INSTRUCTIONS FOR THE PERKINS INSTITUTIONAL CLNA

I.   Composing the CLNA Task Force

The CLNA Task Force should be composed of individuals who have the ability and opportunity to work together closely on CLNA planning and execution over a concentrated period of time. Members should primarily be institutionally affiliated. A chair or co-chairs should be appointed to organize and facilitate Task Force meetings, oversee Task Force activities and make sure the CLNA process proceeds smoothly. The Task Force's suggested size is 8 to 12 members. The following list is a suggested guideline for putting together a CLNA Task Force.

- Vice Chancellor or Vice President for Workforce
- CTE Deans
- CTE Department or Division Heads
- CTE Faculty
- Member(s) of the institution's Industry Advisory Boards
- Representative(s) of local Workforce Development Board
- CTE student representative(s)

II.   Planning
A.   *Determine specific geographic area subject to CLNA*
B.   *Determine local goals, core messages and timeline (timeline culminates with Reserve grant deadline of November 30.)*
C.   *Identify Stakeholders and CLNA Task Force members*
D.   *Identify local or regional collaborators in data development, stakeholder outreach, or other CLNA components*
E.   *Determine means for seeking feedback*

III.   Gathering Data, Evidence and Field Input
A. *Student Performance Data*
1   Intentionally source data from multiple locations. Ensure that information is collected from a variety of sources using both quantitative and qualitative methods in order to cross-validate what is learned from one methodology or information source with is found from another source or method of data collection.
   - Data of use to the needs assessment process can come from internal sources, such as student performance data, student and parent survey findings, and feedback from industry advisory boards.
   - Data collected externally, such as third-party evaluations of programs, may also be used.

2. THECB Provided Data: The Coordinating Board will provide data for the institution's CTE student performance, disaggregated by special populations categories (Perkins IV historical), for two- and four-digit CIP codes.

B. Labor Market Data

1. Data collected externally for local or regional strategic plans and federal programs, such as the local WIOA plan filed annually by local Workforce Boards, may be of use.
2. TWC's State labor market information (LMI) tool (https://texaslmi.com) and results of state or third-party evaluations of programs may also be used.
3. Advisory committee evaluations or input may be used.
4. NB: TEA has developed data on median wage, growth, and annual openings in occupations for 13 career clusters. These data will be made available when TEA posts them following public comment.

C. Stakeholder Engagement

1. Compose a Stakeholder Engagement Strategy and Action Plan
   - Establish goals and objectives for communications and engagement efforts.
   - Create a topic list for stakeholder conversations. For example:
     - Discuss potential root causes of inequitable outcomes in your CTE programs (All stakeholders)
     - Discuss the relevant academic, technical and employability skills needed in CTE programs (All)
     - Discuss if all learners access high-quality CTE programs and what barriers currently exist that prevent special population groups from accessing your programs. (All)
     - Discuss what additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs. (All)
     - Discuss how better to inform and engage stakeholders in the effort to advance CTE. (All)
     - Discuss perceptions of what skill needs may be lacking in your programs (Industry, Employers)
     - Discuss what opportunities exist in your local labor market for students with disabilities, English learners or other special populations (Industry, Employers)
   - Determine how you will measure the success of your communications and engagement efforts.
2. Undertake Stakeholder Outreach
   - Identify priority stakeholders. Statute says at a minimum this includes:
     - Representatives of CTE programs in a local educational 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 CTE programs at postsecondary educational institutions, including faculty and administrators;

- o Representatives of the State board or local workforce development boards and local or regional industries;
        - o Parents and students;
        - o Representatives of special populations;
        - o Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
        - o Representatives of Indian Tribes and Tribal organizations in the State, where applicable.
    - Communicate strategically
        - Use core messages and create stakeholder-specific messages
        - Use multiple vehicles of communications
    - Structure engagements such as focus groups and surveys
3. Build Stakeholder Engagement
    - Use champions to move communications efforts forward
    - Provide a feedback loop to stakeholders to secure future participation
4. Document Stakeholder Engagements
    - Although not required for CLNA submission, retain records of stakeholder engagements such as meeting notes, participant lists, presentations for audit purposes

IV.   Undertaking the CLNA Analysis

The CLNA Analysis Matrix is a tool that can be used to streamline the tasks of gathering evidence, developing findings and determining goals. The Matrix is divided into the six main areas of inquiry mandated by Perkins V: Student Performance, Program Implementation, Labor Market Alignment, CTE Program Implementation, Faculty and Staff Recruitment and Training and Access/Equity. Each of the six areas has key questions that should be answered through your data review, stakeholder consultations and discussions among your institution's CLNA work group.

The CLNA Analysis Matrix is **not** a required part of the submission of the CLNA.

V.   Composing the CLNA Narrative

The CLNA Narrative is actually the CLNA you will be submitting to the THECB.

The body of your narrative should be the write up of the information and observations you collected on the CLNA Analysis Matrix. The Narrative should follow the CLNA Narrative Template, which indicates the sections and sub-sections required of the document, including a cover page, summary, narrative with the same six components found in the CLNA Matrix, and suggested Appendices.

Use the CLNA Checklist below for guidance on how to put together the different sections of the CLNA Narrative.

CLNA CHECKLIST

Sections	Page Limitation	Notes on Content
Cover Page	1	
Summary	2	Findings; Vision; Priorities; Internal and External Participants and Definition of "Local"
Narrative		
Part 1. Student Performance	Up to 4	Evidence base; Analysis; Goals
Part 2. Size, Scope & Quality	Up to 4	Evidence base; Analysis; Goals
Part 3. Labor Market Alignment	Up to 3	Evidence base; Analysis; Goals
Part 4. Implementing CTE	Up to 3	Evidence base; Analysis; Goals
Part 5. Recruitment, Retention & Training Staff & Faculty	Up to 3	Evidence base; Analysis; Goals
Part 6. Access & Equity	Up to 3	Evidence base; Analysis; Goals
Appendices		
Data Tables	No limit	Include original data analyses; do not include THECB provided data tables
Stakeholder Results	No limit	Do not include rosters of participants but do save them for audit purposes; Include notes on stakeholder consultations

REFERENCE FROM PERKINS V:

ALIGNMENT WITH STATE PLAN REQUIREMENTS

Describe how your institutions will—

    i.   make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

    ii.   develop and coordinate career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

    iii.   use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the regional, or local economy, including in-demand industry sectors and occupations identified by local workforce boards and employers, and align career and technical education with such needs;

    iv.   ensure equal access to approved career and technical education programs of study and activities assisted by Perkins for special populations;

    v.   support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards;

    vi.   support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

    vii.   improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)