerPoint, and Word
Java® Programming
C++ Programming

TEST PREP

ACT®
SAT®
PSAT®
MCLEXTM Test Prep

GED® AND HISET® PREP

NURSING/ALLIED HEALTH

Allied Health
Care Plans
Clinical Assessment
Clinical Management
Epidemiology
Evidence Based Practice
Health Services
Healthcare Administration
Medical Coding
Medical Surgical
Medical Terminology
Pediatrics
Primary Care
Pathophysiology
Pharmacology

STUDENT SUCCESS: STUDY AND LIFE SKILLS

Building a Support System
Finding Scholarly Resources
Healthy Habits
Motivation and Goals
Notetaking
Organizational Skills
Stress Management
Study Strategies
Time Management
Utilizing Resources

PARENT COACHING

Managing Knowledge Gaps
Motivation and Goals
Scheduling and Organization
Setting Expectations
Study Techniques
Using Resources

AP® SUBJECTS

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Comparative Government and Politics
AP Computer Science A
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP European History
AP French Language and Culture
AP German Language and Culture
AP Human Geography
AP Italian Language and Culture
AP Microeconomics
AP Macroeconomics
AP Physics 1: Algebra Based
AP Physics 2: Algebra Based

IB® SUBJECTS

IB Language A:
• Language & Literature
• Literature HL & SL
IB Mathematics:
• Pre-Calculus HL & SL
• Calculus HL & SL
• Statistics HL & SL
• Discrete Math HL
IB Chemistry
IB Physics
IB Biology
IB History
IB Psychology
IB Computer Science
• Java
• C++



Bilingual Spanish-speaking tutors are available for some math, science, social studies, writing, student success, and parent coaching subjects.

Visit www.tutor.com/military/eligibility for full funding and program eligibility details. The appearance of the U.S. Department of Defense (DoD) visual information does not imply or constitute DoD endorsement. Microsoft, Access, Excel, PowerPoint, and Word are trademarks of the Microsoft group of companies. Oracle® and Java are registered trademarks of Oracle and/or its affiliates. Other names may be trademarks of their respective owners. SAT®, PSAT®, and AP® is a registered trademark of College Board, which is not affiliated with and does not endorse this product. All tests are registered trademarks of their respective owners. None of the trademark holders is affiliated with The Princeton Review or this product. The Princeton Review is not affiliated with Princeton University.

GO TO WWW.TUTOR.COM/MILITARY

REGION 11

Construction Industry Education Foundation

- 3rd annual [DFW Design Build Competition®](#)
- May 7th and 8th
- Dallas College – Cedar Valley Campus
- [REGISTER HERE](#)



Grow Your Own High School Education & Training Grant District Application

- Started in 2018, the Texas Education Agency Grow Your Own (GYO) program continues with a grant to support high school Education & Training programming. The program's purpose is for districts to intentionally build strong, stable, and diverse teacher pipelines from within their own communities based on district-specific teacher workforce needs. This grant focuses on the recruitment of future educators by building interest in teaching among high school students, developing their foundational knowledge and skills of teaching, attracting diverse and highly skilled teachers to lead Education & Training programs, and implementing high-quality Education & Training courses.
- The grant application window opened on January 31, 2025 and closes on April 1, 2025 by 11:59 p.m. (CST). Anticipated award announcement will be made on May 8, 2025 with beginning date of grant June 1, 2025 (if selected for funding).
- Read more and find the application on the [TEA Grant Opportunities](#) website.

Purple Star Campus Designation

The Purple Star Campus Designation recognizes Texas public schools and open-enrollment charter schools that show their support and commitment to meeting the unique needs of military-connected students and their families. This unique designation is awarded each fall.

Spring 2025 PSCD Interest Meeting:
Wednesday, March 19, 2025, from 1:00 PM to 2:00 PM.

Shout out to Burleson ISD, Lake Dallas ISD, North Texas Collegiate Academy, Lake Worth ISD, Fort Worth ISD, Grapevine-Colleyville ISD, Granbury ISD, Eagle Mountain-Saginaw ISD!

During the PSCD Interest Meeting, the following topics will be discussed:

- Introduction to the Purple Star Campus designation program
- Program requirements and criteria
- Sample program exemplars
- Preparing for the application process
- Benefits of the Purple Star Campus designation and more!

The webinar is open to ALL Texas public school districts and open-enrollment charter campuses. [Register here.](#)

Military Connected Students

District Name	Total percent of military connected students
BURLESON ISD	11.87
KELLER ISD	11.87
ALEDO ISD	11.59
MILLSAP ISD	9.45
WEATHERFORD ISD	9.35
KENNEDALE ISD	9.06
JOSHUA ISD	8.89
SPRINGTOWN ISD	8.73
GODLEY ISD	8.69
EAGLE MT-SAGINAW ISD	8.56
NORTHWEST ISD	8.37

Break



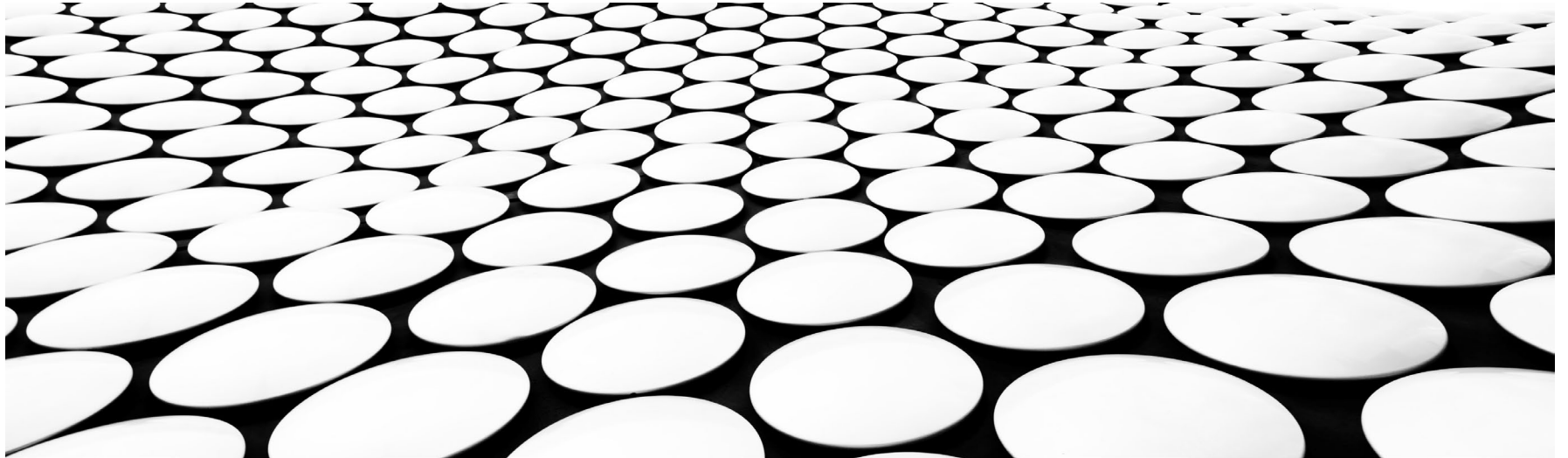
Teacher Externships



Lisa Harrison

SUMMER 2025 TEACHER EXTERNSHIP

JUNE 9TH - 26TH



SUMMER 2025 TEACHER EXTERNSHIP

Interest Form Opens

Externships

March 6th

Orientations

June

May





WHY EXTERNSHIPS?

Externships equip teachers with real-world insights, enhance classroom instruction, and strengthen partnerships between schools and local businesses. “WALK IN THE SHOES” of an industry professional.

One teacher/counselor will connect with over 100 students each year. This allows externs to take their experiences back to our future workforce in North Texas.

Keep your classrooms relevant and students engaged!

PAID TEACHER EXTERNSHIP

Funded by:

- Workforce Solutions Greater Dallas
 - 140 Externships
- Workforce Solutions for North Central Texas
 - 140 Externships
- Workforce Solutions for Tarrant County

100% of funding received from the Texas Workforce Commission, including Federal Funds through the US Departments of Labor, Health and Human Services, Education, and Agriculture, and non- governmental resources.

Workforce Solutions is an equal opportunity employer/program.

Managed by:

- Interlink



Specifics

- 5 Days
 - Job shadowing
- 20 hours
- June 9th – June 27th
- Create a Typed Lesson Plan (Template Provided)
- Earn \$1000.00
- 3 Workforce Solutions Boards = 355 externships.
 - Space is limited, matches will be on a rolling basis.

Eligibility

- Must be 18 years of age or older
- Must be a certified & employed teacher or counselor in a school district in one of the 3 named Workforce Solutions Boards
- Must attend mandatory orientation meeting
- Must provide a valid Texas Driver's License, Social Security Card, or other forms of Identification such as a current passport or Permanent Resident Card
- Proof of Selective Service Registration (if applicable)

100% of funding received from the Texas Workforce Commission, including Federal Funds through the US Departments of Labor, Health and Human Services, Education, and Agriculture, and non- governmental resources. Workforce Solutions are an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

For the hearing impaired, call TDD 1-800-735-2989 or VOICE 1-800-735-2988.

**PARTICIPATION
INTEREST FORM
COMPLETION**



Interest Form

Grant funding anticipated.

Questions, contact:

- Daphne Rickard Kent
- Daphne@interlink-ntx.org
- Lisa Harrison
- Lisa.Harrison2024@outlook.com



**Thank
You!**

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ESC Region 11 CTE [Website](#)

[CCMR/CTE Customer
Satisfaction Survey](#)



Conversation & Connection

Conversation & Connection

Let's take time to connect.

What questions and/or concerns are you currently working through where we, as a collective group, may be able to step in and provide advice and support?





Comprehensive Local Needs Assessment (CLNA)

Comprehensive Local Needs Assessment

- Introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- Recipients of Perkins funding must complete a CLNA once every 2 years

Why Is the CLNA Process Important?

- Provides the foundation of Perkins V implementation at the local level
- Drives Perkins application and funding allocation decisions
- Serves to identify areas of program improvement
- Engages stakeholders in building a common understanding

Understanding the CLNA: Seven Sections in the Process

1. Applicant Designation

2. Student Performance (Data Analysis)

3. Labor Market Alignment (Data Analysis)

4. Program of Study/Size, Scope, and Quality (Overview)

5. Recruitment, Retention, and Training of CTE Educators (Overview)

6. Improving Access (Data Analysis)

7. Summary (Overview)



The Process for Completing a CLNA

**Engage
Stakeholders**

**Understand
the CLNA**

**Collect and
Analyze Data**

Set Priorities

**Define
Relationship
to the Local
Application**

The Process: Stakeholder Engagement

Representatives include:

- CTE teachers, counselors, and administration
- CTE postsecondary faculty and administration
- Workforce development boards
- Business & industry personnel
- Parents
- Students
- Special populations
- Agencies serving homeless, out-of-school, at-risk youth
- Indian tribes and tribal organizations as applicable

The Process: Collect and Analyze Data

- **Texas Education Agency (TEA) provides LEA with data**
- **CLNA data files can be accessed in the CTER application within TEAL**
 - The reports are called the Perkins V Indicator Summary Report and Perkins V Indicator Supplemental Report
- **The LEA is responsible for:**
 - Presenting data to advisory committee
 - Recording findings
 - Completing/submitting CLNA
- **LEA's leadership, in collaboration with stakeholders recruited to participate in the process, will review disaggregated data based upon the following:**
 - Performance of student populations
 - Effective service to every student population within local parameters
 - The identification of program strengths and growth opportunities

The Process: Set Priorities

Prioritize with Committee based on Perkins V - six required uses of funds:

1. Provide career exploration and career development activities to include the middle grades
2. Provide professional development for teachers, school leaders, administration, counselors, and instructional support personnel
3. Provide students with skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations
4. Integrate academic skills into CTE programs and programs of study
5. Support the implementation of CTE programs and programs of study to increase student achievement at the local level
6. Develop and implement evaluations of the activities carried out with funds including CLENA

CLNA Section 2. Line by Line

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level
2. LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that addresses areas of low performance.
3. Compare the performance of CTE learners with non-CTE learners on accountability indicators. Include possible explanations for any differences.
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.
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.

Federal Accountability Indicator Codes

- Four-Year Graduation Rate (1S1)
- Five-Year Graduation Rate (Extended) (1S2)
- Academic Proficiency in Reading and Language Arts (2S1)
- Academic Proficiency in Mathematics (2S2)
- Academic Proficiency in Science (2S3)
- Postsecondary Placement (3S1)
- Non-Traditional Program Enrollment (4S1)
- Attained Recognized Postsecondary Credential (5S1)
- CTE completer (5S4)



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6. Improving Access (Data Analysis)

7. Summary (Overview)



Section 3: Line by Line

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

Section 3: Labor Market Alignment

- Consider the alignment between programs offered and the labor market needs of the local area, region, and state.
- Focus on comparing the number of students graduating in each CTE program area to the number of projected job openings in relevant occupations.
- Sources of data:
 - LMI Data (Texas Workforce Commission labor market information)
 - LWDA LMI Data (Local workforce development area labor market information)
- Where to find the data
 - [LWDA Labor Market Information and Resources | Texas Education Agency](#)

Understanding the CLNA: Seven Sections in the Process

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6. Improving Access (Data Analysis)

7. Summary (Overview)



CLNA Section 4: Line by Line

1. Based on the LEAs high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.
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.
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).
4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.
5. Explain how the LEA will expand advanced academic learning opportunities for CTE students.

Understanding the CLNA: Seven Sections in the Process

1. Applicant Designation

2. Student Performance (Data Analysis)

3. Labor Market Alignment (Data Analysis)

4. Program of Study/Size, Scope, and Quality (Overview)

5. Recruitment, Retention, and Training of CTE Educators (Overview)

6. Improving Access (Data Analysis)

7. Summary (Overview)



Section 5: Line by Line

1. Describe professional development opportunities for faculty, staff, counselors, and administrators, specifically providing high quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving CTE student outcomes.
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.
3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.
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.

Understanding the CLNA: Seven Sections in the Process

1. Applicant Designation

2. Student Performance (Data Analysis)

3. Labor Market Alignment (Data Analysis)

4. Program of Study/Size, Scope, and Quality (Overview)

5. Recruitment, Retention, and Training of CTE Educators (Overview)

6. Improving Access (Data Analysis)

7. Summary (Overview)



Section 6: Line by Line

1. Evaluate special populations as defined by Perkins V 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.
2. Identify barriers that prevent special populations from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.
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.

Understanding the CLNA: Seven Sections in the Process

1. Applicant Designation

2. Student Performance (Data Analysis)

3. Labor Market Alignment (Data Analysis)

4. Program of Study/Size, Scope, and Quality (Overview)

5. Recruitment, Retention, and Training of CTE Educators (Overview)

6. Improving Access (Data Analysis)

7. Summary (Overview)



Section 7: Line by Line

1. Describe the LEA's overall mission and vision for CTE programming.
2. List the top 3-5 CTE priorities for the next four years.
3. List the top three most aligned CTE programs of study based on regional labor market information and plan for continuing support or expansion of these programs.
4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.
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.

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