| Report Status: | <Selection_Process> | Report ID: |
|---|---|---|

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| | |

## Part 1: Contact Information

### Organization Information

Organization Name

| Mailing Address Line1 | Mailing Address Line2 | City | State | Zip Code |
|---|---|---|---|---|
| | | | | - |

### Primary Contact

| First Name | Initial | Last Name | Title |
|---|---|---|---|
| | | | |

| Telephone | Fax | E-mail | Confirm E-mail |
|---|---|---|---|
| | | | |

### Secondary Contact

| First Name | Initial | Last Name | Title |
|---|---|---|---|
| | | | |

| Telephone | Fax | E-mail | Confirm E-mail |
|---|---|---|---|
| | | | |

## Part 2: Program Effectiveness Review

### Administrative Leadership

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 1. | The LEA has a clearly articulated mission for Career and Technical Education (CTE) that is consistent with the state plan; policies and procedures exist for translating the vision into action. | ◯ Yes ◯ No | |
| 2. | The LEA has established effective working relationships with secondary and postsecondary institutions. | ◯ Yes ◯ No | |
| 3. | The LEA has established collaborative linkages with local business and industry partners involved in workforce preparation. | ◯ Yes ◯ No | |
| 4. | The LEA uses its Perkins funds to provide CTE programs that integrate rigorous academic and career and technical instruction to improve student learning. | ◯ Yes ◯ No | |
| 5. | The LEA has developed a comprehensive strategy for annual CTE program evaluations. | ◯ Yes ◯ No | |
| 6. | The LEA assures that qualified and highly effective CTE teachers are recruited and retained. | ◯ Yes ◯ No | |
| 7. | The LEA plays a significant role in building the capacity of staff through professional development and technical assistance activities. | ◯ Yes ◯ No | |
| 8. | The LEA has implemented the AchieveTexas College and Career Initiative. | ◯ Yes ◯ No | |

## Part 2: Program Effectiveness Review (continued)

### Local Perkins Application/Plan

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 9. | The LEA completes its local application to ensure a full understanding of the required use of funds—including an effective definition of the size, scope, and quality of the CTE services and activities. | ◯ Yes ◯ No | |
| 10. | The LEA reviews its Perkins accountability results and uses CTE student-performance data to drive goals, strategies, and continuous improvement. | ◯ Yes ◯ No | |
| 11. | The LEA assesses Performance-Based Monitoring (PBM) data reports and follow-up data as available to guide local application planning and improvement strategies. | ◯ Yes ◯ No | |
| 12. | The LEA's Perkins budget is appropriate from both accounting and intended use perspectives. | ◯ Yes ◯ No | |
| 13. | The LEA uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness. | ◯ Yes ◯ No | |
| 14. | The LEA effectively uses automated processes for the submission of the Public Education Information Management System (PEIMS) data and the local application and plan. | ◯ Yes ◯ No | |
| 15. | The LEA uses the local application as a vehicle for determining funding priorities and implementing proposed activities. | ◯ Yes ◯ No | |
| 16. | The LEA annually submits its local application, amendments, and reallocations in a timely manner. | ◯ Yes ◯ No | |

### Advanced Technical Credit (ATC)/Articulation

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 17. | The LEA's ATC/articulation program functions as an initiative for promoting systemic educational reform. | ◯ Yes ◯ No | |
| 18. | The LEA's ATC/articulation program encourages and supports collaboration among secondary/postsecondary institutions and business/industry partners. | ◯ Yes ◯ No | |
| 19. | The LEA promotes opportunities for seamless transitions to postsecondary education. | ◯ Yes ◯ No | |
| 20. | The LEA promotes opportunities for student participation in ATC statewide articulated courses. | ◯ Yes ◯ No | |
| 21. | The LEA uses its accountability and follow-up data to support articulation activities. | ◯ Yes ◯ No | |
| 22. | The LEA aligns high school course curriculum with postsecondary course curriculum to improve the rigor and effectiveness of articulation programs. | ◯ Yes ◯ No | |
| 23. | The LEA has a marketing plan for increasing public awareness of articulation opportunities, as well as for increasing enrollments in nontraditional fields. | ◯ Yes ◯ No | |
| 24. | The LEA has strategies for ensuring that all students, including special populations, have equal access to and full participation in articulated courses. | ◯ Yes ◯ No | |
| 25. | The LEA has strategies for promoting opportunities for secondary CTE students to earn postsecondary credit and encouraging student completion of college degrees and/or postsecondary certificates. | ◯ Yes ◯ No | |

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Part 2: Program Effectiveness Review (continued)

## Special Populations

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 26. | The LEA uses multiple strategies, including its accountability data, to assure equal access and full participation of special populations in CTE programs. | Yes No | |
| 27. | The LEA uses multiple strategies, including its performance data, to assess and address the needs of special populations in CTE. | Yes No | |
| 28. | The LEA evaluates data for special populations to assure that programs and services are working successfully to improve student performance. | Yes No | |
| 29. | The LEA promotes collaboration across programs serving special populations to better meet the needs of students in CTE programs. | Yes No | |
| 30. | The LEA uses its CTE funds to support innovative programs for improving the performance of CTE special populations students. | Yes No | |
| 31. | The LEA has strategies to assure that special populations are receiving appropriate support services to enable them to fully participate in and benefit from CTE programs. | Yes No | |
| 32. | The LEA has mechanisms in place to ensure the smooth transition of special populations from secondary to postsecondary education and the workplace. | Yes No | |
| 33. | The LEA evaluates student performance according to gender, ethnicity, and special population categories. | Yes No | |

## Program Access

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 34. | Prior to the beginning of each school year, the LEA advises students, parents, employees, and the general public that all opportunities in CTE programs will be offered without regard to race, color, national origin, gender, or disability. | Yes No | |
| 35. | A statement of nondiscrimination is included on publications and other materials that are distributed to students, applicants, and employees. | Yes No | |
| 36. | The LEA has adopted and distributed grievance procedures for CTE and other programs to resolve alleged discrimination complaints as required under Title IX and Section 504. | Yes No | |
| 37. | CTE programs are evaluated annually to determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students and be in compliance with state and federal assessment requirements. | Yes No | |
| 38. | All facilities housing programs are readily accessible to persons who are mobility impaired. | Yes No | |
| 39. | The LEA provides changing rooms, showers, and other restroom facilities for CTE students of one gender that are comparable to those provided to students of the other gender. | Yes No | |
| 40. | Access to CTE programs are provided to disabled persons who need related aids or services in accordance with the students' Individualized Education Program (IEP) and/or 504 accommodation plans. | Yes No | |
| 41. | The LEA does not deny access to CTE programs to national-origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from CTE instruction to the same extent as a student whose primary language is English. | Yes No | |
| 42. | All CTE facilities housing programs are readily accessible to both minority and nonminority communities; do not identify the facility or programs as intended for nonminority or minority persons; and provide equal access without regard to race, color, national origin, gender, or disability. | Yes No | |

## Part 2: Program Effectiveness Review (continued)

### Program Access (continued)

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 43. | The LEA does not discriminate in its admission practices against persons on the basis of limited English language skills. | Yes No | |
| 44. | Introductory, preliminary, or exploratory courses are not established as a prerequisite for admission to a CTE program unless the course has been and is available to all students without regard to race, color, national origin, gender, or disability. | Yes No | |
| 45. | The LEA does not exclude women from admission to or participation in any program on the basis of pregnancy and does not treat temporary disability due to pregnancy differently from other temporary disabilities. | Yes No | |
| 46. | The LEA does not develop, sponsor, or engage in recruiting or counseling activities including the development or dissemination of materials that discriminate against or stereotype persons on the basis of gender, race, color, national origin, or disability. | Yes No | |
| 47. | If an LEA's service area contains a community of national-origin minority persons with limited English language skills, any promotional materials disseminated are disseminated to the national-origin community in its own language. | Yes No | |
| 48. | When a student with a special education qualified disability is considered for placement in CTE courses, the Admission, Review, and Dismissal (ARD) committee includes all required staff. | Yes No | |
| 49. | The LEA ensures that facilities for students with disabilities and the services and activities provided therein are comparable to the other facilities, services, and activities of the LEA. | Yes No | |
| 50. | Students in a program who are visually impaired, hearing impaired, and/or speech impaired have the opportunity to receive and present communication in a manner that is appropriate and effective. Additionally, the LEA ensures that counseling services are provided to such students. | Yes No | |
| 51. | The LEA ensures that communications with applicants and members of the public with disabilities are as effective as communications with others. | Yes No | |
| 52. | Signage is provided at all entrances to the LEA's facilities that directs participants to an accessible entrance or to a location at which they can obtain information about accessible facilities. | Yes No | |
| 53. | Memberships in CTE student organizations operated, administered, or sponsored by an LEA are available to all students in the instructional program without regard to gender, race, color, national origin, or disability. | Yes No | |
| 54. | The LEA makes opportunities available to students in work-based learning, career-preparation education, and job-placement programs without regard to race, color, national origin, or disability, and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the LEA's students on the basis of gender, race, color, national origin, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or pay. | Yes No | |
| 55. | The LEA operating CTE programs ensures that students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language- or disability-related needs. | Yes No | |
| 56. | The LEA's employment and promotion practices are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age. | Yes No | |
| 57. | The LEA assures that it has established and maintained faculty salary scales and policies based upon the conditions and responsibilities of employment without regard to race, color, national origin, age, gender, or disability. | Yes No | |
| 58. | The LEA has addressed allegations of harassment based on race, sex, and or disability. | Yes No | |

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## Fiscal Management

| # | Indicator | Achieved | Evidence |
|---|---|---|---|
| 59. | The LEA leverages Perkins funds and state-weighted funds with other funding streams and resources to support CTE program implementation and improvement. | Yes No | |
| 60. | The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of Perkins funds. | Yes No | |
| 61. | The LEA has a fiscal-management system in place to utilize reallocated Perkins funds. | Yes No | |
| 62. | The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of state-weighted CTE funds. | Yes No | |
| 63. | The LEA has a valid and reliable method for reporting accurate PEIMS data that affects funding allocations. | Yes No | |
| 64. | The LEA has the capacity to prepare and submit financial reports that are both accurate and reliable. | Yes No | |
| 65. | The LEA has policies and procedures for ensuring that all allocated funds are expended each year. | Yes No | |
| 66. | The LEA promotes business and industry partnerships to offer scholarships and other financial supports for CTE programs and students, including participation in Career and Technology Student Organizations (CTSO) leadership activities. | Yes No | |

## Accountability

| # | Indicator | Attained | Evidence |
|---|---|---|---|
| 67. | The LEA uses completion/graduation rates to assess academic attainment of CTE students. | Yes No | |
| 68. | The LEA provides opportunities, as appropriate, for student attainment of advanced end-of-program industry certifications and licensures. | Yes No | |
| 69. | The LEA uses follow-up data to assess CTE student participation (including placement and completion) in postsecondary education and/or work. | Yes No | |
| 70. | The LEA complements Perkins accountability data with PBM, Program Access, and other quantitative and qualitative data to assess student performance and make informed decisions. | Yes No | |
| 71. | The LEA evaluates demographic data from year to year, with a focus on eliminating achievement gaps. | Yes No | |
| 72. | The LEA has implemented quality-control procedures for ascertaining the validity, reliability, and completeness of data reported to TEA. | Yes No | |
| 73. | The LEA reviews labor market data and workforce trends to implement programs that provide students with technical knowledge and skills essential for high-skill, high-wage, or high-demand careers. | Yes No | |
| 74. | The LEA uses its accountability data to implement continuous improvement activities, including promoting programs that lead to nontraditional fields. | Yes No | |
| 75. | The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs. | Yes No | |

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## Part 3: Evaluation Description

**1. Describe the areas of improvement identified in Part 2: Program Effectiveness Review. List the improvement strategies for each indicator to which you answered No.** 2000 of 2000

**2. Describe the process used to independently evaluate and continuously improve the performance of the district's CTE program.** 2000 of 2000

Part 3: Evaluation Description (continued)

3. Describe how parents, students, teachers, representatives of business and industry, and other stakeholders were involved in the evaluation of CTE programs. 2000 of 2000

4. Describe how the district provided CTE programs that were designed to enable the special populations to meet the state-adjusted levels of performance. 2000 of 2000

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## Part 4: Performance-Based Monitoring (PBM)

| School Year | Intervention Stage | Areas of Low Performance |
|---|---|---|
| XXXX-XXXX | Stage X | 500 of 500 |
| XXXX-XXXX | Stage X | 500 of 500 |
| XXXX-XXXX | Stage X | 500 of 500 |

## Performance-Based Monitoring Data Validation (CTE)

| School Year | Data Validation | Areas of Data Concern 250 of 250 |
|---|---|---|
| XXXX-XXXX | ◯ Yes ◯ No | |

Identify which improvement strategies address the areas of low performance and/or data concern, and what has been or will be done in the CTE program to improve student performance and/or ensure data integrity. 1500 of 1500

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**Part 5: CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned**

☐ No Students Received Certification Help

Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.

| # | Description | Number |
|---|---|---|
| 1. | A*S*K (Assessment of Skills and Knowledge for Business) - Concepts of Finance | |
| 2. | A*S*K - Fundamental Business Concepts | |
| 3. | A*S*K - Fundamental Marketing Concepts | |
| 4. | A+ Certification | |
| 5. | AAFCS (American Association of Family & Consumer Sciences) - Pre-Professional Certification in Culinary Arts | |
| 6. | AAFCS - Pre-Professional Certification in Education Fundamentals | |
| 7. | AAFCS - Pre-Professional Certification in Interior Design Fundamentals | |
| 8. | AAFCS - Pre-Professional Certification in Personal and Family Finance | |
| 9. | Adobe Certified Associate (ACA) - Creative Suite | |
| 10. | Adobe Certified Associate (ACA) - Dreamweaver | |
| 11. | Adobe Certified Associate (ACA) - Flash Professional | |
| 12. | Adobe Certified Associate (ACA) - Photoshop | |
| 13. | Adobe Certified Associate (ACA) - Premiere Professional | |
| 14. | Adobe Certified Expert (ACE) - Adobe After Effects | |
| 15. | Adobe Certified Expert (ACE) - Adobe Illustrator | |
| 16. | AHLEI (American Hotel and Lodging Education Institute) Certified Rooms Division Specialist (CRDS) | |
| 17. | AHLEI Lodging Management Program | |
| 18. | API - American Petroleum Institute 1104 Welding Certificate | |
| 19. | Apple Final Cut Pro | |
| 20. | Apple iWork | |
| 21. | ArcGIS Desktop Associate | |
| 22. | ASE (National Institute for Automotive Service Excellence) - Automatic Transmission/Transaxle (A2) | |
| 23. | ASE - Brakes (A5) | |
| 24. | ASE - Electronic/Electrical Systems (A6) | |
| 25. | ASE - Engine Performance (A8) | |
| 26. | ASE - Engine Repair (A1) | |
| 27. | ASE - Heating and A/C (A7) | |
| 28. | ASE - Manual Drive Train and Axles (A3) | |
| 29. | ASE - Mechanical and Electrical Components (B5) | |
| 30. | ASE - Medium/Heavy Truck Technician, Brakes (T4) | |
| 31. | ASE - Medium/Heavy Truck Technician, Diesel Engines (T2) | |
| 32. | ASE - Medium/Heavy Truck Technician, Drive Train (T3) | |
| 33. | ASE - Medium/Heavy Truck Technician, Electrical/Electronic Systems (T6) | |
| 34. | ASE - Medium/Heavy Truck Technician, HVAC (T7) | |
| 35. | ASE - Medium/Heavy Truck Technician, Suspension and Steering (T5) | |

**Part 5: CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned (continued)**

**Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.**

| # | Description | Number |
|---|---|---|
| 36. | ASE - Non-Structural Analysis and Damage Repair (B3) | |
| 37. | ASE - Painting and Refinishing (B2) | |
| 38. | ASE - Suspension and Steering (A4) | |
| 39. | ASE - Structural Analysis and Damage Repair (B4) | |
| 40. | AutoCAD Certified Associate | |
| 41. | AutoCAD Certified User | |
| 42. | AutoCAD Civil 3D Certified Associate | |
| 43. | Autodesk 3D Max Design Certified Associate | |
| 44. | Autodesk Inventor Certified User | |
| 45. | Autodesk Maya Certified Associate | |
| 46. | Autodesk Revit Architecture Certified Associate | |
| 47. | Avid Certified User Media Composer | |
| 48. | AWS (American Welding Society) - SENSE Certification | |
| 49. | AWS - D1.1 Certification | |
| 50. | AWS - D1.3 Sheet Steel Welding | |
| 51. | AWS - D9.1 Certification | |
| 52. | Basic Telecommunications Certificate (Texas Commission on Law Enforcement Officer Standards and Education) | |
| 53. | Briggs & Stratton Master Technician | |
| 54. | Certified Internet Webmaster (CIW) Associate | |
| 55. | Certified Protection Officer (International Foundation of Protection Officers) | |
| 56. | Certified SolidWorks Associate (CSWA) | |
| 57. | Certified SolidWorks Professional (CSWP) | |
| 58. | Chief Architect Certified Apprentice | |
| 59. | Cisco Certified Entry Networking Technician (CCENT) | |
| 60. | Cisco Certified Network Associate (CCNA) | |
| 61. | Cisco Rich Media Communications Specialist | |
| 62. | CompTIA A+ Certification | |
| 63. | CompTIA Network+ | |
| 64. | CompTIA Security+ | |
| 65. | CompTIA Strata IT Fundamentals | |
| 66. | Cosmetology, Esthetician Specialty License (Texas Dept of Licensing and Regulation) | |
| 67. | Cosmetology, Hair Weaving Specialty Certificate (Texas Dept of Licensing and Regulation) | |
| 68. | Cosmetology, Manicurist Specialty License (Texas Dept of Licensing and Regulation) | |
| 69. | Cosmetology, Operator License (Texas Dept of Licensing and Regulation) | |
| 70. | County Jailer Certification (Texas Commission on Law Enforcement Officer Standards and Education) | |
| 71. | CSA (Canadian Standards Association) - W59 Canadian Standards Association Welding Certification | |
| 72. | C-Tech Broadband Academy | |

## Part 5: CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.

| # | Description | Number |
|---|---|---|
| 73. | C-Tech Introduction to Telecommunications: Copper-Based Systems | |
| 74. | C-Tech Introduction to Network Cabling: Copper-Based Systems Certificate | |
| 75. | C-Tech Introduction to Network Cabling: Fiber Optic-Based Systems | |
| 76. | C-Tech Introduction to Telephone Systems and VoIP | |
| 77. | C-Tech Introduction to Home Entertainment: Residential Audio / Video Systems | |
| 78. | Dental Assistant, Certified (CDA) (Texas State Board of Dental Examiners) | |
| 79. | Dental Assistant, Registered (RDA) (Texas State Board of Dental Examiners) | |
| 80. | Digital Production Printing Certification | |
| 81. | Educational Aide I Certificate (State Board for Educator Certification) | |
| 82. | Electrical Apprentice License (Texas Dept of Licensing and Regulation) | |
| 83. | Emergency Care Attendant (Texas Dept of State Health Services) | |
| 84. | Emergency Medical Services Operator/Emergency Medical Dispatcher (Texas Dept of State Health Services) | |
| 85. | Emergency Medical Technician (Texas Dept of State Health Services) | |
| 86. | Floral Design Certification (Texas State Florists' Association) | |
| 87. | GRAEF (Graphic Arts Education and Research Foundation) - PrintED | |
| 88. | HBI/NAHB (Home Builders Institute/National Association of Home Builders) - Carpentry, Advanced | |
| 89. | HBI/NAHB - Facilities Maintenance, Advanced | |
| 90. | HBI/NAHB - House Wiring, Advanced | |
| 91. | HBI/NAHB - HVAC Service Technician, Advanced | |
| 92. | HBI/NAHB - Plumbing, Advanced | |
| 93. | HP ATA (Hewlett-Packard Accredited Technical Associate) - Designing and Deploying Cloud Solutions | |
| 94. | HP ATA - Designing and Deploying Connected Device Solutions | |
| 95. | HP ATA - Designing and Deploying Network Solutions | |
| 96. | HP ATA - Designing and Deploying Server and Storage Solutions | |
| 97. | I-CAR - Aluminum Structural Technician, Level 1 | |
| 98. | I-CAR - Auto Physical Damage Appraiser, Level 1 | |
| 99. | I-CAR - Electrical/Mechanical Technician, Level 1 | |
| 100. | I-CAR - Estimator, Level 1 | |
| 101. | I-CAR - Non-Structural Technician, Level 1 | |
| 102. | I-CAR - Refinishing Technician, Level 1 | |
| 103. | I-CAR - Steel Structural Technician, Level 1 | |
| 104. | Internet and Computing Core Certification (IC3) | |
| 105. | ISCET (International Society of Certified Electronics Technicians) - Associate-Level Certified Electronics Technicians (CET) | |
| 106. | ISCET - Electronic System Associate | |
| 107. | Licensed Vocational Nurse (LVN) (Texas Board of Nursing) | |
| 108. | Mastercam Certification | |

## Part 5: CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.

| # | Description | Number |
|---|---|---|
| 109. | Medical Assistant, Certified (CMA) | |
| 110. | Medical Coding Certification/Certified Coding Associate | |
| 111. | Microsoft Office Specialist (MOS) - Master Certification: Word, Excel, PowerPoint, Plus One Additional Optional Application | |
| 112. | Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals | |
| 113. | Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals | |
| 114. | Microsoft Technology Associate (MTA) - Networking Fundamentals | |
| 115. | Microsoft Technology Associate (MTA) - Security Fundamentals | |
| 116. | Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals | |
| 117. | MSSC (Manufacturing Skills Standards Council) - Certified Production Technician (CPT) | |
| 118. | NA3SA - National Automotive Student Skills Standards Assessment | |
| 119. | National Restaurant Association (NRA) - ProStart® National Certificate of Achievement | |
| 120. | NCCER (National Center for Construction Education and Research) - Carpentry Fundamentals, Level One | |
| 121. | NCCER - Carpentry Fundamentals, Level Two | |
| 122. | NCCER - Construction Technology | |
| 123. | NCCER - Electrical, Level One | |
| 124. | NCCER - Electrical, Level Two | |
| 125. | NCCER - Electronic Systems Technician, Level One | |
| 126. | NCCER - HVAC, Level One | |
| 127. | NCCER - Industrial Maintenance Mechanic, Level One | |
| 128. | NCCER - Instrumentation, Level One | |
| 129. | NCCER - Masonry, Level One | |
| 130. | NCCER - Millwright, Level One | |
| 131. | NCCER - Painting/Commercial and Residential, Level One | |
| 132. | NCCER - Pipefitting, Level One | |
| 133. | NCCER - Pipefitting, Level Two | |
| 134. | NCCER - Plumbing, Level One | |
| 135. | NCCER - Sheet Metal, Level One | |
| 136. | NCCER - Weatherization, Level One | |
| 137. | NCCER - Welding, Level One | |
| 138. | NCCER - Welding, Level Two | |
| 139. | NetWare 6 Certified Novell Administrator (CNA) | |
| 140. | NIMS (National Institute for Metal Working Skills) - Certification, Level 1 | |
| 141. | Nurse Aide, Registered (Texas Dept of Aging and Disability Services) | |
| 142. | Oracle Certified Database Associate | |

## Part 5: CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned (continued)

Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.

| # | Description | Number |
|---|---|---|
| 143. | Pharmacy Technician, Certified (CPhT) | |
| 144. | Phlebotomy Technician, Certified (CPT) | |
| 145. | Private Pesticide Applicator (Texas Dept of Agriculture) | |
| 146. | Sterile Processing and Distribution Technician | |
| 147. | Sun Certified Java Associate (SCJA) | |
| 148. | Texas Beef Quality Assurance (Texas Beef Council, Texas and SW Cattle Raisers Assoc AND Texas Agrilife Extension) | |
| 149. | Texas Private Security Level II (Texas Dept of Public Safety) | |
| 150. | The Travel Institute - Travel Agent Proficiency (TAP) | |
| 151. | Veterinary Assistant, Certified (Texas Veterinary Medical Association) | |
| 152. | Wastewater Collections, Class 1 (Texas Commission on Environmental Quality) | |
| 153. | Water Operators, Class D (Texas Commission on Environmental Quality) | |
| 154. | World Organization of Webmasters (WOW) - Certified Apprentice Webmaster (CAW) | |
| 155. | WOW - Certified Web Designer (CWDSA) | |
| Total | | |
| | Total Licensures and Certifications | |

## Other CTE Concentrator (Codes 2 and 3) Certifications or Licenses Earned

Identify additional end-of-program industry-recognized certification or licensure exams that code 2 coherent sequence and code 3 tech prep participants took. Include the official name of the exam and provide information about the exam owner. These exams will not be included in the total reported to the USDE for this reporting cycle, but will be considered for inclusion in future reporting cycles.

| | | |
|---|---|---|
| 156. | ☐ | Other: |

Add Other | Delete Other

## Part 6: CTE Concentrator (Codes 2 and 3) Certification or License Assessments Taken

**Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who TOOK a state- or industry-recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number may include only assessments identified in Part 5 above. This will be the denominator for the technical skill assessment (2S1) performance measure.**

**Unduplicated Student Counts for Gender and Ethnicity (Count a student only once in the gender and ethnicity categories.)**

| Students by Gender | Number |
|---|---|
| Male | |
| Female | |
| **Total** | |
| Total Students by Gender | |

| Students by Ethnicity | Number |
|---|---|
| American Indian or Alaska Native | |
| Asian | |
| Black/African American | |
| Hispanic/Latino | |
| Native Hawaiian/Other Pacific Islander | |
| White | |
| Two or More Races | |
| **Total** | |
| Total Students by Ethnicity | |

| Students by Subpopulation (Students may be counted in more than one subpopulation.) | Number |
|---|---|
| Individuals with Disabilities (ADA) | |
| Disability Status (ESEA/IDEA) | |
| Economically Disadvantaged | |
| Single Parents | |
| Displaced Homemakers | |
| Limited English Proficient | |
| Migrant Status | |
| Nontraditional Enrollees | |
| **Total** | |
| Total Students by Subpopulation | |

## Part 7: CTE Concentrator (Codes 2 and 3) Certification or License Assessments Passed

**PASSED a state- or industry-recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number may include only assessments identified in Part 5 above. This will be the numerator for the technical skill assessment (2S1) performance measure.**

**Unduplicated Student Counts for Gender and Ethnicity (Count a student only once in the gender and ethnicity categories.)**

| Students by Gender | Number |
|---|---|
| Male | |
| Female | |
| **Total** | |
| Total Gender | |

**Part 7: CTE Concentrator (Codes 2 and 3) Certification or License Assessments Passed (continued)**

| Students by Ethnicity | Number |
|---|---|
| American Indian or Alaska Native | |
| Asian | |
| Black/African American | |
| Hispanic/Latino | |
| Native Hawaiian/Other Pacific Islander | |
| White | |
| Two or More Races | |
| **Total** | |
| Total Ethnicity | |

| Students by Subpopulation (Students may be counted in more than one subpopulation.) | Number |
|---|---|
| Individuals with Disabilities (ADA) | |
| Disability Status (ESEA/IDEA) | |
| Economically Disadvantaged | |
| Single Parents | |
| Displaced Homemakers | |
| Limited English Proficient | |
| Migrant Status | |
| Nontraditional Enrollees | |
| **Total** | |
| Total Subpopulation | |

**Part 8: CTE Code 3 Tech Prep Certification or License Assessments Taken and Passed**

**Enter the number of CTE tech prep participants (code 3) who TOOK and who PASSED a state- or industry-recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number may include only assessments identified in Part 5 above.**

| This will be the denominator for the CTE code 3 tech prep performance measure. | Number |
|---|---|
| Total Number Code 3 Tech Prep Secondary Participants Who TOOK a Technical Skill Assessment | |
| **This will be the numerator for the CTE code 3 tech prep performance measure.** | **Number** |
| Total Number Code 3 Tech Prep Secondary Participants Who PASSED a Technical Skill Assessment | |

Report Status: <Selection_Process> Report ID:

eGrants Application
TEXAS EDUCATION AGENCY

SAS#: PERKFFXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

Name of Grant Program

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## Part 9: Actual Expenditures of Funds - Required Uses

Total Budgeted Costs

### Use of Perkins Funds

| # | Required Use of Perkins Funds | Payroll (6100) | Prof. & Contr. Services (6200) | Supplies and Materials (6300) | Other Operating Costs (6400) | Debt Service (6500) | Capital Outlay (6600) | Subtotal |
|---|---|---|---|---|---|---|---|---|
| 1. | Academic/CTE Integration | | | | | | | |
| 2. | Link to Postsecondary CTE | | | | | | | |
| 3. | All Aspects for an Industry | | | | | | | |
| 4. | Expand the Use of Technology | | | | | | | |
| 5. | Provide Professional Development | | | | | | | |
| 6. | Evaluate Perkins-funded Programs | | | | | | | |
| 7. | Expand Quality CTE Programs | | | | | | | |
| 8. | Sufficient Size, Scope, and Quality | | | | | | | |
| 9. | Activities for Special Populations | | | | | | | |
| Subtotal | | | | | | | | |

### Use of Local Funds

| # | Required Use of State and Local Funds | Payroll (6100) | Prof. & Contr. Services (6200) | Supplies and Materials (6300) | Other Operating Costs (6400) | Debt Service (6500) | Capital Outlay (6600) | Subtotal |
|---|---|---|---|---|---|---|---|---|
| 1. | Academic/CTE Integration | | | | | | | |
| 2. | Link to Postsecondary CTE | | | | | | | |
| 3. | All Aspects for an Industry | | | | | | | |
| 4. | Expand the Use of Technology | | | | | | | |
| 5. | Provide Professional Development | | | | | | | |
| 6. | Evaluate Perkins-funded Programs | | | | | | | |
| 7. | Expand Quality CTE Programs | | | | | | | |
| 8. | Sufficient Size, Scope, and Quality | | | | | | | |
| 9. | Activities for Special Populations | | | | | | | |
| Subtotal | | | | | | | | |

eGrants Application
TEXAS EDUCATION AGENCY

SAS#: PERKFFXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

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## Part 10: Certification and Incorporation

### Certification and Incorporation Statement

I hereby certify that the information contained in this evaluation report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to report on grant-funded activities. I certify that the program activities are being or have been conducted in accordance with all applicable federal and state laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and grant application submitted.

### Authorized Official

| First Name | Initial | Last Name | Title |
|---|---|---|---|
| | | | |

| Telephone | Ext. | Fax | E-mail | Confirm E-mail |
|---|---|---|---|---|
| | | | | |

| 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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