


Report Status:		FORMULA		Report ID:	
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<Name of Grant Program>					
ER3010					
ER3010 - Perkins Program Effectiveness Report					
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<b>Part 1: Contact Information</b>					
<b>Organization Information</b>					
Organization Name					
Mailing Address Line 1		Mailing Address Line 2		City	State Zip Code
					-
<b>Primary Contact</b>					
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	
<b>Secondary Contact</b>					
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	
<b>Part 2: Program Effectiveness Review</b>					
<b>Administrative Leadership</b>					
#	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.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
2.	The LEA has established effective working relationships with secondary and postsecondary institutions.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.	The LEA has established collaborative linkages with local business and industry partners involved in workforce preparation.			<input type="checkbox"/> Yes <input type="checkbox"/> 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.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	The LEA has developed a comprehensive strategy for annual CTE program evaluations.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
6.	The LEA assures that qualified and highly effective CTE teachers are recruited and retained.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
7.	The LEA plays a significant role in building the capacity of staff through professional development and technical assistance activities.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
8.	The LEA has implemented the AchieveTexas College and Career Initiative.			<input type="checkbox"/> Yes <input type="checkbox"/> No	

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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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
10.	The LEA reviews its Perkins accountability results and uses CTE student performance data to drive goals, strategies, and continuous improvement.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
11.	The LEA assesses Performance-Based Monitoring (PBM) data reports and follow-up data as available to guide local application planning and improvement strategies.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
12.	The LEA's Perkins budget is appropriate from both accounting and intended use perspectives.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
13.	The LEA uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
15.	The LEA uses the local application as a vehicle for determining funding priorities and implementing proposed activities.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
16.	The LEA annually submits its local application, amendments, and reallocations in a timely manner.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	

Advanced Technical Credit (ATC)/Articulation

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


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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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
27.	The LEA uses multiple strategies, including its performance data, to assess and address the needs of special populations in CTE.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
28.	The LEA evaluates data for special populations to assure that programs and services are working successfully to improve student performance.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
29.	The LEA promotes collaboration across programs serving special populations to better meet the needs of students in CTE programs.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
30.	The LEA uses its CTE funds to support innovative programs for improving the performance of CTE special populations students.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
32.	The LEA has mechanisms in place to ensure the smooth transition of special populations from secondary to postsecondary education and the workplace.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
33.	The LEA evaluates student performance according to gender, ethnicity, and special population categories.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	

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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
35.	A statement of nondiscrimination is included on publications and other materials that are distributed to students, applicants, and employees.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
38.	All facilities housing programs are readily accessible to persons who are mobility impaired.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	
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.	<div> <div></div> <div>Yes</div> </div> <div> <div></div> <div>No</div> </div>	

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<b>Program Access (continued)</b>					
#	Indicator	Achieved	Evidence		
43.	The LEA does not discriminate in its admission practices against persons on the basis of limited English language skills.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No			
51.	The LEA ensures that communications with applicants and members of the public with disabilities are as effective as communications with others.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No			
58.	The LEA has addressed allegations of harassment based on race, sex, and or disability.	<input type="checkbox"/> Yes <input type="checkbox"/> No			


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Part 2: Program Effectiveness Review (continued)

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.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
60.	The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of Perkins funds.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
61.	The LEA has a fiscal-management system in place to utilize reallocated Perkins funds.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
62.	The LEA has a fiscal-management system in place for ensuring the proper expenditure and reporting of state-weighted CTE funds.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
63.	The LEA has a valid and reliable method for reporting accurate PEIMS data that affects funding allocations.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
64.	The LEA has the capacity to prepare and submit financial reports that are both accurate and reliable.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
65.	The LEA has policies and procedures for ensuring that all allocated funds are expended each year.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
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.	<div> <div></div> Yes </div> <div> <div></div> No </div>	


Accountability			
#	Indicator	Achieved	Evidence
67.	The LEA uses completion/graduation rates to assess academic attainment of CTE students.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
68.	The LEA provides opportunities, as appropriate, for student attainment of advanced end-of-program industry certifications and licensures.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
69.	The LEA uses follow-up data to assess CTE student participation (including placement and completion) in postsecondary education and/or work.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
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.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
71.	The LEA evaluates demographic data from year to year, with a focus on eliminating achievement gaps.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
72.	The LEA has implemented quality-control procedures for ascertaining the validity, reliability, and completeness of data reported to TEA.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
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.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
74.	The LEA uses its accountability data to implement continuous improvement activities, including promoting programs that lead to nontraditional fields.	<div> <div></div> Yes </div> <div> <div></div> No </div>	
75.	The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs.	<div> <div></div> Yes </div> <div> <div></div> No </div>	


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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
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			
<YYYY-YYYY> (grant year – 2)		500 of 500			
<YYYY-YYYY> (grant year – 1)		500 of 500			
<YYYY-YYYY> (grant year)		500 of 500			
Performance-Based Monitoring Data Validation (CTE)					
School Year	Data Validation	Areas of Data Concern			250 of 250
<YYYY-YYYY> (grant year)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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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<b>Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned</b> <input type="checkbox"/> No Students Received Certification <a href="#">Help</a>					
Enter the number of CTE concentrators (code 2 coherent sequence students) 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 Early Childhood Education Competency Assessment and Certification				
7.	AAFCS - Pre-Professional Certification in Education Fundamentals				
8.	AAFCS - Pre-Professional Certification in Interior Design Fundamentals				
9.	AAFCS - Pre-Professional Certification in Personal and Family Finance				
10.	Adobe Certified Associate (ACA) - Creative Suite				
11.	Adobe Certified Associate (ACA) - Dreamweaver				
12.	Adobe Certified Associate (ACA) - Flash Professional				
13.	Adobe Certified Associate (ACA) - Photoshop				
14.	Adobe Certified Associate (ACA) - Premiere Professional				
15.	Adobe Certified Associate (ACA) - Print & Digital Media Publication InDesign				
16.	Adobe Certified Expert (ACE) - Adobe After Effects				
17.	Adobe Certified Expert (ACE) - Adobe Illustrator				
18.	Adobe Certified Expert (ACE) - InDesign				
19.	AHLEI (American Hotel and Lodging Education Institute) Certified Rooms Division Specialist (CRDS)				
20.	AHLEI Lodging Management Program				
21.	ALLDATA Certified Automotive Information Specialist (CAIS)				
22.	API - American Petroleum Institute 1104 Welding Certificate				
23.	Apple Final Cut Pro				
24.	Apple iWork				
25.	ArcGIS Desktop Associate				
26.	ASE (National Institute for Automotive Service Excellence) - Automatic Transmission/Transaxle (A2)				
27.	ASE - Automotive Maintenance and Light Repair (G1)				
28.	ASE - Brakes (A5)				
29.	ASE - Electronic/Electrical Systems (A6)				
30.	ASE - Engine Performance (A8)				
31.	ASE - Engine Repair (A1)				
32.	ASE - Heating and A/C (A7)				
33.	ASE - Manual Drive Train and Axles (A3)				
34.	ASE - Mechanical and Electrical Components (B5)				
35.	ASE - Medium/Heavy Truck Technician, Brakes (T4)				
36.	ASE - Medium/Heavy Truck Technician, Diesel Engines (T2)				
37.	ASE - Medium/Heavy Truck Technician, Drive Train (T3)				
38.	ASE - Medium/Heavy Truck Technician, Electrical/Electronic Systems (T6)				



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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)					
Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.					
39.	ASE - Medium/Heavy Truck Technician, HVAC (T7)				
40.	ASE - Medium/Heavy Truck Technician, Suspension and Steering (T5)				
41.	ASE - Non-Structural Analysis and Damage Repair (B3)				
42.	ASE - Painting and Refinishing (B2)				
43.	ASE - Suspension and Steering (A4)				
44.	ASE - Structural Analysis and Damage Repair (B4)				
45.	AutoCAD Certified Professional				
46.	AutoCAD Certified User				
47.	AutoCAD Civil 3D Certified Professional				
48.	Autodesk 3ds Max Certified User				
49.	Autodesk Building Performance Analysis (BPA)				
50.	Autodesk Inventor Certified User				
51.	Autodesk Maya Certified User				
52.	Autodesk Revit Architecture Certified User				
53.	Avid Certified User Media Composer				
54.	AWS (American Welding Society) - SENSE Certification				
55.	AWS - D1.1 Certification				
56.	AWS - D1.3 Sheet Steel Welding				
57.	AWS - D9.1 Certification				
58.	Basic Telecommunications Certificate (Texas Commission on Law Enforcement Officer Standards and Education)				
59.	Briggs & Stratton Master Technician				
60.	Certified Clinical Medical Assistant (CCMA) – National Healthcareer Association				
61.	Certified Internet Webmaster (CIW) Associate				
62.	Certified Patient Care Technician/Assistant (CPCT/A) – National Healthcareer Association				
63.	Certified Protection Officer (International Foundation of Protection Officers)				
64.	Certified SolidWorks Associate (CSWA)				
65.	Certified SolidWorks Professional (CSWP)				
66.	Certified Television Operator (The Society of Broadcast Engineers)				
67.	Chief Architect Certified Apprentice				
68.	Child Development Associate (CDA)				
69.	Cisco Certified Entry Networking Technician (CCENT)				
70.	Cisco Certified Network Associate (CCNA)				
71.	Cisco Rich Media Communications Specialist				
72.	CNA – Certified Nurse Aide (Texas Dept of Aging and Disability Services)				
73.	CompTIA A+ Certification				
74.	CompTIA Network+				
75.	CompTIA Security+				
76.	CompTIA Server+				
77.	CompTIA Strata IT Fundamentals				

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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)						
Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.						
78.	Cosmetology, Esthetician Specialty License (Texas Dept of Licensing and Regulation)					
79.	Cosmetology, Hair Weaving Specialty Certificate (Texas Dept of Licensing and Regulation)					
80.	Cosmetology, Manicurist Specialty License (Texas Dept of Licensing and Regulation)					
81.	Cosmetology, Operator License (Texas Dept of Licensing and Regulation)					
82.	County Jailer Certification (Texas Commission on Law Enforcement Officer Standards and Education)					
83.	CSA (Canadian Standards Association) - W59 Canadian Standards Association Welding Certification					
84.	C-Tech Broadband Academy					
85.	C-Tech Introduction to Telecommunications: Copper-Based Systems					
86.	C-Tech Introduction to Network Cabling: Copper-Based Systems Certificate					
87.	C-Tech Introduction to Network Cabling: Fiber Optic-Based Systems					
88.	C-Tech Introduction to Telephone Systems and VoIP					
89.	C-Tech Introduction to Home Entertainment: Residential Audio/Video Systems					
90.	Dental Assistant, Certified (CDA) (Texas State Board of Dental Examiners)					
91.	Dental Assistant, Registered (RDA) (Texas State Board of Dental Examiners)					
92.	Digital Production Printing Certification					
93.	Educational Aide I Certificate (State Board for Educator Certification)					
94.	Electrical Apprentice License (Texas Dept of Licensing and Regulation)					
95.	Emergency Care Attendant (Texas Dept of State Health Services)					
96.	Emergency Medical Services Operator/Emergency Medical Dispatcher (Texas Dept of State Health Services)					
97.	Emergency Medical Technician (Texas Dept of State Health Services)					
98.	Floral Design Certification, Level One (Texas State Florists' Association)					
99.	Floral Design Certification, Level Two (Texas State Florists' Association)					
100.	GRAEF (Graphic Arts Education and Research Foundation) - PrintED					
101.	HBI/NAHB (Home Builders Institute/National Association of Home Builders) - Carpentry, Advanced					
102.	HBI/NAHB - Facilities Maintenance, Advanced					
103.	HBI/NAHB - House Wiring, Advanced					
104.	HBI/NAHB - HVAC Service Technician, Advanced					
105.	HBI/NAHB - Plumbing, Advanced					
106.	HP ATA (Hewlett-Packard Accredited Technical Associate) - Designing and Deploying Cloud Solutions					
107.	HP ATA - Designing and Deploying Connected Device Solutions					
108.	HP ATA - Designing and Deploying Network Solutions					
109.	HP ATA - Designing and Deploying Server and Storage Solutions					
110.	I-CAR - Aluminum Structural Technician, Level 1					
111.	I-CAR - Auto Physical Damage Appraiser, Level 1					
112.	I-CAR - Custom Painting					
113.	I-CAR - Electrical/Mechanical Technician, Level 1					
114.	I-CAR - Estimator, Level 1					
115.	I-CAR - Non-Structural Technician, Level 1					
116.	I-CAR - Refinishing Technician, Level 1					

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<b>Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)</b>					
Enter the number of CTE concentrators (code 2 coherent sequence students) who earned each certification or licensure. The students may be duplicated.					
117.	I-CAR - Steel Structural Technician, Level 1				
118.	Internet and Computing Core Certification (IC3)				
119.	ISCET (International Society of Certified Electronics Technicians) - Associate-Level Certified Electronics Technicians (CET)				
120.	ISCET - Electronic System Associate				
121.	Licensed Vocational Nurse (LVN) (Texas Board of Nursing)				
122.	Mastercam Certification				
123.	Mastering QuickBooks Level 1				
124.	Medical Assistant, Certified (CMA)				
125.	Medical Coding Certification/Certified Coding Associate				
126.	Microsoft Office Specialist (MOS) - Access				
127.	Microsoft Office Specialist (MOS) - Excel				
128.	Microsoft Office Specialist (MOS) - Excel Expert				
129.	Microsoft Office Specialist (MOS) - PowerPoint				
130.	Microsoft Office Specialist (MOS) - SharePoint				
131.	Microsoft Office Specialist (MOS) - Word				
132.	Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals				
133.	Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals				
134.	Microsoft Technology Associate (MTA) - Networking Fundamentals				
135.	Microsoft Technology Associate (MTA) - Security Fundamentals				
136.	Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals				
137.	MSSC (Manufacturing Skills Standards Council) - Certified Logistics Technician				
138.	MSSC Certified Production Technician (CPT)				
139.	NA3SA - National Automotive Student Skills Standards Assessment				
140.	National Restaurant Association (NRA) - ProStart® National Certificate of Achievement				
141.	NCCER (National Center for Construction Education and Research) - Carpentry Fundamentals, Level One				
142.	NCCER - Carpentry Fundamentals, Level Two				
143.	NCCER - Construction Technology				
144.	NCCER - Electrical, Level One				
145.	NCCER - Electrical, Level Two				
146.	NCCER - Electronic Systems Technician, Level One				
147.	NCCER - HVAC, Level One				
148.	NCCER - Industrial Maintenance Mechanic, Level One				
149.	NCCER - Instrumentation, Level One				
150.	NCCER - Masonry, Level One				
151.	NCCER - Millwright, Level One				
152.	NCCER - Painting/Commercial and Residential, Level One				
153.	NCCER - Pipefitting, Level One				
154.	NCCER - Pipefitting, Level Two				
155.	NCCER - Plumbing, Level One				

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Part 5: CTE Concentrator (Code 2) Certifications or Licensures Earned (continued)

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

156.	NCCER - Sheet Metal, Level One	
157.	NCCER - Weatherization, Level One	
158.	NCCER - Welding, Level One	
159.	NCCER - Welding, Level Two	
160.	NetWare 6 Certified Novell Administrator (CNA)	
161.	NIMS (National Institute for Metal Working Skills) - Certification, Level 1	
162.	Office Proficiency Assessment Certification (OPAC) (Keyboarding/data-entry, Computer applications, Clerical, Microsoft Office applications, Customer Service)	
163.	Oracle Certified Database Associate	
164.	Pharmacy Technician, Certified (CPhT)	
165.	Phlebotomy Technician, Certified (CPT)	
166.	Private Pesticide Applicator (Texas Dept of Agriculture)	
167.	QuickBooks Certified User	
168.	Sterile Processing and Distribution Technician	
169.	Structure Fire Protection Certification, Basic (Texas Commission on Fire Protection)	
170.	Sun Certified Java Associate (SCJA)	
171.	Texas Beef Quality Assurance (Texas Beef Council, Texas and SW Cattle Raisers Assoc AND Texas Agrilife Extension)	
172.	Texas Private Security Level II (Texas Dept of Public Safety)	
173.	The Travel Institute - Travel Agent Proficiency (TAP)	
174.	Veterinary Assistant, Certified (Texas Veterinary Medical Association)	
175.	Wastewater Collections, Class 1 (Texas Commission on Environmental Quality)	
176.	Water Operators, Class D (Texas Commission on Environmental Quality)	
177.	World Organization of Webmasters (WOW) - Certified Apprentice Webmaster (CAW)	
178.	WOW - Certified Web Designer (CWDSA)	

Total	
	Total Licensures and Certifications


Other CTE Concentrator (Code 2) Certifications or Licensures Earned


Identify additional end-of-program industry-recognized certification or licensure exams earned by code 2 coherent sequence students. Include the official name of the exam and the name of the organization or entity that provides or owns the exam. 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.


179.	<div> <div></div> <div>Certification or Licensure Exam:</div> </div>	
	Exam Provider:	

Add Other	Delete Other
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Part 6: CTE Concentrator (Code 2) Certification or Licensure Assessments Taken					
Enter the number of CTE Concentrators (Code 2 coherent sequence students) who TOOK a state- or industry- recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number should include only assessments listed in Part 5 above. Other certifications added in Part 5 beginning with line 179 should not be included. 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
1.	Male				
2.	Female				
Total					
Total Students By Gender					
Students By Ethnicity					Number
3.	American Indian or Alaska Native				
4.	Asian				
5.	Black/African American				
6.	Hispanic/Latino				
7.	Native Hawaiian/Other Pacific Islander				
8.	White				
9.	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)					
10.	Disability Status (ESEA/IDEA)				
11.	Economically Disadvantaged				
12.	Single Parents				
13.	Displaced Homemakers				
14.	Limited English Proficient				
15.	Migrant Status				
16.	Nontraditional Enrollees				
Total					
Total Students by Subpopulation					

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Part 7: CTE Concentrator (Code 2) Certification or Licensure Assessments Passed					
Enter the number of CTE Concentrators (Code 2 coherent sequence students) who PASSED a state- or industry- recognized certification or licensure end-of-program technical skill assessment listed in Part 5 above. This number should include only assessments listed in Part 5 above. Other certifications added in Part 5 beginning with line 179 should not be included. 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
1.	Male				
2.	Female				
Total					
					Total Students By Gender
Students By Ethnicity					Number
3.	American Indian or Alaska Native				
4.	Asian				
5.	Black/African American				
6.	Hispanic/Latino				
7.	Native Hawaiian/Other Pacific Islander				
8.	White				
9.	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)					
10.	Disability Status (ESEA/IDEA)				
11.	Economically Disadvantaged				
12.	Single Parents				
13.	Displaced Homemakers				
14.	Limited English Proficient				
15.	Migrant Status				
16.	Nontraditional Enrollees				
Total					
					Total Students by Subpopulation

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Part 8: 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								
Part 8: Actual Expenditures of Funds- Required Uses (continued)								
Use of State and 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								

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<b>Part 9: Certification and Incorporation</b>							
<b>Certification and Incorporation Statement</b>							
<p>I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.</p>							
<b>Authorized Official</b>							
First Name		30 of 30		Initial	Last Name		30 of 30
Telephone	Ext.	Fax	E-Mail		60 of 60		Confirm E-Mail
<b>Submitter Information</b>							
First Name		Last Name		Approval ID		Submit Date and Time	
Only the legally responsible party may submit this report.							Certify and Submit