

Application Status:		FORMULA		Application ID:	
		Organization:	County District:		
SAS#: PERKAA20		Campus/Site:	ESC Region:		
		Vendor ID:	School Year: 2019-2020		

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application
Certify and Submit

	Amendment #	Version #

Application ID:		Status:	
TEA Due Date:	9/3/2019 5:00:00 PM	Application Type:	Formula
Organization:		SAS #:	PERKAA20
Campus/Site:			
Warning:	Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button.		

Form Description	Required	Last Updated
General Information		
GS2100 - Applicant Information	*	
GS2300 - Negotiation Comments and Confirmation		
Program Description		
PS3012 - Local Plan	*	
PS3350 - Accountability	*	
Program Budget		
BS6003 - Program Budget Summary and Support	*	

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. 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; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules 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							
First Name	30 of 30		Initial	Last Name	30 of 30	Title	40 of 40
Telephone	Ext.	Fax	E-Mail	60 of 60		Confirm E-Mail	60 of 60

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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General Information

GS2100 - Applicant Information

Part 1: Organization Information

Applicant

Organization Name

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
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DUNS Number

School/Campus or Site

Organization Name

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
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Part 2: Applicant Contact

Primary Contact

Select Contact: or

First Name	Initial	Last Name	Title
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Telephone	Ext.	E-mail
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Secondary Contact

Select Contact: or

First Name	Initial	Last Name	Title
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Telephone	Ext.	E-mail
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General Information

GS2300 - Negotiation Comments and Confirmation

General Comments (TEA Use Only)

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the change requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

#	Date	Negotiation Note
1	<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center;">Schedule</p> <p>-Select Schedule- ▼</p> </div>	

Grantee Comments Accepted by TEA Change Completed

Select button to add or remove Negotiation Item :

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3012 - Local Plan

Part 1: Programs of Study

Programs of Study Characteristics

- CTE students are enrolled in coherent and rigorous academic and CTE courses.
- Students and parents are given the opportunity to choose a program of study with an identified coherent sequence of courses.
- Based on the Foundation High School Program that prepares students for college and career.
- Promotes seamless transition from high school to college and career.
- Provides opportunities for students to earn dual credit, Advanced Technical Credit, locally articulated credit, or AP/IB credit.
- Provides opportunities for students to learn all aspects of an industry, including industry-recognized certification if appropriate.
- Other (Specify):

A. Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 1500 of 1500

B. Describe how the district will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. 1500 of 1500

C. Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 1500 of 1500

D. Describe how one program of study offered meets the elements found in Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122(c)(1)(A). Click the Help button for more information. 1500 of 1500 **Help**

Part 2: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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PS3012 - Local Plan

Part 3: Methods of Integration

- Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.
- Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
- Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
- Academic and CTE teachers participate in professional development activities, including business and industry training.
- Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.
- Academic teachers have strengthened the academic components of CTE curriculum.
- Academic teachers, in some instances, teach individual lessons or modules for CTE courses, help CTE teachers to develop their own academic exercises, or provide additional opportunities for CTE students to enhance academic skills.
- The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.
- Both academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.
- Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses.
- School-Within-A-School - Academic teachers in English, math, science, and social studies are paired with CTE teachers and focus on a particular career cluster such as health science technology. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships.
- Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.
- Labor-market-driven career clusters have been implemented as a means to deliver coherent sequences of courses for addressing all aspects of the industries within each career cluster, and for providing career guidance and academic counseling.
- Career academies have been developed and implemented for one or more career clusters. A strong business and industry component supports integration of technical knowledge and skills into the instruction of all teachers in the academy.
- Other (Specify):

Part 4: Activities Utilized to Promote Preparation of Students for Nontraditional Fields

- Provision of Recruitment Materials
- Presentations by Counselors or Teachers
- Presentations by Individuals in Nontraditional Fields
- Professional Development Activities
- Other (Specify):

Part 5: Special Populations (Individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)

- Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.
- Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.
- An expedited appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.
- Parent-teacher conferences are held regularly to discuss students' progress and placement.
- Parent training is provided by the district/shared services arrangement.
- Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.
- Other (Specify):

A. Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. 1500 of 1500

B. Describe how the district will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Include a list of the activities provided for special populations. 1500 of 1500

C. Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs. 1500 of 1500



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**Program Description
PS3012 - Local Plan**

Part 6: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

- The Career Development courses are offered at the middle/junior high school level.
- Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
- Career interest and aptitude assessment is conducted for all students in the **seventh or eighth grade**, and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
- Career interest and aptitude assessment is conducted for all students in the **ninth grade** and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
- A 4-year plan or high school personal graduation plan is developed for each student pursuing a career cluster. The graduation plan identifies an appropriate coherent sequence of courses that includes academic and CTE courses leading to college and career success.
- Career resources are available on all high school campuses.
- Career resource centers are available on all middle school campuses.
- A career placement coordinator assists students to continue their education and training.
- Students are provided information on careers that are nontraditional for their gender.
- Students are provided opportunities to understand opportunities in nontraditional fields.
- Students are provided access to CTE courses based on personal academic and career goals.
- Students are provided information on financial aid resources.
- Linkage to future education training/opportunities is offered.
- Other (Specify):

A. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 1500 of 1500

Part 7: Delivery of Professional Development

Required In-Service and Pre-Service Training

#	Professional Development	Teachers	Administrators	Counselors
1	Effective Integration and Use of Challenging Academic and Career and Technical Education Provided Jointly with Academic Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Effective Teaching Skills Based on Research That Includes Promising Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Effective Practices to Improve Parental and Community Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Required Professional Development				
#	Professional Development	Teachers	Administrators	Counselors
1	Education Programs to Ensure that CTE Teachers Are Current with All Aspects of an Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Business Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Train Teachers to Effectively Use Technology to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 7: Delivery of Professional Development (continued)

A. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). 1500 of 1500

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Program Description

PS3012 - Local Plan

Part 8: Developing, Improving, or Expanding the Use of Technology in CTE Programs

- Teacher Professional Development in Using Technology to Enhance Teaching and Learning
- Teacher Professional Development in State-of-the-Art Technologies
- Offering CTE Programs That Lead to High Technology and Telecommunications Careers
- Partnerships with High Technology Industries for Internships and Mentoring Programs
- Partnerships with High Technology Industries for Externships for Teachers
- Students Earn Valuable Certifications/Licensures in High Technology Careers
- Distance Learning Opportunities
- Online Learning Opportunities
- Other (Specify):

Part 9: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Academic Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Business, Industry and Labor (including small businesses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Representatives of Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Community Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	CTE Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program.

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Part 10: Educator Recruitment and Retention

A. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

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B. Describe efforts to improve the transition to teaching from business and industry, including mentorship programs.

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Program Description					
PS3350 - Accountability					
Summary of Forms					
<p>You must complete this schedule for yourself and each member of your shared services arrangement. Click on the link for the Fiscal Agent, Member, or Individual Applicant listed below to access and complete the schedule. A PS3350 must be prepared for each Fiscal Agent, Member, or Individual Applicant listed below to complete this schedule. After all have been completed, click Save below.</p>					
Status	Fiscal Agent/ Member /Individual Applicant				Last Updated
	PS3350 - for Applicant -				

Removed from the 2019-2020 Perkins Application

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Individual Applicant:						
Part 1: Perkins Performance Measures (See the TEASE application CTER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)						
Actual for 2014-2015	Actual for 2015-2016	Actual for 2016-2017	Statewide Target %	Local Target %	Explain why the Local Target percentage was less than the Statewide Target percentage.	Describe strategies the LEA will use to improve CTE student performance.
1S1 - Academic Attainment - Reading/Language Arts						
1S2 - Academic Attainment - Mathematics						
2S1- Technical Skill Attainment						
3S1 - Secondary School Completion						
4S1 - Student Graduation Rates						
5S1 - Secondary Placement						
6S1 - Nontraditional Participation						
6S2 - Nontraditional Completion						
A. Describe district programs that are designed to enable special populations students to meet Perkins performance targets.						
B. Describe the process that will be used to evaluate and continually improve the district's performance.						

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Program Budget						
BS6003 - Program Budget Summary and Support						
Statutory Authority:					Fund Code FAR/SSA	
Part 1: Available Funding						
Final Amount				View List of Members		
Reallocation						
Grand Total						
					Total Funds Available:	
Part 2: Budget Summary by Class/Object Code						
Class/Object Code and Description				Program Costs	Admin Costs	Total Budget
6100	Payroll Costs					
6200	Professional and Contracted Services (Itemized in Part 5)					
6300	Supplies and Materials (Itemized in Part 6)					
6400	Other Operating Costs (Itemized in Part 7)					
6500	Debt Services (Itemized in Part 8)					
6600	Capital Outlay (Itemized in Part 9)					
8911	Operating Transfers Out					
Subtotal						
Maximum Allowable Indirect Costs: \$				Total Direct Costs:		
				% Indirect Costs	Help	
Grand Total						
					Total Budgeted Costs	
Shared Services Arrangement						
6493	Payments to Member Districts of Shared Services Arrangement (SSA) Included in Budgeted Costs Above					
Mutually Beneficial Purposes and Programs That Will Be Provided to ALL Members of the SSA						
€	Employ Certified Counselor(s) to Provide Career Development, Guidance, and Academic Counseling Programs to All Students within the SSA					
€	Employ a Full- or Part-Time Special Populations Coordinator to Work Directly with Individuals Who Are Members of Special Populations to Ensure Services and/or Job-Specific Training for Such Students on the Campus of Each Member of the SSA					
€	Establish a Common Site for Offering Career and Technical Education (CTE) Courses to Members of the SSA					
€	Others:					
€	Others:					
Assurances: By checking the statements below, I certify my acceptance and compliance with Perkins regulations						
€	The fiscal agent assures that all Perkins funds awarded through this application will be used for purposes or programs that are mutually beneficial to all members of the SSA, and that evidence of mutual benefit can be provided if requested by the Agency or auditors.					
€	The fiscal agent assures that it has processes in place that prevent funds paid to SSA members from being used for any purpose or program that benefits only one member of the SSA.					

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Program Budget

BS6003 - Program Budget Summary and Support

Part 3: Waiver from the Minimum \$15,000 Requirement

Rural Sparsely Populated Area:
 The number of highway miles from the high school which is the nearest neighbor is at least 30 and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology.
 Number of Highway Miles from the High School: _____ Name of High School: _____

Approved Charter School That Is Unable to Join an SSA

If either box above is checked, describe why the LEA is unable to join a shared services arrangement:

Part 4: 6100 - Itemized Payroll Costs

Number of Positions

#	Position Title	Number of Program Positions	Number of Admin Positions
1.	Administrators [012] (6119)		
2.	Aides [033] (6129)		
3.	Career Coordinators [058/080] (6119)		
4.	Clerical Staff (6129)		
5.	Counselors [008] (6119)		
6.	Program Coordinator (6119/6129)		
7.	Special Populations Coordinators (6119/6129)		
8.	Supervisors [080] (6119)		
9.	Support Center Staff (6119/6129)		
10.	Other:		
11.	Other:		
12.	Other:		
13.	Other:		
14.	Other:		
15.	Other:		
16.	Other:		
17.	Other:		
18.	Other:		
19.	Other:		
20.	Other:		
21.	Other:		
22.	Other:		
23.	Other:		
24.	Other:		
25.	Other:		

Substitute, Extra-Duty, Benefits Help

1.	For Schoolwide Personnel Not Coded 8911	<input type="checkbox"/>	<input type="checkbox"/>
2.	Extra-Duty Pay/Beyond Normal Work Hours for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>
3.	Substitutes for Public and Charter School Personnel for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>

eGrants Application TEXAS EDUCATION AGENCY	Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year: 2019-2020
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Program Budget

BS6003 - Program Budget Summary and Support

Part 5: 6200 - Itemized Professional and Contracted Services Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6219/ 6239/ 6291 Professional and Consulting Services		
2.	6269 Rental or Lease of Buildings, Space in Buildings, or Land		
3.	6220 Postsecondary CTE tuition for students, for tuition in excess of the amount of ADA funds generated by those students. Allowable only when tuition payments are for groups of students and not in the name of individuals.		
Subtotal			
Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval			
Total Professional and Contracted Services Costs			

Part 6: 6300 - Itemized Supplies and Materials Costs

	Total Supplies and Materials Costs		
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Part 7: 6400 - Itemized Other Operating Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6411 Out-of-State Travel for Employees. Must be allowable per Program Guidelines. LEA must keep documentation locally.		
2.	6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines. LEA must keep documentation locally.		
3.	6413 Stipends for Non-Employees other than those included in 6419.		
4.	6419 Non-employee costs for conferences. Requires authorization in writing.		
Subtotal			
Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval			
Total Other Operating Costs			



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Program Budget

BS6003 - Program Budget Summary and Support

Part 8: 6500 – Itemized Debt Service

#	Property Description			Class/Object Code and Description		Program Costs	Admin Costs
1.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
2.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
3.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
4.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
5.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
6.	9-Digit Campus #	Property Value	Contract Dates		6512 Capital Lease-Principal		
			Begin Date	End Date	6522 Capital Lease-Interest		
					6523 Interest on Debt		
			Subtotal				
Total Costs						Total Debt Service Costs	



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Program Budget

BS6003 - Program Budget Summary and Support

Part 9: 6600 - Itemized Capital Outlay

Description of Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value or Useful Life (not ordinary repairs and maintenance)	Program Costs	Admin Costs
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Equipment and Other Capital Outlay - Regardless of Unit Cost


Capital Outlay for Schoolwide Programs (not coded 8911)

#	Generic Item Description	PEIMS Code	Quantity	Program Costs	Admin Costs
1.					
2.					
3.					
4.					
5.	<input type="checkbox"/>				

Total Costs

Total Capital Outlay Costs

Describe how the capital outlay requested will be used to accomplish the objectives of the project if different from the general uses described in the instructions.

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Program Budget					
BS6003 - Program Budget Summary and Support					
Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements					
1. Integrate Academics with CTE Programs Using a Coherent Sequence of Courses					
<input type="checkbox"/>	We are implementing the College and Career Initiative.				
<input type="checkbox"/>	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.				
<input type="checkbox"/>	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.				
<input type="checkbox"/>	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.				
<input type="checkbox"/>	Our academic and CTE teachers collaborate to develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
2. Link CTE at the Secondary and Postsecondary Level					
<input type="checkbox"/>	Our CTE students follow programs of study that link secondary and postsecondary education.				
<input type="checkbox"/>	Some or all of our CTE teachers are qualified to teach courses for Advanced Technical Credit.				
<input type="checkbox"/>	Our LEA offers opportunities for students to enroll in courses that lead to dual credit or articulated credit.				
<input type="checkbox"/>	Our LEA encourages CTE students to participate in the Foundation High School Program with Endorsements.				
<input type="checkbox"/>	Our students use career exploration software to research postsecondary requirements for their personal career goals.				
<input type="checkbox"/>	Our LEA utilizes Go Centers to assist students in planning postsecondary education.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
3. Provide Students with Strong Experience in and Understanding of All Aspects of an Industry (may include career preparation learning experiences)					
<input type="checkbox"/>	Our LEA offers multiple career preparation learning opportunities for our students.				
<input type="checkbox"/>	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.				
<input type="checkbox"/>	Business and industry partners regularly provide us with input to ensure that our students receive strong experience in and understanding of all aspects of their industries.				
<input type="checkbox"/>	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
4. Develop, Improve, or Expand the Use of Technology in CTE Programs					
<input type="checkbox"/>	Our LEA strives to ensure that the technology and software in our classrooms are equivalent to technology used by business and industry.				
<input type="checkbox"/>	Our LEA requires or encourages our students to receive industry licensures and certifications utilizing various technological applications.				
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.				
<input type="checkbox"/>	Our LEA utilizes web pages for teachers to share lessons that integrate academic and technical skills.				
<input type="checkbox"/>	We offer web-based instructional opportunities to our students.				
<input type="checkbox"/>	Our students use software to explore career options and postsecondary educational requirements.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				

Schedule Status:		FORMULA		Application ID:	
eGrants Application TEXAS EDUCATION AGENCY		Organization:		County District:	
SAS#: PERKAA20		Campus/Site:		ESC Region:	
		Vendor ID:		School Year: 2019-2020	
2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application					
Program Budget					
BS6003 - Program Budget Summary and Support					
Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements (continued)					
5. Provide Professional Development Programs to Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors Who Are Involved in Integrated CTE Programs					
<input type="checkbox"/>	Our CTE and academic teachers are required to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.				
<input type="checkbox"/>	Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.				
<input type="checkbox"/>	Our CTE teachers attend state professional development conferences for their instructional areas.				
<input type="checkbox"/>	We offer professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.				
<input type="checkbox"/>	Members of business and industry provide professional development to our staff about workplace requirements.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
6. Develop and Implement Evaluations of the CTE Programs Carried Out with Funds, Including an Assessment of How the Needs of Special Populations Are Being Met					
<input type="checkbox"/>	We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
7. Initiate, Improve, Expand, and Modernize Quality CTE Programs, Including Relevant Technology					
<input type="checkbox"/>	Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.				
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.				
<input type="checkbox"/>	We offer professional development in technology and industry/job market trends.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
8. Provide Services and Activities That Are of Sufficient Size, Scope, and Quality to Be Effective					
<input type="checkbox"/>	Our LEA is implementing the College and Career Initiative.				
<input type="checkbox"/>	All or most our CTE students are pursuing a coherent sequence of courses.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				
9. Provide Activities to Prepare Special Populations for High-Skill, High-Wage, or High-Demand Occupations That Will Lead to Self-Sufficiency					
<input type="checkbox"/>	Our CTE staff collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.				
<input type="checkbox"/>	We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.				
<input type="checkbox"/>	Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.				
<input type="checkbox"/>	Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.				
<input type="checkbox"/>	CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.				
<input type="checkbox"/>	Other:				
<input type="checkbox"/>	Other:				



Organization:
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2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 11: Required Uses of Funds

Required Uses of Funds

Use of Perkins Funds (Program Costs Plus Administration Costs)									
#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration								
2.	Link to Postsecondary CTE								
3.	All Aspects of an Industry								
4.	Expand the Use of Technology								
5.	Provide Professional Development								
6.	Evaluate Perkins-Funded Programs								
7.	Initiate, Improve, and Expand Quality CTE Programs								
8.	Sufficient Size, Scope, and Quality								
9.	Activities for Special Populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
								Indirect Costs	
								Total Budgeted Costs	

Use of State & Local Funds									
#	Required Use of State & Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration								
2.	Link to Postsecondary CTE								
3.	All Aspects of an Industry								
4.	Expand the Use of Technology								
5.	Provide Professional Development								
6.	Evaluate Perkins-Funded Programs								
7.	Initiate, Improve, and Expand Quality CTE Programs								
8.	Sufficient Size, Scope, and Quality								
9.	Activities for Special Populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
Grand Total (Excluding Indirect Costs)									

Part 12: Pooling of Perkins Funds (SSAs Not Eligible)

Funds will not be pooled
 Funds will be pooled

What amount of funds will be pooled?

List County/District Numbers for LEAs That Will Pool Funds:

Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors
 Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data
 Implementing CTE Programs of Study
 Implementing Technical Assessments