



**Texas Higher
Education**
COORDINATING BOARD

**TEXAS STATE PLAN
FOR STRENGTHENING CAREER AND TECHNICAL
EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)
2024-2028**

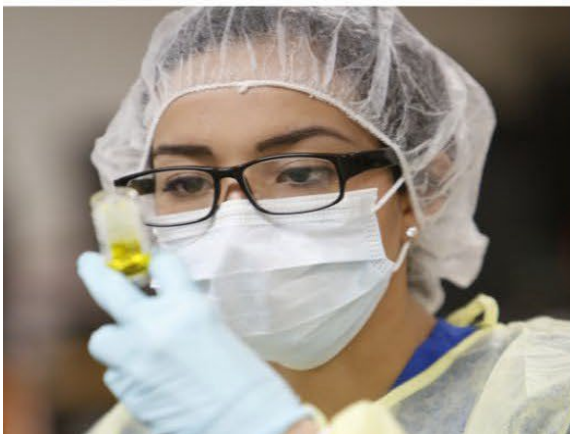


Table of Contents

- I. COVER PAGE** **5**

- II. NARRATIVE DESCRIPTIONS** **8**
 - A. PLAN DEVELOPMENT AND CONSULTATION 8
 - B. PROGRAM IMPLEMENTATION AND ADMINISTRATION 10
 - C. FISCAL RESPONSIBILITY 60
 - D. ACCOUNTABILITY FOR RESULTS 69

- III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS** **77**
 - A. STATUTORY ASSURANCES 77
 - B. EDGAR CERTIFICATIONS 78
 - C. OTHER FORMS 78

- IV. BUDGET** **87**
 - A. BUDGET FORM 89

V. STATE DETERMINED PERFORMANCE LEVELS 90

A. STATE DETERMINED PERFORMANCE LEVELS (SDPL) FORM 95

Appendix 97

I. COVER PAGE

*Indicates a required field(s)

- A. **State Name:** Texas
- B. ***Eligible Agency (State Board) Submitting Plan on Behalf of State:** Texas Education Agency
- C. **State Agency delegated responsibilities by Eligible Agency under section 13(b) for the administration, operation, or supervision of activities of the State plan (if applicable).**
1. **Agency:** Texas Education Agency
 2. **Contact Name:** Monica Martinez
 3. **Official Position Title:** Associate Commissioner of the Standards and Programs Department
 4. **Telephone:** 512-463-4318
 5. **Email:** Monica.Martinez@tea.texas.gov
- D. ***Individual Serving as the State Director for Career and Technical Education:**
1. **Agency:** Texas Education Agency
 2. **Contact Name:** Marcette Kilgore
 3. **Official Position Title:** Director of Career and Technical Education
 4. **Telephone:** 512-936-6358
- E. ***Type of Perkins V State Plan Submission – Subsequent Years:**
- New State Plan (FY2024-27) – if an eligible agency selects this option, it will then complete Items F, G, and H.
- State Plan Revisions – if an agency selects this option, it will then complete Item F.
- F. ***Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act WIOA Combined State Plan:**
- Yes
- No

G. *Governor’s Joint Signatory Authority of the Perkins V State Plan:

- The Governor has provided a letter that they are jointly signing the State Plan for submission to the Department.
- The Governor has not provided a letter that they are jointly signing the State Plan for submission to the Department.

H. *Lead Individuals Completing This Plan

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.

- 1. Please select the individual responsible for the narrative descriptions in this plan:** Alexis Bauserman
- 2. Please select the individual responsible for the budget in this plan:** Pent Rector
- 3. Please select the individual who may be contacted to answer questions about this plan:** Marcette Kilgore



GOVERNOR GREG ABBOTT

May 6, 2024

The Honorable Miguel Cardona, Ed.D.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Cardona:

The Office of the Texas Governor has reviewed and approved the Texas State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

We are pleased to offer our submission to the United States Department of Education and continue building on our state's momentum to ensure all Texans have access to high quality career and technical education.

This plan reflects the critical work Texas has done to align resources and efforts through the Tri-Agency Workforce Initiative to build a strong Texas workforce and ensure that Texans are prepared for jobs in the industries that power the state's economy today and tomorrow.

Sincerely,

A handwritten signature in black ink that reads "Greg Abbott".

Greg Abbott
Governor

GA.myd

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

Introduction

The Texas 2024–2028 Perkins State Plan was developed using input obtained through comprehensive stakeholder engagement in accordance with the procedures outlined in the Strengthening Career and Technical Education for the 21st Century Act, public law 115-224 (Perkins V). Texas maintains a steadfast commitment to fostering workforce development through collaboration, as exemplified by the work of the Tri-Agency Workforce Initiative, a formal partnership between the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC), established to develop and solidify strong links between education and workforce stakeholders.

This state plan, while submitted under Option 1 as a new plan, serves as an extension of the Texas 2020-2024 Perkins State Plan. The priorities named in that plan remain consistent. Key updates:

- **Refine clear measures of success by** updating the State Determined Performance Levels (SDPLs) and incorporating the Local Levels of Performance that were previously omitted
- **Ensure the plan is forward-looking by** documenting Texas’s recently refreshed programs of study, which districts will implement in the 2024–25 school year; documenting the incorporation of programs of study into the public school accountability system, a critical incentive structure; and describing planned uses of Perkins funds that are responsive to lessons learned through implementation of the first programs of study
- **Align to and incorporate relevant strategic updates in Texas by** embedding the vision defined in the latest strategic plan released by the Texas Workforce Investment Council (TWIC) and incorporating goals and strategies formally adopted by the Tri-Agency Workforce Initiative
- **Streamline and clarify the content of the state plan by** eliminating redundant or outdated references

Stakeholder Consultation

Before developing the 2024–2028 state plan, TEA and partners embarked on a multiphase process to review the Texas 2020–2024 Perkins State Plan and propose updates both to the plan and to the statewide programs of study based on lessons learned through implementation and input from all key stakeholder groups. A comprehensive list of stakeholder engagement opportunities is available in Appendix A. Two critical stakeholder events included a Career and Technical Education (CTE) listening tour in Spring 2023 and a CTE engagement tour in Winter 2024. These tours comprised six in-person stops (12 distinct regions visited) and multiple virtual engagements to ensure perspectives from across the state were represented. At the events, TEA staff heard from individuals representing other state agencies, regional education service centers (ESCs), local education agencies (LEAs), institutions of higher education (IHEs), workforce development boards (WDBs), employers, professional associations, community partners, and other institutions. TEA also engaged a 150-person program of study advisory committee comprised of representatives from secondary education, post-secondary education,

and industry. Subcommittees represented each career cluster and made recommendations that would ensure the programs implemented under Perkins V appropriately respond to current labor market information (LMI) and input from stakeholders statewide. A summary of proposed updates to the plan was presented to the Office of the Governor and the State Board of Education (SBOE) in January 2024.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The plan was developed collaboratively by the TEA and THECB with guidance and input from the TWC and TWIC staff. No objections were identified.

- 3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)**

Multiple opportunities for formal and informal public comment informed the development of the state plan.

Formal Written Public Comment

An opportunity for formal public review and comment of the Texas state plan narrative was posted via the Texas Register from March 1, 2024 through March 31, 2024. Stakeholders were encouraged to review the state plan and provide comments via an electronic form. The state plan and electronic form can be found at the following URL: <https://tea.texas.gov/cte/>

A formal public comment period on the SDPLs was conducted from February 9, 2024 through April 9, 2024 using the same process as the formal review and comment of the Texas state plan narrative.

In addition, authors of the plan reviewed formal public comment provided on TEA's proposed 2023 and 2024 Accountability Manuals, which included relevant topics such as the use of programs of study and industry-based certifications (IBCs) as indicators of college and career readiness.

Informal Public Comment

In Summer 2023, TEA published proposed updates to the refreshed programs of study and solicited written public comment on proposed updates.

See **Appendix A** for a full list of opportunities for the public to comment in person.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

TWIC serves as the state WDB under the federal Workforce Innovation and Opportunity Act (WIOA). Supported through the Office of the Texas Governor, TWIC is statutorily responsible for promoting the development of a well-educated, highly skilled workforce for Texas and advocating for an integrated workforce system that provides quality, relevant services that address the needs of Texas businesses and its workers. In consultation with state agency partners, the council is charged with the development of a "single strategic plan that establishes the framework for budgeting and operation of the workforce system." In October 2023, TWIC released a new eight-year strategic plan entitled *Accelerating Alignment*. The plan's contents will guide system partners in implementing workforce programs, services, and initiatives, including developing CTE programs at the secondary and postsecondary levels to support Texas workforce needs.

Workforce system partners include the following:

- Governor's Office of Economic Development and Tourism (EDT)
- Texas Education Agency (TEA)
- Texas Workforce Commission (TWC)
- Texas Higher Education Coordinating Board (THECB)
- Texas Veterans Commission (TVC)
- Texas Juvenile Justice Department (TJJD)
- Texas Department of Criminal Justice (TDCJ) and its Windham School District
- Texas Health and Human Services Commission (HHSC)
- Texas Association of Workforce Boards (TAWB)

Under the TWIC strategic plan, a mission statement guides system partners "to ensure the following, resulting in a resilient and agile workforce and economy:

- Develop and align training and education with current and future employer needs;
- Integrate system programs and services to inspire, develop, and support Texans with diverse needs;
- Improve data integration and analysis across agencies; and
- Elevate awareness of programs and services."

The plan defines system-level goals, objectives, and partner strategies with shared responsibility.

System Goal	System Objective	System Partner Strategy	Agency
<p>Employers</p> <p>Accelerate the delivery of relevant education and training programs to meet the demand of employers.</p>	<p>Increase short-term credentials in high-demand occupations</p>	<p>Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including IBCs and licenses.</p>	<p>TWC THECB TEA TJJD TDCJ WSD</p>
<p>Learners</p> <p>Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.</p>	<p>Increase work-based learning (WBL)</p>	<p>Expand WBL as a core education and training program pre-employment strategy for youth and adults.</p>	<p>TWC THECB TEA</p>
<p>Partners</p> <p>Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision making.</p>	<p>Identify credentials of value</p>	<p>Develop and execute a model to identify credentials of value, including postsecondary technical sub-baccalaureate credit and non-credit credentials, IBCs, apprenticeship certificates, and licenses.</p>	<p>TWC THECB TEA</p>
<p>Partners</p> <p>Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision making.</p>	<p>Clarify and connect pathways</p>	<p>Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.</p>	<p>THECB TEA</p>
<p>Policy and Planning</p> <p>Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.</p>	<p>Identify and quantify quality outcomes</p>	<p>Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.</p>	<p>TWC THECB TEA</p>
<p>Policy and Planning</p> <p>Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.</p>	<p>Enhance wage record</p>	<p>Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.</p>	<p>TWC THECB TEA</p>

System Goal	System Objective	System Partner Strategy	Agency
<p>Policy and Planning</p> <p>Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.</p>	Identify and collect IBC data	Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.	<p>TWC</p> <p>THECB</p> <p>TEA</p> <p>TDCJ</p> <p>WSD</p> <p>TJJD</p> <p>TVC</p>

TEA and THECB lead the system objective to “clarify and connect pathways” through their Perkins-driven initiatives. TEA reviews programs of study regularly to ensure that they continue to meet the needs of the Texas workforce. The most recent review resulted in refreshed programs of study that include coherent sequences of courses, related IBCs, and WBL opportunities to ensure students are prepared for high-skill, high-wage, and in-demand careers in Texas. Each program of study leads to postsecondary education and training opportunities.

Similarly, the THECB established an agency advisory committee to implement industry-driven revisions to the Workforce Education Course Manual (WECM) that is used by colleges statewide in the development of local CTE programs. The committee incorporated recommendations for IBCs as part of the course review process. THECB also engaged advisory committees to develop statewide postsecondary programs of study. Nineteen programs of study have been approved across three career clusters: Architecture and Construction, Health Sciences, and Information Technology. Each advisory committee included representatives from secondary education, postsecondary institutions, and relevant workforce sectors.

- b. **Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Critical to operationalizing the strategic plan developed by the TWIC is a close alignment of the three primary entities responsible for workforce education: TEA, TWC, and THECB. This partnership, formalized as the Tri-Agency Workforce Initiative, works to improve outcomes for the secondary and postsecondary students of Texas by making recommendations that build the skills of the Texas workforce and advance regional economic expansion and job creation. In 2023, the agencies published a set of shared goals and strategies that support the vision defined in the TWIC strategic plan and reflect the combined top-line goals of each agency’s strategic plan, ensuring coherence and alignment. A summary of priorities, goals, and strategies follows. A complete version is available at the following link: <https://www.twc.texas.gov/sites/default/files/wf/docs/tri-agency-workforce-initiative-goals-strategies-twc.pdf>

PRIORITY 1: Pathways

GOALS

1. Sixty percent of Texans ages 25–34 will have a degree, certificate, or other postsecondary credential of value by 2030, and 60 percent of Texans ages 35–64 will have a degree, certificate, or other postsecondary credential of value by 2030.
2. To ensure that employers have the qualified workers needed, all Texans will have access to information, education, and training necessary to identify and pursue pathways to employment in high-demand occupations.

STRATEGIES

- Strategy 1.1: Improve the ability of the agencies to effectively engage stakeholders and meet the talent needs of employers.
- Strategy 1.2: Define credentials of value for all education and training providers and provide guidance on the incorporation of credentials of value within education and training programs statewide.
- Strategy 1.3: Define efficient pathways to employment in high-demand occupations, including providing guidance for local implementation of these pathways.
- Strategy 1.4: Expand opportunities for WBL experiences.
- Strategy 1.5: Increase midcareer reskilling and upskilling opportunities through public IHEs and other educational settings.
- Strategy 1.6: Incentivize local adoption of efficient pathways, including credentials of value and quality WBL.
- Strategy 1.7: Collaborate across agencies to develop shared monitoring processes to ensure fidelity of implementation of efficient pathways.

PRIORITY 2: Support

GOALS

1. By August 2024, strengthen and expand coordination within the state’s mixed-delivery early childhood education system to facilitate increased access to high-quality education for young children to support kindergarten readiness.
2. Increase percentages of K-12 students meeting achievement benchmarks.
3. 550,000 students will complete postsecondary credentials of value each year.

STRATEGIES

- Strategy 2.1: Ensure students and families have the support, tools, and resources needed to achieve education and career success.
- Strategy 2.2: Strengthen and expand prekindergarten, including within the state’s early childhood mixed-delivery system, through the development of additional Prekindergarten partnership classrooms.
- Strategy 2.3: Expand access to effective college and career planning.
- Strategy 2.4: Reduce financial barriers in education.

Strategy 2.5: Support high-quality teaching and learning.

PRIORITY 3: Infrastructure

GOALS

1. Identify gaps in agencies' data collections and develop a plan to address any such gaps, including recommendations of statutory changes needed to do so, by January 2023.
2. Design an integrated educational and workforce data infrastructure with a shared data governance policy by January 2023.
3. Create publicly available and user-friendly data dashboards that report education and workforce outcomes data aligned to Tri-Agency priorities and disaggregated by income, race, ethnicity, gender, and region by June 2024.
4. Establish integrated project management tools and processes for Tri-Agency shared initiatives by January 2023.
5. Develop a plan by January 2023 for the creation of a state credential library and the development and implementation of a shared process through which credentials of value, including IBCs, will be defined, identified, and supported across the agencies.

STRATEGIES:

- Strategy 3.1: Align statewide education and workforce systems with statewide priorities and goals.
- Strategy 3.2: Make educational and workforce data accessible and useful to the public, stakeholders, and decision makers.
- Strategy 3.3: Ensure coordination and collaboration across all three agencies operations.
- Strategy 3.4: Develop a communications and outreach plan focused on informing the public about Tri-Agency activities, including maintaining and updating the Tri-Agency website to provide up-to-date information and available resources.

The CTE programs offered in secondary and postsecondary settings across the state are central to the success of these Tri-Agency goals and strategies and are the very foundation of Priority 1: Pathways.

Text Box 1: Statutory Requirements for State plan Consultation

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State plan in consultation with—

- (i)** representatives of secondary and postsecondary CTE programs, including eligible recipients and representatives of two-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in states where such institutions are in existence, adult CTE providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii)** interested community representatives, including parents, students, and community organizations;
- (iii)** representatives of the State workforce development board established under Section 101 of the Workforce Innovation and Opportunity Act (29 USC 3111) (referred to in this section as the “State board”);
- (iv)** members and representatives of special populations;
- (v)** representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi)** representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under Section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 USC 11432(d)(3));
- (vii)** representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii)** individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for CTE programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in state and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

- (A)** during the development of such plan; and
- (B)** prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

- c. **Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in Section 122(d)(2) of Perkins V, including the core programs defined in Section 3 of the Workforce Innovation and Opportunity Act (29 USC 3102) and the elements related to system alignment under Section 102(b)(2)(B) of such Acts (29 USC 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

Through the coordination of the Tri-Agency Workforce Initiative, Texas leverages funding across programs to support the shared priorities aligned to a shared vision.

The following table lists a sampling of programs and their funding source.

Priority 1: Pathways

Initiative	State or Federal	Lead Agencies
CTE Formula Grants – support for LEAs and IHEs to implement programs of study.	Federal – Perkins	TEA, THECB
CTE State Allotments – support for LEAs and IHEs to implement programs of study.	State	TEA, THECB
College and Career Readiness School Models (Early College High Schools, and Pathways in Technology Early College High Schools) – grants and technical assistance supporting open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.	State and Federal (WIOA)	TEA, TWC
Texas Regional Pathways Network (TPRN) – grants supporting regional partnerships to develop educational and career pathways that prepare Texans for careers in high-skill, high-wage, and in-demand industries.	Federal – Perkins Reserve	TEA, THECB, TWC
Perkins Leadership Grants – grants that are competed through a Request for Application (RFA) process and awarded based on an institution’s contribution to statewide CTE goals.	Federal – Perkins	THECB
Jobs for Education for Texans Grant (JET) – grants to buy and install equipment for CTE courses. These courses must lead to a license, certificate or postsecondary degree in a high-demand occupation.	State	TWC

Priority 2: Support

Initiative	State or Federal	Lead Agency
Grow Your Own Initiative – supports LEAs to build teacher pipelines from within their own communities.	State	TEA
Effective Advising Framework – a tool and grant program that supports districts in implementing a systematic approach to improving the individual planning system for all students.	Federal – GEAR UP	TEA
College and Career Readiness Outcomes Bonus – incentives paid to districts annually for the accomplishments of graduates above a certain percentage threshold that have demonstrated college, career, or military readiness.	State	TEA
College Preparation and Industry-Based Certification Exam Reimbursement – incentives to ensure free access to these assessments.	State	TEA
Advise Texas – a network of near-peer advisor for high school students.	State	THECB
Texas OnCourse – college and career advising resources for students, families, and counselors.	State	THECB
MyTexasFuture – an online postsecondary program and career portal for secondary students and adult learners.	State	THECB
Tomorrow Ready Texas – a tool that helps parents and guardians support teens in college and career planning.	State and Federal	THECB
Workforce Career and Education Outreach Specialists – regional experts who provide Texas students with information about educational opportunities, local labor market demand, career information, and available workforce services to help them make sound career decisions after graduation.	Federal – TANF	TWC

Priority 3: Infrastructure

Initiative	State or Federal	Lead Agency
Data modernization, including aggregate and institution-level dashboards and a privileged portal to support research	State	THECB
Texas Credential Library – an online inventory of training providers and credentials awarded in K-12, postsecondary, and workforce.	Federal – WIOA	TWC

- d. **Describe how the eligible agency will use State leadership funds made available under Section 112(a)(2) of Perkins V for each of the purposes under Section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under Section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

TEA will use state leadership funds for those purposes that are defined under Section 124 of Perkins V. The distribution of leadership funds will be determined annually based on program analysis and the needs communicated by stakeholders. Uses of funds may include, but are not limited to, the following:

- Providing technical assistance and resources to support implementation of the refreshed secondary programs of study that are aligned to high-skill, high-wage, and in-demand occupations either statewide or regionally (as approved by TEA)
- Increasing awareness of nontraditional fields that lead to high-skill, high-wage, and in-demand careers; identifying barriers students may experience in entering nontraditional careers; and offering technical assistance and resources to eliminate those barriers
- Supporting refined analysis of special populations in CTE programs via the Comprehensive Local Needs Assessment (CLNA) to support CTE program planning and implementation and reduce disparities or performance gaps
- Implementing recently developed or refined professional development opportunities:
 - Introduction to Integrating Math into CTE Classrooms
 - Introduction to Integrating Science into CTE Classrooms
 - CTE work-based learning
 - CTE fundamentals for new teachers, counselors, and administrators
 - CTE advanced topics for experienced counselors and administrators
- Supporting CTE specialists in Texas's 20 regional ESCs to providing training and technical assistance to LEAs on interpreting LMI, completing the CLNA, conducting gap analysis on student performance indicators, and implementing work-based learning programs
- Supporting eligible state institutions, including state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities with funds to provide CTE programming that will assist students in building careers through quality instruction, preparation for IBCs, and development of career connections
- Supporting CTE Student Organizations' (CTSOs) activities throughout the state, emphasizing the importance of participation by students and teachers
- Providing technical assistance and resources for regional partnerships implementing high-quality college and career pathways aligned with regional workforce needs through the TRPN
- Developing resources for LEAs to support inclusive special population practices (for students on the continuum of support needs) in CTE classrooms, including effective "powerful practices," templates for print resources aligned to the CTE standards, and presenting the information at various state conferences and professional development opportunities
- Providing resources to support the implementation of programs of study that are undersubscribed across the state despite persistent demand for skilled workers in aligned occupations

THECB will continue to leverage Perkins Leadership funds for two annual grant competitions designed to support the advancement of CTE in Texas.

- Perkins Leadership Grant Program

This program has multiple grant competitions with topics that change from year to year. Grants may be one or two years in length. In 2023-24, the competition categories were:

- Competition 1: Advancing Building a Talent Strong Texas through Postsecondary Credentials of Value
- Competition 2: Field-based Innovation – including a 12-month grant opportunity that supports the success of underrepresented gender groups in established and emerging professions in high-skills/high-wage CTE programs.
- Competition 3: Funding for Continuation of Existing Perkins Leadership Grants

Some examples of forward-looking projects funded in 2023–24 include the following:

- Temple College: Non-traditional Participation – Resources for Improvement
- Collin County Community College – Prompt Engineering: Harnessing the Power of Generative AI
- Perkins Excellence in Access and Opportunity Program (PEAOP)
This program addresses the Perkins V statutory emphasis on recruiting and supporting special populations to increase equitable access to CTE programs for target populations. The goal is to advance sustainable and scalable evidence-based approaches to equitable access and opportunity for CTE students within one of the nine Perkins V Special Populations categories, including preparing individuals for non-traditional fields.

Some examples of forward-looking PEAOP projects funded in 2023–24 include the following:

- San Jacinto College: Closing access gaps and access to higher education through enhanced community-based organization partnerships
- Lone Star College District: Improving access for female students preparing for careers in IT and Manufacturing fields

The Leadership Grant program’s special grant for non-traditional students and the PEAOP program have been intentionally designed to support grantees undertaking projects and initiatives concerning non-traditional populations.

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—

From amounts reserved under Section 112(a)(2), each eligible agency shall—

- (1) conduct State leadership activities to improve CTE, which shall include support for—
 - (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
 - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
 - (D) technical assistance for eligible recipients; and
- (2) report on the effectiveness of such use of funds in achieving the goals described in Section 122(d)(2) and the State determined levels of performance described in Section 113(b)(3)(A), and reducing disparities or performance gaps as described in Section 113(b)(3)(C)(ii)(II).

2. Implementing CTE Programs and Programs of Study

- a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Texas's secondary programs of study comprise coherent sequences of courses aligned to IBCs that are attainable by high school students. They embed intentional WBL experiences and lead to robust career and education pathways with multiple entry and exit points. In-depth analysis of state and regional LMI forms the foundation of the programs of study to ensure students are prepared for high-skill, high-wage, and in-demand careers in Texas.

The CTE programs of study refresh involved the engagement of stakeholders to review the programs of study published in 2019 and implemented during the 2020–2021 school year. The review was initiated in the spring of 2023, and input from across the state was gathered through in-person events hosted in six regions and two virtual events. The listening tour provided an opportunity to gather diverse perspectives to strengthen the programs of study.

Each listening tour event engaged educators, business and community leaders, representatives from higher education, workforce representatives, and families to obtain input from a diverse audience, ensuring that programs meet the needs of each of these critical stakeholder groups.

TEA contracted with a vendor to collect written and verbal feedback from the listening tour and synthesize the inputs. Data were collected from 686 participants through structured and open-ended items. A state-level advisory committee composed of industry, secondary, and postsecondary representatives met in May 2023 to review TEA's analysis of statewide LMI and the input from the listening tour before making recommendations for updates to the statewide programs of study.

Three key needs were identified through the listening tour and considered by the advisory committee: increased student flexibility, increased access to CTE, and improved implementation supports. Regarding student flexibility, 84% of stakeholders agreed that there should be at least one common introductory course in every program of study within a career cluster. To increase student access, 73% agreed new programs of study should be established based on new trends in the labor market data. To improve the programs of study implementation, 93% agreed additional implementation resources should be created. For each existing or proposed new program of study, subcommittees recommended the addition or removal of occupations and courses. They also suggested new courses for development and identified aligned advanced academic courses. The subcommittees also proposed example occupations for each education level and example WBL experiences.

91% of committee members recommended moving the programs of study housed in a Science, Technology, Engineering, and Mathematics (STEM) career cluster to their knowledge-domain career cluster to signal the integration of STEM principles across all clusters. This recommendation did not eliminate STEM; rather, it encouraged STEM occupations to be designated across many career clusters, including Health Science, Information Technology, Energy, and Architecture and Construction.

The following changes were made based on the key recommendations of the committees:


- Establish a common Level 1 course across programs of study in each career cluster
- Combine programs of study with significant overlap

- Move five programs of study from the STEM career cluster to their knowledge-domain career clusters
 - Biomedical Science > Health Science
 - Cybersecurity > Information Technology
 - Programming and Software Development > Information Technology
 - Renewable Energy > Energy
 - *Geospatial Engineering and Land Surveying > Architecture and Construction
- Repurpose the STEM career cluster as Engineering and add three new programs of study
 - Mechanical and Aerospace Engineering
 - Electrical Engineering
 - Civil Engineering
- Transition two regional programs of study to statewide programs of study
 - Industrial Maintenance
 - Pilots and Aviation
- Create a new Real Estate program of study in the Business, Marketing, and Finance career cluster

*Regional program of study


The refreshed programs of study will take effect in the 2024–2025 school year. LEAs will notify TEA of the statewide programs of study they offer through their local Perkins application. Additionally, LEAs can apply to implement a regional program of study as outlined in Section B2.b. Perkins funds can support statewide or approved regional programs of study at the secondary and postsecondary levels. Current CTE courses not included in the statewide or approved regional programs of study will remain available for LEAs and can be supported with state CTE funds.


Approved Statewide and Regional CTE Programs of Study



2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Agriculture, Food, and Natural Resources 	Agriculture Business, Leadership, and Communications	The Agriculture Business, Leadership, and Communications program of study focuses on occupational and educational opportunities associated with farming and agriculturally related businesses that supply farm inputs, such as machinery and seeds. This program of study includes exploration of farm product marketing, the purchase of farm products either for processing or resale, and the process of grading or classifying unprocessed food or other agricultural products.
Agriculture, Food, and Natural Resources	Agricultural Technology and Mechanical Systems	The Agricultural Technology and Mechanical Systems program of study focuses on occupational and educational opportunities associated with applying engineering technology and biological science to agricultural problems related to power and machinery, electrification, structures, soil and water use, and processing agricultural products. This program of study includes diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Agriculture, Food, and Natural Resources	Animal Science	The Animal Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of animals and other living organisms. This program of study includes applying biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students will research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.
Agriculture, Food, and Natural Resources	Environmental and Natural Resources	The Environmental and Natural Resources program of study focuses on occupational and educational opportunities associated with the research, design, and engineering of plans for prevention and control of environmental hazards. This program of study includes conducting research for the purpose of identifying, abating, or eliminating sources of pollutants or hazards that affect either the environment or the health of the population.
Agriculture, Food, and Natural Resources	Food Science and Technology	The Food Science and Technology program of study focuses on the occupational and educational opportunities associated with the research, production, and processing of food from plants and animals. This program of study includes exploration of safety, processing, preserving, packaging, and storing food for human consumption.
Agriculture, Food, and Natural Resources	Plant Science	The Plant Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of plants and other living organisms. This program of study includes the application of biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.
Architecture and Construction 	Architectural Drafting and Design	The Architectural Drafting and Design program of study focuses on occupational and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study includes reading, interpreting, and drawing blueprints for interior and exterior construction projects.
Architecture and Construction	Carpentry	The Carpentry program of study focuses on occupational and educational opportunities related to constructing, installing, and repairing structures and fixtures made of wood including frameworks, partitions, joists, studding, rafters, and stairways. The program of study includes installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Architecture and Construction	Construction Management and Inspection	The Construction Management and Inspection program of study focuses on occupational and educational opportunities associated with producing cost estimates for construction projects to support bidding on or determining the price of products or services. The program of study includes inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.
Architecture and Construction	Electrical	The Electrical program of study focuses on occupational and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. The program of study also addresses installing and repairing telecommunications cable including fiber optics.
Architecture and Construction	HVAC and Sheet Metal	The HVAC and Sheet Metal program of study focuses on occupational and educational opportunities associated with installing, servicing, or repairing heating and air conditioning systems. The program of study addresses fabrication, assembly, installation, and repair of sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings.
Architecture and Construction	Masonry	The Masonry program of study focuses on occupational and educational opportunities related to laying and binding materials, such as brick, structural tile, concrete block, and other types of substances to construct or repair walls and other structures. The program of study includes raising and uniting iron or steel to form completed structures or structural frameworks and building structures using stone.
Architecture and Construction	Plumbing and Pipefitting	The Plumbing and Pipefitting program of study focuses on occupational and educational opportunities related to assembling, installing, and repairing pipes, fittings, or fixtures of heating, water, and drainage systems. The program of study includes maintaining pipe supports and related hydraulic or pneumatic equipment for steam, hot water, heating, cooling, lubricating, and sprinkling.
Arts, Audio Visual Technology, and Communication 	Digital Communications	The Digital Communications program of study focuses on occupational and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. The program of study includes operating machines and equipment such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment to record sound and images.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Arts, Audio Visual Technology, and Communication	Graphic Design and Interactive Media	The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories, creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.
Arts, Audio Visual Technology, and Communication	Printing and Imaging	The Printing and Imaging regional program of study focuses on occupational and educational opportunities associated with designing packaging, displays, or logos to meet specific commercial or promotional needs. This program of study includes the foundations of business management, customer service, graphic design, graphic production, and large format printing.
Business, Marketing, and Finance 	Accounting and Financial Services	The Accounting and Financial Services program of study focuses on occupational and educational opportunities associated with examining, analyzing, and interpreting financial records. It includes exploration of financial services, preparing financial statements, auditing financial statements prepared by others, and interpreting accounting records. This program of study also introduces students to mathematical modeling tools.
Business, Marketing, and Finance	Business Management	The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.
Business, Marketing, and Finance	Entrepreneurship	The Entrepreneurship program of study focuses on occupational and educational opportunities associated with planning, launching, directing, and coordinating public or private sector ventures. This program of study includes formulating policies, launching businesses or organizations, managing daily operations, analyzing management structures, and planning for the use of materials and human resources.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Business, Marketing, and Finance	Marketing and Sales	The Marketing and Sales program of study focuses on occupational and educational opportunities associated with collecting information to estimate potential sales of a product or service and create campaigns to market or distribute goods and services. It includes applying data related to customer demographics, preferences, needs, and buying habits.
Business, Marketing, and Finance	Real Estate	The Real Estate program of study focuses on occupational and educational opportunities associated with financing, selling, and contracting real estate. This program of study includes management, economics, marketing, and financial principles of real estate evaluation. It also addresses commercial real estate including lending, developing, brokering, and financing.
Business, Marketing, and Finance	Retail Management	The Retail Management regional program of study focuses on occupational and educational opportunities associated with driving sales through innovative approaches and strategic planning. It includes product development, customer intercepts, package engineering, and organizational development. This program of study also addresses human resources, advertising, social media, logistics, and employee relationships.
Education and Training 	Early Learning	The Early Learning program of study focuses on occupational and educational opportunities associated with instructing and supporting preschool and early elementary school students. This program of study addresses social, physical, and intellectual growth and skills necessary for planning, directing, and coordinating activities for young children.
Education and Training	Teaching and Training	The Teaching and Training program of study focuses on occupational and educational opportunities associated with careers related to teaching, instructing, and creating instructional and enrichment materials. The program of study includes recognizing a variety of student groups and their corresponding needs, identifying processes for developing curriculum and coordinating educational content, and coaching groups and individuals.



2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Energy 	Oil and Gas Exploration and Production	The Oil and Gas Exploration and Production program of study focuses on occupational and educational opportunities associated with processing, refining, and distributing petroleum and gas. This program of study includes the process of regulating the flow of oil into pipelines, controlling pumping systems, and operating and maintaining machinery to generate electric power.
Energy	Refining and Chemical Processes	The Refining and Chemical Processes program of study focuses on occupational and educational opportunities associated with how to monitor, adjust, and operate equipment housed in petrochemical plants and refineries. This program of study includes exploration of computer technology and instrumentation used to operate a variety of systems and industrial processes.
Energy	Renewable Energy	The Renewable Energy program of study focuses on occupational and educational opportunities associated with assembling, inspecting, maintaining, and repairing different equipment required for renewable energy. This program of study includes exploration of solar photovoltaic equipment and wind turbines and the systems and processes used to maintain and manage these types of equipment.
Engineering 	Civil Engineering	The Civil Engineering program of study focuses on occupational and educational opportunities associated with the design, build, operation, and maintenance of infrastructure related to roads, buildings, airports, bridges, and transportation systems. This program of study includes exploration of infrastructure, site inspections, feasibility assessments and scope, and cost estimates. It addresses applying scientific, mathematical, and empirical evidence to solve problems in construction, infrastructure, and the environment.
Engineering	Drone (Unmanned Vehicle)	The Drone (Unmanned Vehicle) regional program of study focuses on the occupational and educational opportunities associated with operating or designing an unmanned aircraft using a ground-based controller. This program of study includes understanding and designing systems of communications between the controller and the aircraft to ensure compliance with federal aviation safety regulations.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Engineering	Electrical Engineering	The Electrical Engineering program of study focuses on occupational and educational opportunities associated with the design, development, testing, and supervision of electrical equipment and systems. Students will design, test, and evaluate projects related to electrical motors, radar, navigation systems, and communication systems. This program study includes applying scientific, mathematical, and empirical evidence to solve problems in electrical systems associated with instruments, facilities, components, and equipment.
Engineering	Engineering Foundations	The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems.
Engineering	Geospatial Engineering and Land Surveying	The Geospatial Engineering and Land Surveying regional program of study focuses on occupational and educational opportunities associated with surveying, automated computer aided drafting, geographical information systems, and raster-based geographic information systems. This program of study includes the exploration of remote sensing, geoscience, and mapping.
Engineering	Mechanical and Aerospace Engineering	The Mechanical and Aerospace Engineering program of study focuses on occupational and educational opportunities associated with the design, development, maintenance, and testing of engines, machines, and structures related to aircraft and spacecraft. Students will design, test, and evaluate projects related to aerodynamics and structural and mechanical design. This program study includes applying scientific, mathematical, and empirical evidence to solve problems related to navigation, mechanics, robotics, propulsion, and combustion.
Health Science 	Biomedical Science	The Biomedical Science program of study focuses on occupational and educational opportunities associated with the study of biology and medicine. This program of study includes researching and diagnosing diseases, pre-existing conditions, and other determinants of health. Students will also practice patient care and communication.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Health Science	Diagnostic and Therapeutic Services	The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.
Health Science	Exercise Science, Wellness, and Restoration	The Exercise Science, Wellness, and Restoration program of study focuses on occupational and educational opportunities associated with assisting patients with maintaining physical, mental, and emotional health. This program of study includes researching diet and exercise needed to maintain a healthy, balanced lifestyle and exploring techniques to help patients recover from injury, illness, or disease.
Health Science	Health Informatics	The Health Informatics program of study focuses on occupational and educational opportunities associated with the management and use of patient information in the healthcare field. This program of study includes exploration of computerized healthcare systems and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students will also practice writing and interpreting medical reports.
Health Science	Nursing Science	The Nursing Science program of study focuses on occupational and educational opportunities associated with patient care. This program of study includes the practice of caring for patients and performing routine procedures such as monitoring vital signs, developing, and implementing care plans, maintaining medical records, and managing disease or pain.
Hospitality and Tourism 	Culinary Arts	The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Hospitality and Tourism	Lodging and Resort Management	The Lodging and Resort Management program of study focuses on occupational and educational opportunities associated with the logistical and operational management of lodging and resorts. This program of study addresses human resources, financial analysis, and marketing.
Hospitality and Tourism	Travel, Tourism, and Attractions	The Travel, Tourism, and Attractions program of study focuses on occupational and educational opportunities associated with the marketing and sales of travel and tourism services. This program of study includes planning, directing, and coordinating marketing or business policies and programs. Students will identify potential customers and determine demand and promotional strategies for products and services.
Human Services 	Cosmetology and Personal Care Services	The Cosmetology and Personal Care Services regional program of study focuses on occupational and educational opportunities associated with providing beauty and personal care services. This program of study includes managing personal care facilities and coordinating or supervising personal service workers.
Human Services	Family and Community Services	The Family and Community Services program of study focuses on occupational and educational opportunities associated with social services, including child and human development and consumer sciences. This program of study includes managing social and community services, managing family and consumer sciences, and understanding career paths in social work or therapy for children, families, or school communities.
Human Services	Health and Wellness	The Health and Wellness program of study focuses on occupational and educational opportunities associated with promoting physical, emotional, and mental health and wellness. This program of study includes assisting patients in planning for their health and wellness, responding to crises, providing education or counseling, making referrals, and addressing barriers to accessing health and wellness services.
Information Technology 	Cybersecurity	The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Information Technology	Information Technology Support and Services	The Information Technology Support and Services program of study focuses on occupational and educational opportunities associated with administering, testing, and implementing computer databases and applying knowledge of database management systems. This program of study includes analyzing user requirements, automating or improving existing systems, and reviewing computer system capabilities. It also includes research, design, and testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.
Information Technology	Networking Systems	The Networking Systems program of study focuses on occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks, wide area networks, intranets, extranets, and other data communications networks. This program of study includes analysis of data processing challenges to implementing and improving computer systems.
Information Technology	Programming and Software Development	The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.
Information Technology	Web Development	The Web Development program of study focuses on occupational and educational opportunities associated with designing, creating, and modifying websites. It includes integration of websites with other computer applications and conversion of written, graphic, audio, and video components to compatible web formats using software designed to facilitate the creation of web and multimedia content.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Law and Public Service 	Fire Science	The Fire Science program of study focuses on occupational and educational opportunities associated with fire prevention, protection, and firefighting. This program of study includes firefighter safety, building codes, and the necessary physical skills to perform rescues. Students will learn about preparedness, basic fire suppression techniques, basic arson investigation, hazardous material management, and educating the public about fire safety.
Law and Public Service	Government and Public Administration	The Government and Public Administration program of study focuses on occupational and educational opportunities associated with examining, evaluating, and investigating compliance with laws and regulations. This program of study includes planning and governance, analysis of revenue and taxation, and processes for communicating with the public.
Law and Public Service	Law Enforcement	The Law Enforcement program of study focuses on occupational and educational opportunities associated with the development and enforcement of laws by various branches of law enforcement. This program of study includes understanding the appropriate and legal response to breaches in the law according to statutory rules and regulations, as well as the investigation of how and why the breaches occurred.
Law and Public Service	Legal Studies	The Legal Studies program of study focuses on occupational and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents.
Manufacturing 	Industrial Maintenance	The Industrial Maintenance regional program of study focuses on occupational and educational opportunities associated with maintaining and repairing manufacturing equipment and facilities. This program of study includes exploration of facility systems including electrical, welding, hydraulic, plumbing, heating, and air conditioning.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Manufacturing	Manufacturing Technology	The Manufacturing Technology program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. It includes exploration of a variety of machine tools that are used to produce precision parts and instruments. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.
Manufacturing	Robotics and Automation Technology	The Robotics and Automation Technology program of study focuses on occupational and educational opportunities associated with the assembly, operation, maintenance, and repair of electromechanical equipment or devices. This program of study includes exploration of a variety of mechanical fields, including robotics, refinery and pipeline systems, deep ocean exploration, and hazardous waste removal.
Manufacturing	Welding	The Welding program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.
Transportation, Distribution, and Logistics 	Automotive and Collision Repair	The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.
Transportation, Distribution, and Logistics	Aviation Maintenance	The Aviation Maintenance program of study focuses on occupational and educational opportunities associated with maintenance and repair of airframe structures, systems, and components of an aircraft. This program of study includes exploration of aircraft maintenance procedures, air navigational aids, air traffic controls, and communication equipment to ensure compliance with federal safety regulations.

2024–2025 State Career Cluster	2024–2025 Program of Study Title	2024–2025 Program of Study Description
Transportation, Distribution, and Logistics	Aviation Pilots	The Aviation Pilots program of study focuses on occupational and educational opportunities associated with the principles and science of flight. This program of study includes the exploration and understanding of aviation engineering, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.
Transportation, Distribution, and Logistics	Diesel and Heavy Equipment Maintenance, and Commercial Drivers	The Diesel, Heavy Equipment Maintenance, and Commercial Drivers program of study focuses on occupational and educational opportunities associated with the function, operations, diagnosis, and service of diesel and heavy equipment systems. This program of study includes driving, inspecting, diagnosing, and repairing off-highway and on-highway vehicles and equipment.
Transportation, Distribution, and Logistics	Distribution, Logistics, and Warehousing	The Distribution, Logistics, and Warehousing program of study focuses on educational and occupational opportunities associated with business planning and management aspects of distribution, logistics, and warehousing. This program of study includes exploration of the history, laws, regulations, and common practices used in the logistics of warehousing and distribution systems.
Transportation, Distribution, and Logistics	Maritime	The Maritime regional program of study focuses on educational and occupational opportunities associated with the operation of water vessels. This program of study includes maintenance procedures and operation of maritime navigational aids, maritime traffic controls, and communications equipment to ensure conformance with federal safety regulations.

Industry-Based Certifications

The Texas Education Code (§39.053) requires TEA to account for high school students who earn an IBC as one indicator within the student achievement domain of the state’s public school accountability system. IBCs are a key component of strong career pathways and TEA has developed and codified a rigorous process to produce an approved list eligible for credit in state accountability. TEA adopted by rule ([19 TAC §74.1003](#)) a set of requirements and a process to formally approve IBCs. Six evaluation criteria are defined in the administrative rule. An IBC must be (1) a certification, (2) industry-recognized and valued, (3) attainable by a high school student, (4) portable, (5) awarded by a certifying entity, and (6) taken as a capstone or at end-of-program. More information on the evaluation criteria and review process is available in Appendix B.

There are 256 IBCs on the Texas school accountability list (2022–2024). Informational documents are available for each IBC, including competencies measured by the assessment, exam requirements, and contact information for the certifying entities.

Texas further incentivizes student attainment of IBCs by allowing LEAs to request reimbursement for one earned IBC per student. TEA has announced plans to strengthen the rigor of the accountability indicator by ensuring students are leveraging programs of study to prepare for quality IBCs.

Postsecondary Programs of Study

Texas House Bill 2628, passed in 2015, requires the THECB to establish programs of study that meet the following criteria:

- Incorporate rigorous college and career readiness standards, including CTE standards that address both academic and technical content
- Support attainment of employability and career readiness skills
- Progress in content specificity by beginning with all aspects of an industry or career cluster and leading to more occupationally specific instruction or by preparing students for ongoing postsecondary career preparation
- Incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or IBCs
- Culminate in the attainment of
 - an IBC, credential, or license;
 - a registered apprenticeship or credit-bearing postsecondary certificate; or
 - an associate or baccalaureate degree

THECB develops statewide postsecondary programs of study through the formation of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other areas of CTE. Program of study advisory committees are charged with (1) identifying high-demand programs of study within the career cluster, (2) establishing subcommittees as needed to identify courses and learning outcomes required as part of a program of study, and (3) providing THECB staff with feedback about processes and procedures related to the programs of study within the relevant career cluster.

Programs of study developed under House Bill 2628 must demonstrate these criteria:

- Focus on the current and future needs of employers in this state
- Clearly define career pathways with logical entry and exit points for students
- Indicate the types of careers and the names of certifications or licenses aligned to the program of study
- Provide for students to begin a program of study at a public junior college, public state college, or public technical institute and transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study
- Be designed to meet the needs of business and industry with a high degree of commonality across the state
- Align with the state college and career readiness standards
- Be revised on a recurring schedule, not to exceed once every five years, to ensure the programs of study remain current and relevant to the needs of business and industry.

Using the advisory committee process described previously, THECB has developed and approved the following statewide programs of study for adoption by postsecondary institutions:

- Architecture and Construction

- Construction Management
- Drafting, Architectural
- Drafting, General
- Electrical Lineworker
- Electrical, Industrial
- Electrical, Residential and Commercial Heating, Air Conditioning, and Ventilation
- Pipefitting
- Plumbing
- Health Science
 - Dental Hygiene
 - Emergency Medical Services/Paramedic
 - Occupational Therapy Assistant
 - Physical Therapist Assistant
 - Radiologic Technology
 - Respiratory Care
- Information Technology
 - Cloud Computing
 - Cloud Computing Data Analysis
 - Cloud Computing Data Science
 - Cloud Support and Cybersecurity

THECB recently conducted a process to identify high-wage, high-demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included higher education professionals and industry stakeholders from across Texas. This course sequencing methodology prepares students for occupations from job knowledge and skill demand in secondary education through postsecondary preparation.

In the coming year, THECB will begin the process of collecting information from institutions to assist with updating the postsecondary programs of study and guidelines. As part of this process, THECB will align, where relevant and feasible, programs of study to the THECB High Demand Fields List and TEA Statewide Approved Programs of Study List. This will allow THECB to continue to collaborate with TEA and facilitate alignment among programs of study that provide a pathway from secondary to postsecondary. Below is a link to each list.

- [High Demand Fields - THECB](#)
- [Programs of Study List - THECB](#)

- b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under Section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under Section 132¹ will**
 - i. promote continuous improvement in academic achievement and technical skill attainment;

¹ Based on the context of this requirement, the reference to the local application process under “Section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is Section 134. Therefore, eligible agencies should respond to this item using the provisions in Section 134 of Perkins V.

- ii. expand access to career and technical education for special populations; and
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins

Secondary

Each LEA is required to analyze local labor market data, leverage a CTE advisory board, and engage other stakeholders to determine which statewide programs of study best fit their needs. LEAs may also apply to implement a regional program of study that will prepare students for occupations that do not meet the threshold for demand across the state but do meet the threshold in the LEA's regional economy. This application process, referred to as the Regional Program of Study Approval Process, requires LEAs to submit regional labor market data that validates target occupations with the course sequence of the proposed program.

Postsecondary

THECB requires colleges submitting postsecondary CTE programs for approval to follow THECB's rules in Texas Administrative Code related to program approval. The Guidelines for Instructional Programs in Workforce Education (GIPWE) provide guidance on the rule requirements. GIPWE requires that colleges develop programs in close cooperation with business and industry to satisfy a need for timely and effective workforce education. Business and industry experts must provide substantial input into the curriculum design of a proposed CTE program, including profession-specific knowledge, skills, and abilities and general skills as appropriate, such as oral and written communication, mathematics, computer literacy, and industry-related workplace practices.

THECB's administrative rules require that colleges establish industry-based advisory committees for each workforce education program. Advisory committees are organized by career clusters to ensure members have the necessary expertise to guide program planning. Advisory committees help a college document the need for a workforce education program and ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is a principle means of ensuring meaningful business and industry participation in program creation and revision.

i. Promote continuous improvement in academic achievement and technical skill attainment:

The Texas programs of study, both statewide and regionally approved at the secondary and postsecondary levels, align to occupations that are high-skill, high-wage, and in-demand. Students are encouraged to consider advanced academic courses that will enrich their program of study and to participate in aligned WBL and expanded learning opportunities (ELOs).

Secondary

Secondary courses included in an approved program of study are based on standards approved by the SBOE. The course sequence begins with a foundational course and increases in content specificity and aligns with one or more IBCs attainable by a high school student. Secondary programs of study connect to postsecondary education opportunities that yield credentials of value.

CTE indicator autocoding is used to designate secondary students by the number and levels of CTE courses they complete. CTE Concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE Completers are students who have completed three or more courses

for four or more credits with at least one advanced course within a program of study. An advanced course is a course from levels three or four.

Postsecondary

As described previously, THECB’s administrative rules and GIPWE guidance on CTE program approval and maintenance requires the engagement of industry in establishing and maintaining postsecondary CTE curricula to support continuous improvement in student achievement.

ii. Expand access to career and technical education for special populations:

Secondary

TEA’s State Transition Coordinator within the Office of Special Populations and Student Support will develop a grant during spring 2024, to post in early fall 2024. The program guidelines will define the five-year plan for developing resources and related activities to support LEAs in expanding access to CTE programming for students in special populations.

TEA evaluates the number of CTE participants and CTE Concentrators by career cluster. The data is disaggregated based on the special population categories in Perkins V. These disaggregated data are analyzed at the state level but also provided to LEAs in their Career and Technical Education Reports (CTER) via the secure TEA Login (TEAL). These data help LEAs identify and address performance gaps in CTE programming. TEA partners with Advance CTE (ACTE) to provide training to TEA staff and ESC CTE specialists regarding access to CTE for special populations. TEA staff and ESC CTE specialists, in turn, provide technical assistance to LEAs to drive continuous improvement of programs for special populations.

Postsecondary

THECB provides each of the state’s 54 public, postsecondary institutions with disaggregated special populations performance data as a component of its resources supporting the CLNA. Data are provided to each institution by cluster or program at the two- or four-digit Classification of Instructional Programs (CIP) code level to comply with Family Educational Rights and Privacy Act (FERPA). Institutions additionally receive question sets and other guidance for consulting with special populations stakeholders.

As a condition of receiving a formula grant, postsecondary institutions must use Perkins formula funds to address performance gaps identified in the CLNA. THECB monitors disaggregated performance results at the program level for each public two-year community, state, and technical college receiving Perkins funds.

iii. Support the inclusion of employability skills in Program of Study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Secondary

Recognizing the value of early career exploration and preparation, SBOE recently adopted revised Texas Essential Knowledge and Skills (TEKS) for a middle school CTE course entitled Career and College Exploration, which introduces employability skills. To support implementation of this course, TEA is working with a vendor to produce a series of printable career cluster planning guides. These guides will target young secondary students and embed the standards from the Career and College Exploration course. In addition, all high school CTE courses include standards addressing employability skills. As new CTE courses are developed and

existing courses are reviewed and revised, industry representatives participate in the process, ensuring that both technical and employability skills critical for success on the job are addressed in the TEKS.

Fluency in STEM skills is critical to preparing students for career readiness. Texas students are introduced to STEM fluency skills by learning STEM-integrated thinking through content application using engineering design challenges or STEM project/problem-based learning. In prekindergarten–grade 8, they focus on building the skills of collaboration, creativity, critical thinking, communication, and resilience. By grade 8, these STEM fluency skills should be habits. In grades 9 and up, students work to develop and master STEM skills by engaging in deliberate investigation of the natural world using scientific and engineering practices.

Postsecondary

THECB’s administrative rules and GIPWE process for CTE programs, described in Section B.2.b, requires the engagement of industry to support the inclusion of relevant employability skills into CTE programs. THECB uses state leadership funds to support embedding employability skills into postsecondary CTE curricula. THECB has developed the Working Off-Campus: Reinforcing Knowledge and Skills (TXWORKS) Internship Program as described in Section B.2.c. One purpose of TXWORKS is to guide the incorporation of employability skills into internships.

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

Secondary

TEA produces a framework document for each program of study for use by a variety of audiences seeking to understand, implement, or complete a program of study. These frameworks outline the courses approved at each level (1–4), for the program of study. The frameworks also provide information about WBL experiences, postsecondary opportunities, and occupations aligned to the program of study. TEA makes an editable version of these frameworks available for LEAs to customize with local course offerings, WBL opportunities, and photos or logos. Frameworks are available at the following link: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study>.

A variety of other resources are available on TEA’s website to support awareness, understanding, and implementation of the programs of study, WBL, and dual credit opportunities. These include the following:

- A geographic information system (GIS) mapping application that shows where each program of study is implemented and how many Concentrators or Completers the program has produced. Employers can leverage this tool to identify talent pools. Districts can leverage the tool alongside their regional LMI to understand which high-demand fields are under-supported in their area.

- CTE data reports are available at the regional and LEA level to help districts understand gaps and opportunities to add new programs of study or better align programs and IBCs.
- TEALearn, an online learning management system, offers CTE training for new counselors and administrators, helping these stakeholders build a foundational understanding of the value and role of CTE in career and education planning. Training for experienced counselors and administrators helps them build robust programs that are accessible to special populations. Available trainings are detailed in Section 4.a. and Appendix C.
- The Texas CTE Resource Center (TCRC) offers a variety of resources for teachers and administrators such as sample lessons and assessments.
- The Tri-Agency Workforce Initiative’s Work-based Learning Continuum communicates a shared definition and guiding principles for WBL from TEA, TWC, and THECB. The continuum and accompanying report are available at the following link: <https://www.twc.texas.gov/sites/default/files/wf/docs/wbl-strategic-framework-dec-2022-twc.pdf>.
- The Effective Advising Framework (EAF) is a tool that supports districts in developing and implementing an individual student planning system.
- Texas OnCourse is an on-demand training platform for counselors and advisors. Through partnership with THECB, TEA has embedded relevant information on CTE programs of study and WBL into this platform.
- College and Career Readiness School Models (CCRSM) are open-enrollment campuses that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue high-skill, high-wage, and in-demand careers. Texas is proud to serve over 509 campuses that implement these models. Each CCRSM school model has a blueprint that provides benchmarks for the campus. A sample blueprint can be found in Appendix D.

TEA promotes resources and funding opportunities to LEA stakeholders through a variety of interest-based listservs including for CTE, Advanced Academics, and School Counseling. Critical announcements and resources are also communicated to superintendents via TEA’s formal written notification process as well as monthly superintendent webinars hosted by the Commissioner of Education.

Finally, regional ESC CTE specialists are an integral link in the communication chain. Twenty ESC CTE specialists provide technical assistance and training to LEAs in their regions. Specifically, the ESC specialists offer training specific to Perkins V, programs of study, the CLNA, and the Perkins local application. Perkins leadership funds, found in Section 4.d, fund the ESC CTE specialists.

Postsecondary

THECB posts approved statewide program of study curricula to its website and maintains a searchable database of approved local programs of study as resources for the general public, including secondary and postsecondary representatives and students and their families.

THECB maintains three websites as a resource for students, families, and the general public: [College for All Texans](#), [GenTX \(Generation Texas\)](#), [Texas CREWS](#). These websites are key methods of communicating current information and providing constant access to important tools and resources. The websites provide students and families with comprehensive and accurate information about selecting a college, enrolling, paying for college, and ensuring that a student’s postsecondary choices are aligned with future career goals. THECB’S primary objective for the websites is to provide a reliable way to ensure the timely delivery of accurate information.

THECB publicizes the following resources as part of its *Building a Talent Strong Texas* strategic plan for higher education:

- My Texas Future, a new digital tool launched in 2023 connects Texans with resources and information about postsecondary opportunities. My Texas Future advances the state’s strategic plan for higher education. It will help bridge the skills gap and support individuals as they work to further their careers, return to the workforce, or return to higher education. My Texas Future includes personalized interactive features to help prospective students of all ages identify interests and skills, explore careers and programs, plan for school, navigate financial aid, and request to speak with an advisor.
- The Texas Internship Challenge is a partnership among the TWC, TEA, and THECB that challenges employers to offer paid internships and make it easy for students to search and apply for them. The Challenge addresses the workforce development need for students to acquire workplace readiness skills that will help them be more competitive for full-time work. Internships allow students to explore high-skill, high-wage, and in-demand occupations, gain professional experience, and make connections with professionals, which can lead to a reference or a job. Internships allow employers to explore talent, benefit from different and developing skill sets, and train candidates for full-time positions.
- TXWORKS is a centralized off-campus work-study program that provides full-time college students with limited financial means the opportunities to pursue paid internships. The strength of the Texas economy and the wide range of Texas industries provides college students with paid internships or other concurrent work experiences to strengthen their marketable skills and support their transition to the workforce. The TXWORKS Internship Program also advances the state’s *Building a Talent Strong Texas* goals relating to marketable skills and reducing student debt.
 - ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

Secondary

As noted above, development of the statewide programs of study has been and will continue to be a collaborative, stakeholder-driven process. In addition, TEA promotes local collaboration to foster strong implementation of programs.

Regional Programs of Study

LEAs have the opportunity to apply for approval of regional programs of study. The application process is open annually, and regional programs of study are approved for an implementation period of four years. ESC CTE specialists are leaders within their region who facilitate this process. Once a regional application is approved, any LEA in the region may implement the program. LEAs frequently collaborate with each other, local higher education partners, and the ESC to develop the regional program including developing innovative courses if state-approved courses do not exist.

Texas Regional Pathways Network (TRPN)

The TRPN is a Tri-Agency initiative that facilitates strategic planning, and sharing of best practices, challenges, and lessons learned in pathways development. Each TRPN grantee is a regional partnership of at least three LEAs, one public institution of higher education, one workforce development board, and two employer partners in the target industry. These partnerships are facilitated by a regional convener. See Appendix E for a complete list of activities.

Postsecondary

THECB develops postsecondary statewide programs of study through advisory committees comprised of secondary and postsecondary representatives and workforce representatives. Each program of study is subject to a 30-day public comment period for feedback from secondary and postsecondary representatives, industry representatives, students, and any other member of the public who wishes to contribute. Each advisory committee considers the feedback received and incorporates curricular modifications based on committee judgment before final approval by the THECB. Postsecondary institutions are required as a condition of receiving Perkins funds to develop memoranda of understanding with their constituent secondary school districts for collaboration in the delivery of dual credit CTE courses and programs, including programs of study.

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

LEAs and IHEs are required to align their program offerings to LMI as described in Section B.2.a and B.2.b. See the secondary CLNA in TEA Appendix F and the postsecondary CLNA at the following link:

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fcontracts%2Frfo-rfp-rfq-rfa%2Fclna-template%2F&wdOrigin=BROWSELINK>. Recognizing the crucial role of skilled workers in a thriving economy, TEA strives to ensure CTE programs of study align with high-skill, high-wage, and in-demand occupations. Through an analysis of statewide enrollment data, TEA has identified undersubscribed CTE programs of study, such as HVAC and Plumbing, that lead to in-demand occupations yet have reported declining enrollment. By prioritizing these programs of study, TEA aims to address low enrollment in programs aligned to critical labor force needs. TEA will leverage state and Perkins Reserve-funded grant opportunities to incentivize the adoption and implementation of those programs of study aligned to critical shortages.

As an example, TEA has made adjustments to an annual grant opportunity, the Summer CTE Grant. Summer 2025 grantees can use awarded Summer CTE Grant funds to:

- Develop and implement effective summer CTE courses in undersubscribed programs of study
- Expand marketing and outreach efforts to raise awareness about undersubscribed programs of study

- iv. **Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Applicants must sign provisions and assurances in the local application for funds to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers that exist for special population groups within

the CLNA. To receive funding, postsecondary institutions must describe how all students will be provided equal access to CTE courses, programs, and programs of study toward preparation for high-skill, high-wage, and in-demand occupations. Postsecondary institutions must additionally describe how they will address gaps in the performance of special populations as identified in the CLNA.

Secondary

TEA uses Perkins Leadership resources to fund a contract designed to support students in special populations and assist TEA in developing processes, procedures, and training to support equitable access across all programs of study. In addition, TEA recently procured a vendor partner to support CTE monitoring that will evaluate, among other criteria, selected LEAs' numbers of CTE participants and CTE Concentrators at the career cluster level and disaggregate the information based on the special population categories. TEA will also partner with an external group/consultant for professional development to expand access for students in special population. The training will be provided to TEA staff and ESC CTE specialists in a training-of-trainer (TOT) format so stakeholders can access the training statewide. Data will be provided to LEAs so they can best address performance gaps in CTE programming through the CLNA.

LEAs ensure equal program access through yearly nondiscrimination notifications to students, families, school employees, and the public. Nondiscrimination statements are required in all LEA publications. As a recipient of federal financial assistance, postsecondary institutions and LEAs are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. LEAs and IHEs take steps to ensure that limited or emerging English language skills are not a barrier to admission and participation in educational and vocational programs.

Postsecondary

THECB requires biannual progress reports from 54 community, state, and technical colleges receiving Perkins formula funds. Reports must show progress on each activity in the approved local application, address impediments to progress, and show how the institution has responded. Beginning with the FY 2021 local application, institutions must commit Perkins formula funds to reduce special populations' performance gaps identified in the CLNA as a condition of receiving funds. Biannual reporting will document programmatic activity toward reducing special populations' performance gaps.

Postsecondary institutions must publish notice that they do not discriminate based on race, color, national origin, sex, disability, or age in its programs or activities and provide the name or title, address, telephone number, and email address of the coordinator(s) designated to oversee compliance with civil rights laws, including contact(s) for complaints regarding Section 504. The notice must be prominently placed in each announcement, bulletin, catalog, application form, newsletter, magazine, website, electronic publication, notices posted on campus and in the local newspaper, and any other written materials distributed to students.

Before the beginning of each school year, postsecondary institutions must provide public annual notification that their CTE programs are offered without regard to race, color, national origin, sex, or disability. Annual notification must be made through the media that reaches the public and include a brief summary of the program offerings and admissions criteria and the name(s)/title(s), address(es), and telephone number(s) of the Title IX and Section 504 compliance coordinator(s). If there is a community of national origin minority persons who are Emergent Bilingual in the institution's service area, the notice must be disseminated to that community in its native language. It must state that a lack of English language skills will not be a barrier to admission to and participation in CTE programs.

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the Department of Education's (USDE) Office of Civil Rights (OCR) and conducts two site visits annually based on risk assessment outcomes.

- v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

TEKS Review

The SBOE has legislative authority to adopt the TEKS for each subject of the required curriculum for each grade level and periodically reviews and revises the TEKS. For each TEKS subject area review, the SBOE approves educators, parents, higher education representatives, business and industry representatives, and employers to serve on TEKS review work groups that make recommendations to the SBOE for revisions to the TEKS. The SBOE's TEKS review and revision process requires the board to determine the scope of each review for each subject area, either a full revision or a streamlining of the standards. A detailed description of this process specific to CTE is available in Appendix G.

Given the high volume of CTE courses and the necessity to ensure course standards keep pace with industry standards, Texas has shifted to a continuous cycle of TEKS revision for CTE courses. To prioritize career clusters for review, TEA partnered with SkillsEngine®, an affiliate of Texas State Technical College (TSTC), to analyze the current CTE TEKS and identify gaps between the course standards and the knowledge and skills students need to successfully transition into postsecondary opportunities for each program of study. The skills gap analysis was conducted through a process that identified high-skill, high-wage, and in-demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the TWC, TWIC, THECB, LEA teachers and administrators, and industry representatives.

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

Texas aligns its capstone WBL experiences with the definition provided in Perkins V and reinforced by the Tri-Agency WBL Continuum. The Tri-Agency definition states that WBL includes practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills. These experiences are aligned with the standards and instruction of CTE programs.

TEA and THECB disseminate the Tri-Agency Workforce Initiative's Strategic Framework for Work-based Learning Report to communicate a shared definition of WBL to stakeholders in secondary education, postsecondary education, and the workforce. This tool supports strong partnerships at the state and local levels.

THECB requires that colleges comply with the GIPWE in developing CTE programs. GIPWE requires that a college must provide at least one of the following for each approved award: (1) a capstone experience, (2) eligibility for a credentialing exam, and/or (3) an external learning experience. The experience should occur during the last semester of the student's educational program.

The capstone is a learning experience that consolidates a student's educational experience and certifies mastery of entry-level workplace competencies. Methods of providing a capstone experience include the following:

- A comprehensive, discipline-specific examination prepared by the faculty of the workforce education program and administered after the program
- A course involving simulation of the workplace, case studies, portfolios, and employment scenarios
- A discipline-specific project involving the integration of various teams of students performing activities to simulate situations that may occur in the workplace

Credentialing exams are licensure, certification, or registration exams provided by state or national agencies or professional organizations. An external learning experience, paid or unpaid, enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. Including an external learning experience in both certificate and applied associate degree plans is strongly recommended. The external learning experience allows students to have practical, hands-on training and apply learned concepts and theories in a workplace setting. There are five external learning experiences: clinicals, internships, practicums, cooperative education, and apprenticeships. Clinical and internship experiences occur in actual workplace settings in which students learn and apply program theory and management of the workflow.

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

Secondary

By using CTE course completion data, state and LEA personnel can identify performance gaps among student population groups and will identify where LEAs need to provide targeted assistance.

TEA staff will review the current model of differentiated supports for technical assistance and supports that are being used through Results Driven Accountability (RDA) in categories such as Universal Supports, Targeted Supports, and Intensive Supports to determine if additional resources for support are needed. For each level, LEAs may choose supports matching the gaps and outcomes they need to address.

Postsecondary

THECB provides each of the state's 54 public postsecondary institutions with disaggregated special population performance data to support CLNAs. Data is provided to each institution by cluster or program at the two- or four-digit CIP code level to comply with FERPA. Postsecondary institutions must address identified performance gaps as a condition for receiving a formula grant. THECB monitors disaggregated performance results.

Text Box 3: Statutory Definition of Career Pathways

The term “career pathways” has the meaning given the term in Section 3 of the Workforce Innovation and Opportunity Act (29 USC 3102)

- (7) Career pathway. — The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
 - (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 USC 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in Section 171);
 - (C) includes counseling to support an individual in achieving the individual’s education and career goals;
 - (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 - (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
 - (G) helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113–128])

(Section 3(8) of Perkins V)

- d. **Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Texas CCRSM include Early College High Schools (ECHS) and Pathways in Technology Early College High School (P-TECH), which provide opportunities for students to bridge the gap between high school and college and career and earn credentials such as degrees and certifications. Specific requirements are

outlined in the model-specific blueprints, which include benchmark requirements and outcomes-based measures (OBM). Both models must meet the following criteria:

- Open enrollment
- No cost to students
- Academic, social, and emotional student supports
- Opportunity to earn college credit
- A partnership with Texas IHEs for both academic and workforce courses to earn college credit
- Flexible scheduling

ECHS campuses must meet the following specifications:

- The opportunity for students to earn an associate degree or up to 60 college credit hours before high school graduation
- The provision of up to five years for students to complete their associate degrees and high school diplomas

P-TECH campuses must provide the following:

- The opportunity for students from grades 9–12 to complete a course of study that combines high school and postsecondary courses
- The opportunity for students to earn a high school diploma, an associate degree, a two-year postsecondary certificate or industry certification, and work-based training
- The opportunity for students to gain work experience through an internship, apprenticeship, or other job training program
- Partnerships with regional businesses and industries, giving students access to postsecondary education and meaningful workforce training opportunities
- The provision of up to six years to complete high school and earn a credential

Blueprints for each school model outline accountability measures through the OBMs:

- Access: The extent to which the CCRSM campuses serve all student populations, emphasizing at-risk and underrepresented students
- Attainment: The extent to which students on the CCRSM campuses are reaching measures such as earning a credential (degree and/or certification), completing WBL, or completing college-level courses
- Achievement: The extent to which students on the CCRSM campuses achieve certain measures such as “meeting” or “mastery” scaled scores on state achievement tests or college readiness on assessments such as the Scholastic Aptitude Test (SAT), American College Test (ACT), or Texas Success Initiative Assessment (TSIA)

In addition to comprehensive school models, Texas supports local agreements between IHEs and LEAs to offer dual credit in both academic and CTE courses. These partnerships are an essential tool in many regions, enabling LEAs to efficiently offer more courses and programs than would otherwise be feasible.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as**

appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

See response in Section 2.a and 2.c.ii for stakeholder involvement in the program of study refresh process.

Secondary

In addition to the programs of study advisory committee described previously, TEA has established a CTE leadership committee which includes an administrator at either the campus or district level from an LEA in each of the 20 ESC regions. The leadership committee meets regularly to inform the planning, development, implementation, and evaluation of CTE at the state and local levels.

The Career and Technical Association of Texas (CTAT) is the professional organization for CTE administrators in the state. Members include CTE directors, CTE teachers, counselors, and LEA administrators. The partnership between CTAT and TEA helps to inform the planning, development, implementation, and evaluation of CTE. Throughout the development of the Perkins V state plan, CTAT members representing different stakeholder groups were asked to engage in the drafting and evaluation of the plan for Texas.

Postsecondary

Statewide postsecondary program of study advisory committee members include representatives of secondary and postsecondary education, business and industry, other state agencies and licensing bodies as relevant, and other CTE experts. All proposed programs of study adopted by advisory committees are subject to a 30-day public comment period. A committee reviews and acts upon comments before a proposed program of study goes to the coordinating board for approval.

WECM Advisory Committee membership includes representatives from the public community, state and technical colleges, as well as representatives from the Texas Association of College Technical Educators (TACTE), the Texas Administrators of Continuing Education (TACE), and the Texas Association of College Registrars and Admissions Officers (TACRAO). Agendas for WECM Advisory Committee meetings are posted in the Texas Register at least 10 days before the meetings. Advisory committee meetings are open to the public and broadcast via the internet. Advisory committee minutes are maintained in a form and location easily accessible to the public on THECB's website.

The TACTE is the state's professional association for postsecondary CTE faculty and administrators. THECB partners with TACTE to receive field input on CTE issues and disseminate information on Perkins V. TACTE maintains a Perkins page on its website and incorporates presentations by Perkins state leadership programs at its annual conference.

- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to Section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under Section 134(b) of Perkins V.**

See TEA Appendix H for the Secondary Perkins V Local Application.

See THECB Appendix I for the Postsecondary Perkins V Local Application.

- g. **Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of Section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under Section 134(c) of Perkins V.**

See TEA Appendix F for the secondary CLNA.

See the postsecondary CLNA at the following link:

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fcontracts%2Frfo-rfp-rfq-rfa%2Fclna-template%2F&wdOrigin=BROWSELINK>

- h. **Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to Section 135(b) of Perkins V.**

Secondary

CTE programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under Perkins V. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through Concentrator and Completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based on their LEA high school enrollment numbers. The table below demonstrates the minimum number of programs of study required:

High School Enrollment	Number of Programs of Study Offered
Fewer than 500 students	1 program of study
501–1,000 students	2 programs of study
1,001–2,000 students	3 programs of study
2,002–5,000 students	4 programs of study
5,001–10,000 students	5 programs of study
10,001+ students	6 programs of study

LEAs should allow students to complete a program of study within four years. Completion requires passing three or more courses for four or more credits with at least one level-three or level-four course within a single program of study.

The scope includes rigorous academic and technical standards, employability skills, and opportunities to earn IBCs, participate in WBL experiences, and connect secondary to postsecondary coursework.

Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Perkins V Act, including support for special populations enrolled in CTE programs, procedures to improve all aspects of programs continuously, and CTSO participation. Postsecondary institutions must meet the criteria set forth in the GIPWE described in Section B.2.b above.

Postsecondary

Postsecondary institutions are required, as a condition of receiving Perkins funding, to develop secondary/postsecondary programs of study memoranda of understanding (MOUs) with one or more constituent high schools consistent with THECB-designated enrollment peer group designation, as shown in the following table.

Enrollment Peer Group	Number of Secondary/Postsecondary Program of Study MOUs
Small	1–3
Medium	3–5
Large	5–7
Very Large	7–9

Text Box 4: Statutory Requirements for Local Applications

- (b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—
- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
 - (2) information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific CTE programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) how students, including students who are members of special populations, will learn about their school’s CTE course offerings and whether each course is part of a CTE program of study;
 - (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 USC 3151(e)(2)), and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on in-demand, high skill, high wage sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;
 - (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965);

(Continued on the following page)

**Text Box 4: Statutory Requirements of Local Applications
(continued)**

- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, and in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for nontraditional fields;
 - (C) provide equal access for special populations to CTE courses, programs, and programs of study; and
 - D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the WBL opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand WBL opportunities for CTE students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and IHEs to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

- (c) COMPREHENSIVE LOCAL NEEDS ASSESSMENT.—
- (1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
 - (B) not less than once every two years, update such comprehensive local needs assessment.
- (2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
- (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to Section 113, including an evaluation of performance for special populations and each subgroup described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
 - (B) A description of how programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local high-skill, high-wage, and in-demand industry sectors or occupations identified by the State workforce development board described in Section 101 of the WIOA (29 USC 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
 - (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
 - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
 - (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, and in-demand industry sectors or occupations in competitive, integrated settings that will lead to self- sufficiency. (Section 134(c) of Perkins V)

3. Meeting the Needs of Special Populations

a. **Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations —**

i. **will be provided with equal access to activities assisted under this Act;**

Secondary

Students in special populations may participate in the following programs: Emergent Bilingual, CTE, Every Student Succeeds Act (ESSA), and special education.

Special populations demographic groups include the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low-income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) Emergent Bilingual individuals; (7) homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 USC 11434a); (8) youth who are in, or have aged out of, the foster care system; (9) youth with a parent who is a member of the armed forces (as such term is defined in Section 101 (a)(4) of Title 10, United States Code) and is on active duty (as such term is defined in Section 101(d)(1) of such title); and (10) migrant students (secondary only).

TEA will look at the results of CTE participants and CTE Concentrators at the career cluster level and disaggregate the information based on the special population categories. Data is provided to CTE administrators to enable them to address performance gaps in CTE programming through the CLNA.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs must sign provisions and assurances in the local application to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers for special population groups within the CLNA.

In the eGrant application for secondary Perkins funds, LEAs must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. An Admission, Review, and Dismissal (ARD) committee for secondary students with disabilities that determines a student with a disability should participate in a CTE program must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in the CTE program.

Postsecondary

Postsecondary institutions use a variety of strategies for assisting special populations, such as the following:

- Providing outreach and recruitment information, including outreach and recruitment encouraging enrollment in nontraditional programs of study
- Identifying and following up with students from special populations

- Supporting students in special populations with enhanced advisement services, tutoring services, success coaches, and career coaches. Determining special needs for accommodations so that students can succeed
- Providing in-service activities for CTE teachers, counselors, and administrators
- Providing special instructional materials, as needed
- Providing Perkins funds for childcare, transportation, textbook loan programs, and credential testing vouchers

Eligible recipients at the local level ensure that strategies and services for special populations in CTE programs are appropriate and prepare students in special populations for high-skill, high-wage, and in-demand occupations.

- ii. **will not be discriminated against on the basis of status as a member of a special population;**

Secondary

TEA's RDA system is a comprehensive data-driven evaluation framework designed to improve student performance and program effectiveness to support LEAs. The RDA framework uses performance indicators, data validation indicators, and other indicators of program compliance required by federal law. Specific program areas include bilingual education (BE)/English as a second language (ESL), CTE, ESSA, and special education (SPED).

TEA monitors special population student groups to ensure no form of exclusion from CTE programs or a disproportionately high number of students from special populations in CTE programs. LEAs are evaluated in each program area and assigned an overall determination level (DL). LEAs are assigned a DL 1, DL 2, DL 3, or DL 4 for each indicator and program. The DL is aligned to a specific level of support. TEA Division of Monitoring and Support staff provides general supervision and progress monitoring of the Strategic Support Plan (SSP) required to address certain noncompliance areas and link LEAs to technical assistance for program-specific needs. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for RDA indicators.

LEAs must complete a continuous improvement self-assessment annually for the special education (SPED) program area, which identifies strengths and areas for improvement for issues like student transition and postsecondary goals. LEAs ensure equal program access through yearly nondiscrimination notifications to students, families, school employees, and the public. Nondiscrimination statements are required in all LEA publications. As recipients of federal financial assistance, LEAs are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. LEAs will ensure that a lack of English language skills will not hinder admission and participation in all educational and vocational programs.

The Methods of Administration (MOA) for Access to Career and Technical Education is designed to ensure all students enjoy equal access to CTE programs of study and activities. Campuses are selected for review based on TEA's selection methodology, which the USDE OCR approves. The selection criteria in the methodology emphasizes the provision of equitable opportunities for students to participate in

CTE programs of study. Additional selection consideration is also based on the years since the last on-site review and the student enrollment count on the campus. Individuals with complaints regarding program access may take their concerns to their local school board or TEA.

Postsecondary

Texas universities and community, state, and technical colleges must be non-discriminatory and post a statement to that effect in all college publications. Data on student populations is gathered, reported, and analyzed through the THECB's accountability and reporting systems. To monitor civil rights compliance, THECB conducts a biannual risk assessment of public, two-year community, state, and technical colleges, using a targeting plan approved by the USDE OCR. Four colleges are subject to MOA civil rights compliance site visits in each biennium based on the risk assessment. THECB additionally submits a biannual report to the USDE OCR on findings made during the previous two years' MOA site visits and colleges' resolutions of violations identified. THECB staff conducting MOA site visits attend annual, required training provided by USDE OCR.

- iii. **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in Section 113, and prepare special populations for further learning and for high-skill, high-wage, and in-demand industry sectors or occupations;**

Texas offers a single path to a graduation diploma for all students, including students that fall within the special population categories, but does allow for certain flexibilities for students with disabilities as determined by a student's individualized education program (IEP). LEAs should provide the following items:

- Programs of study that lead to an endorsement
- Career exploration and preparation activities and resources that are bias-free and incorporate Universal Design for Learning (UDL) strategies
- Comprehensive career development for academic counseling and career guidance that includes assistive technology, office of disability services information, and Americans with Disabilities Act ADA/Section 504 requirements
- Equitable access to quality WBL opportunities and career development instruction
- Information on nontraditional training in high-skill, high-wage, and in-demand fields

The Texas 21st Century Community Learning Centers (TX 21CCLC) program funds Texas Afterschool Centers for Education (Texas ACE) to provide no-cost activities before and after school and during summer for K–12 students in Title I schools. Texas ACE operates more than 700 learning centers in more than 140 LEAs through its competitively funded grants and employs thousands of Texas teachers. The program provides academics, academic enrichment, and other ELOs during non-school hours for children, particularly students who attend high-poverty and low-performing schools to help students meet state and local student standards in core academic subjects, such as reading and math, and meet other academic and related outcomes.

Texas provides grants to 27 local non-profit affiliates that operate the Communities In Schools (CIS) programs. The mission of CIS is to surround students with a supportive community, empowering them to

stay in school and achieve in life. The CIS model is designed to keep students persisting in education and ultimately graduate from high school. CIS partners with educators, students, and guardians to identify the needs of students at risk of dropping out of school. Once the needs are identified, CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. CIS monitors student-level data and tracks education outcomes for those students served. CIS in Texas has six components:

- Health and human services, including mental health and basic needs
- Supportive guidance and counseling, both individual and group, and crisis response
- Parental and family engagement, including home visits and consultation
- Academic enhancement and support, including tutoring and extended learning time
- College and career awareness, including preparation and transition
- Enrichment activities, including mentoring and school engagement activities

iv. **will be provided with appropriate accommodations; and**

Secondary

In Texas, a student's eligibility for SPED services and most of the major decisions about a student's SPED program are made by an ARD committee. This committee is the IEP team, defined in federal law. CTE representatives must be included on this team when the child with a disability is placed in a CTE course. If a student with a disability is also identified as an Emergent Bilingual student, the ARD committee must work in conjunction with the language proficiency assessment committee to determine appropriate entry and exit criteria for bilingual education or English as a second language (ESL).

An ARD committee must determine whether a student is eligible for SPED and related services.

In addition, the ARD committee must address the following considerations for some students:

- Instructional accommodations or curriculum modifications that are necessary for an individual student to access programs
- The use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning
- The language needs of the student as those needs relate to the student's IEP when the student qualifies as a student identified as Emergent Bilingual
- Provide for instruction in braille and the use of braille for a student with a visual impairment unless the committee determines that instruction in braille or the use of braille is not appropriate for the student
- Opportunities for direct communications and instruction with peers and professional personnel in the student's language, communication mode, and academic level
- The student's need for assistive technology devices and services

Postsecondary

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the USDE OCR and conducts two site visits annually based on risk assessment outcomes.

- v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

WBL is included in each program of study. TEA expects all students, including students with disabilities, to have access to WBL experiences. LEAs (including the Texas School for the Blind and Visually Impaired and the Texas School for the Deaf) are required to provide professional development activities for CTE teachers, paraprofessionals, counselors, administrators, and SPED teachers related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

WIOA requires that pre-employment transition services, including WBL experiences, be made available to students with disabilities in need of such services who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. WIOA requires coordinating services to enhance career readiness, secondary school completion, entry into postsecondary education, and postsecondary credentials aligned with in-demand industry sectors. In addition to WIOA funding, Texas LEAs can access funds from ESSA and Individuals with Disabilities Education Act (IDEA) to advance and implement CTE programs. WBL experiences may include a continuum of experiences such as in-school or after-school opportunities or experiences outside the traditional school setting (including internships), summer and year-round employment, pre-apprenticeship, on-the-job training, job shadowing, or simulated experience.

Partnerships with state agencies, including state educational agencies and state VR agencies, schools, worksites, businesses, family and community organizations, and communities can create opportunities to develop transferable skills to prepare for postsecondary education and employment. WBL experiences with appropriate site-based supervision provide opportunities for assessing abilities and strengths outside the classroom. Participation in job-related tasks provides a chance to explore how to communicate disability-related work support and accommodation needs, if necessary.

4. Preparing Teachers and Faculty

- a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

TEA provides support at the state leadership level to assist LEAs with the recruitment of CTE teachers. The following initiatives strengthen the teacher pipeline and support the development of teachers and principals:

- The Teacher Incentive Allotment (TIA) elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain the best teachers, and incentivize teachers to work in high-needs schools and difficult to staff positions. TIA is built to provide lasting funds for outstanding Texas teachers to remain in the classroom and improve student outcomes. TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the TIA is not a grant. Through approved local designation systems, districts can identify and designate outstanding teachers based on student growth and classroom observation. Employing designated teachers generates extra funding for districts to reward top performers.
- TEA Residency and Apprenticeship initiatives support increased access to high-quality educator preparation. The initiatives primarily focus on the scale of sustainable educator residencies, year-long paid clinical experience, to increase the number of well-prepared educators being retained in the field, especially in high need areas such as SPED. Supports within the initiatives include grants to LEAs and educator preparation programs (EPPs) to establish paid teacher residencies through the development of strategic staffing models, grants to LEAs to fund paid principal residency pathways, grants to LEAs to establish Grow Your Own pathways including high school education and training courses and paraprofessional certification supports, and coordinated efforts across TEA, TWC, and THECB to establish and support a Texas teacher apprenticeship model.

Other statewide initiatives that affect the recruitment of CTE teachers provide LEAs the autonomy to meet local instructional needs by providing a pathway for hiring candidates with industry experience. Under the “District of Innovation” state law, an LEA that meets certain performance requirements may exempt itself from certain provisions of state law that inhibit the goals of the district as outlined in the locally adopted Innovation Plan. This provision allows school districts to more effectively address staffing needs locally. The School District Teacher Permit also allows LEAs with flexibility in hiring individuals with industry experience to teach CTE courses. District of Innovation and the School District Teaching Permit require candidates to have one of the two following credentials:

- Relevant college/university coursework in the subject area taught or
- Relevant experiences related to the subject area to be taught

The development of CTE-specific recruitment strategies for qualified candidates will be enhanced by establishing collaborative relationships with industry partners, professional industry organizations, and military organizations within the state. TEA encourages LEAs to engage with professional and military organizations to list professional opportunities in education through the organizations’ communications channels.

Military recruitment activities include aligning military occupational specialties of veterans exiting service with teaching careers in Texas and promoting these career opportunities at armed forces alumni centers. Certain teacher certification and testing fees are waived for active-duty service members, veterans, and military spouses. Eligible military experience may be used to meet the experience and license requirements for Health Science and TIE certification. Completion of an approved EPP is still required.

Virtual training modules and in-person training sessions delivered through a regional distribution model are provided for CTE teachers, counselors, administrators, and support personnel to foster individual student success (see Appendix C). Training content includes key CTE topics such as Perkins V legislation, LMI, programs of study, WBL, and IBCs. Specific training is provided for counselors and administrators, including introductory and

experienced levels. All trainings include role-specific information related to supporting special populations with the aim of increasing access to high-quality CTE programs in Texas LEAs to all students.

New teacher training introduces the basic elements of CTE instruction to new teachers and includes teaching strategies for special needs students, approaches to differentiated instruction, and tactics for embedding employability skills. This training is offered to LEAs by using both virtual training modules and regional distribution delivery models.

Administrative leadership in CTE comprises CTE administrators and campus/LEA administrators who work in consort to guide CTE programs. TEA offers a virtual training module and six in-person training sessions through a regional distribution delivery model.

School counselors and career advisors in Texas also have access to high-quality CTE training covering topics such as Perkins V, programs of study implementation, and procedures to improve the quality of advisement that students receive at the middle school and high school levels. Counselors and career advisors can access a virtual training module and four in-person training sessions through a regional distribution delivery model. The development of training modules for support personnel to provide a perfunctory knowledge of the CTE course in which support is offered expands accessibility to special population students. Support personnel are not expected to have the content expertise of the classroom teacher; however, adequate support can be provided with a working knowledge of CTE program goals and student expectations.

C. Fiscal Responsibility

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. each eligible recipient will enhance academic achievement;**

Secondary

Eligible applicants whose grant allotment is equal to or greater than \$15,000 must submit a Perkins V Local Application to receive federal funds. An eligible applicant whose grant allotment is less than \$15,000 may still participate in the grant by forming a consortium/shared services arrangement (SSA) with other LEAs and/or a regional ESC to meet the minimum grant requirement of \$15,000. An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that cannot join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to an eligible applicant identified by TEA as a high-risk grantee
- The applicant must be in compliance with submitting the annual audit to TEA, as described in the General and Fiscal Guidelines

Each LEA will complete a CLNA that will inform the local application for funding biennially.

See TEA Appendix H for the Perkins V Local Application and TEA Appendix F for the CLNA.

Postsecondary

THECB requires that its 54 eligible postsecondary institutions submit a Perkins V Local Application to receive federal funds. The Perkins V Local Application requires that institutions identify specific activities for meeting each core performance indicator. Each institution submits biannual progress reports that show progress on each activity or, for activities with no progress, how the institution plans to respond for improvement. All programs of study supported with Perkins funds meet the requirements of THECB's GIPWE described in Section B.2.b.

Institutions performed a CLNA as the basis of their application for the 24–25 program year. As a condition of receiving Perkins formula funding, institutions reported findings to THECB in a CLNA report, summarized those findings in the Perkins V Local Application, and addressed findings through the targeted use of Perkins formula funds.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

Secondary

All state-approved programs of study align to one or more postsecondary credentials or degrees. The program of study framework documents identify multiple entry and exit points for credential attainment. TEA tracks credential attainment through PEIMS reporting as well as data-sharing agreements with THECB. These reports are currently made available in the TEAL system.

Additionally, Texas's public school accountability system rewards districts for each high school graduate who demonstrates college, career, or military readiness (CCMR) in at least one of the following ways:

- Meets TSI criteria (SAT/ACT/TSI Assessment (TSIA)/College Prep course) in reading language arts and mathematics
- Completes and earns dual credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject
- Meets the criterion score of 3 on Advanced Placement (AP) or 4 on International Baccalaureate (IB) examinations
- Earns an associate degree by August 31 immediately following high school graduation
- Completes an OnRamps dual enrollment course and qualifying for at least three hours
- Earns a TEA-approved IBC (TEA is phasing in a requirement that the IBC be attained by a Completer in an aligned program of study)
- Graduates with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Enlists in the United States Armed Forces or Texas National Guard
- Graduates under an advanced diploma plan and is identified as a current SPED student
- Earns a level I or level II certificate in any workforce education area

CCMR indicators are designed to help ensure that all Texas high school students can succeed in college, career, or military service. By measuring how well students are prepared for these pathways, TEA can identify areas where improvement is needed and provide targeted support to LEAs and schools.

To incentivize LEAs to further academic and skill attainment, the CCMR Outcomes Bonus (CCMR OB) allows LEAs to earn additional funds for preparing graduates for college, a career, or the military. CCMR OBs will be paid for each annual graduate above a certain threshold. The bonuses apply to the following populations:

- **Economically Disadvantaged:** \$5,000 for each CCMR economically disadvantaged annual graduate above a threshold
- **Non-Economically Disadvantaged:** \$3,000 for each CCMR non-economically disadvantaged annual graduate above a threshold
- **Special Education:** \$2,000 for each CCMR annual graduate enrolled in SPED

The CCMR OB uses a more rigorous standard for CCMR than the academic accountability system:

College:

- TSI score on SAT/ACT/TSIA and
- Earned an associate degree before graduation or enrolled in college by the fall immediately after high school graduation

Career:

- TSI score on SAT/ACT/TSIA and
- Received an IBC/Level I/Level II certificate

Military:

- Armed Services Vocational Aptitude Battery (ASVAB) passing score and
- Enlisted in the US Armed Forces after graduation

These incentive structures support a topline goal of the Tri-Agency Workforce Initiative that at least 60 percent of all adults aged 25 to 34 in Texas achieve a postsecondary degree or workforce credential by 2030.

Postsecondary

All postsecondary programs of study supported with Perkins funds will meet the requirements of THECB’s GIPWE described in Section B.2.b. GIPWE requires the following program development and maintenance conditions to ensure technical skills attainment for students:

- Documentation of a robust job market
- Alignment of curricula with the requirements of accrediting entities
- Incorporation of WBL/capstone experiences
- Ongoing consultation with an industry advisory committee

- c. **each eligible recipient will ensure the local needs assessment under Section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Secondary

TEA defines high-wage as equal to or greater than \$46,909, the annual median salary for Texas in 2022 based on the TWC’s workforce projections and real time labor data from Lightcast™ through the 2022–2023 school year.

TEA defines a high-skill pathway as one with multiple entry and exit points for training that enable stackable credentials including IBCs, level I and level II certificates from a technical college or community college, an associate degree, and a bachelor’s degree to ensure program of study sequences are continual and not job terminal.

TEA defines in-demand as having greater than 17 percent annual growth (2022 Texas median growth) based on the TWC’s workforce projections and real time labor data from Lightcast™.

Statewide labor market data does not support offering all CTE course sequences at every high school across Texas. Each year, LEAs may apply for approval of a regional program of study. The application requires the submission of labor market data that validates alignment of the occupations and course sequence of the proposed program of study with regional needs for in-demand, high-skill, high-wage careers.

In the spring of 2024 for the 2024–2025 school year, LEAs submitted a CLNA per the Perkins V process. The CLNA describes LEA CTE offerings, student benefits of CTE offerings, and results of CTE offerings.

LEAs will be trained on how to complete the Perkins V Local Application for funding and the CLNA during the spring of 2024 to support the submission of their application. Eligible recipients must biennially submit a Perkins V Local Application to receive Perkins funds. Local applications for secondary and postsecondary institutions must meet all the elements required in the Perkins Act. Eligible recipients must complete an online application and provide all information required before funding approval. Each application is reviewed to determine compliance with all legal requirements.

The local applications for secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational opportunities are identified through the analysis of statewide and regional data provided by the local WDBs and/or through labor market and career information made available through TWC. TEA will provide regional labor data dashboards defining where the region has high-skill, high-wage, and in-demand occupations as a resource for completing the CLNA.

Postsecondary

THECB’s guidelines, template, and supportive resources for the postsecondary CLNA require that institutions consult regional employers and industry groups to identify regional workforce needs. Institutions must also independently document workforce needs through state, regional, or local labor market data. THECB has provided labor market data resources to institutions.

- 2. Describe how funds received by the eligible agency through the allotment made under Section 111 of the Act will be distributed—**
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split determined by the SBOE through formal action. The Texas state plan for CTE allocates a funding split of 70 percent (70%) for secondary programs and 30 percent (30%) for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85 percent (85%) will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10 percent (10%) will fund state programs and state leadership projects, and no more than five percent (5%) will fund the administration of the state plan. Fifteen percent (15%) of the distributed formula allocation will be set aside for Perkins Reserve Grants.

Texas distributes funds to support state programs and leadership projects through a request for applications process. Texas awards funds through the SAS to the TJJD and the Windham LEA, which operate CTE programs in correctional institutions. In 2023–2024, the Texas School for the Deaf and the Texas School for the Visually Impaired were funded from the 1.5 percent set aside for institutions. Boys Ranch ISD, a statutorily authorized special purpose school district, is awarded funds through the SAS. THECB supports the Southwest College for the Deaf, a campus of Howard College, through a Perkins formula funding grant to Howard College.

Postsecondary

THECB requires each eligible postsecondary recipient to submit a local application that develops a detailed description of a college’s local program and how it will meet the requirements of Section 134(a) and (b). The postsecondary local application includes an evaluation plan that sets forth a college’s activity plan for each core indicator, including measurable, locally determined performance targets for each activity.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The required elements for local Perkins plans related to consortia (referred to as SSAs in Texas) are integrated into the Perkins eGrant application, enabling consortia to complete the CLNA and Perkins V Local Application through electronic submission. Consortia members are required to complete four sections of the CLNA (Sections 1, 2, 4, and 7). The fiscal agent is required to complete the remaining sections (Sections 3, 5, and 6). Fiscal agents apply to TEA for security clearance to submit a consortium application and are provided a username, password, and electronic signature. LEAs must also submit information regarding their decision to participate in a consortium. TEA reviews the consortium applications and as needed, requests additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan.

When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide the final approval of the application, and his electronic signature appears on the notice of grant award that is available electronically to the LEA. The Perkins eGrant application/plan provides more guidance to LEAs for meeting the Perkins V requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at <http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>.

LEAs eligible for a federal Perkins allocation of less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of LEAs with a total combined allocation of \$15,000 or greater. The consortium determines a fiscal agent, which could be an ESC, LEA, or IHE that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single LEA. The formula for determining a consortium's Perkins allocation is identical to that applied to other LEAs eligible for Perkins funds. Consortium members reach an agreement regarding the mutually beneficial programs and purposes that Perkins funds will support. Members will describe the purposes and programs in the formula grant application.

- 3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

Each year, Texas adjusts LEA allocations to reflect the changes that occurred in LEA enrollment due to charter schools opening or closing in the LEA's geographical boundaries.

- 4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in Section 131(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act (42 USC 9902(2))) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins CTE Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

- 5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in Section 132(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins CTE Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

6. If the eligible agency will award reserve funds to eligible recipients under Section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

TEA will distribute reserve grant funds to eligible LEAs through a competitive application process. Awarded funds must be used as described in the Carl D. Perkins CTE Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, Section 135 (local uses of funds). Eligible recipients must support programs that meet at least one of the following criteria:

- Local CTE programs in rural areas
- CTE programs with high numbers of CTE Concentrators or participants: an LEA with 200 or more CTE Concentrators in grades 9–12 is considered an LEA with high numbers of CTE students
- CTE programs with high percentages of CTE Concentrators or participants: an LEA with 25 percent or more of the total student population in grades 9–12 who are CTE Concentrators is considered a high percentage LEA
- CTE programs in areas with disparities or gaps in performance as described in the Strengthening Career and Technical Education Act of 2018, Section 113(b)(3)(C)(ii)(II)

Reserve grants will be awarded in two program areas:

Texas Regional Pathways Network Grants

The TRPN aims to assist regional teams with planning and implementation to provide high-quality college and career pathways aligned with regional workforce needs. Successful applicants will join the TRPN, which supports regions across the state in developing college and career pathways. Regions in the TRPN commit to developing pathways that include the following seven key components of high-quality college and career pathways:

- Alignment with high-skill, high-wage, and in-demand LMI (greater than \$46,909 annual salary and greater than 17 percent growth for the state)
- Links between secondary and postsecondary education with multiple entry and exit points
- Credentials and degrees with value in the labor market
- Integration of rigorous academic and career-focused learning
- Strong individual college and career planning and counseling supports
- Continuum of WBL experiences
- Cross-sector partnerships

Applicants must include a regional team consisting of the following individuals to be eligible for the grant:

- An intermediary that will convene the above stakeholders as well as community and regional stakeholders who are crucial to implementing the key component of the TRPN
- A minimum of three LEAs in the region
- A minimum of one public IHE in the region
- A minimum of two employers in the region whose workforce needs are reflected in regional labor market data

The pathways should help accelerate the completion of training in high-skill, high-wage, and in-demand fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with IHEs in the region. LEAs should ensure the courses count toward certificate or degree programs, demonstrating multiple entrance and exit points into postsecondary and the workforce. Grant funds may be used to support regionally aligned college and career

pathways by collaborating among intermediaries, LEAs, IHEs, industry partners, or other non-profits to conduct activities to achieve the following objectives:

- Dedicate personnel to intermediary support aligned to regional cross-sector partnerships and operational priorities
- Dedicate personnel to support the development of inter-LEA career and technical, advanced academic, individual planning, financial, and transportation partnerships
- Select approved technical assistance partners to support using a fidelity of implementation rubric
- Ensure high-quality CTE programs of study reflect regional LMI
- Provide agreements and/or inclusion of advanced academics within the pathway, such as dual credit, AP, and IB courses, etc.
- Purchase equipment for CTE programs of study aligned to regional LMI
- Conduct industry-led regional labor market analyses and reverse curriculum mapping
- Dedicate personnel to expand employer partnerships tied to WBL and career exploration
- Provide or expand guardian and student-facing resources to increase student awareness of in-demand industries

Applicants must include an analysis of regional LMI (aligned with the TWC's WDB areas) and provide plans for ensuring alignment between LMI and secondary CTE program of study offerings.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. TEA staff will conduct regular program update meetings with grantees for review and planning associated with grant activities. Grantees will be required to submit interim reports detailing the progress of the project. Grantees will also be required to attend one or two in-person conferences to benefit from technical assistance, peer resource sharing and networking, and regional team planning time. Grantees are permitted to use grant funds to assist in the travel costs associated with these events.

Eligible applicants must be districts or ESCs. Awarded applicants serve as the grant administrator and fiscal agent for this project and must work in coordination with the regional convener.

Effective Advising Framework Advising Grants

The EAF supports developing and implementing an individual student planning system within the context of a comprehensive school counseling program. The EAF grant projects support school districts in the leadership and strategic planning of an individual student planning system aligned to best practices. Technical assistance is provided by EAF Coaches, located at regional ESCs. The EAF fosters innovation and promotion of promising and proven CTE programs, which may include nontraditional fields. It also promotes developing, implementing, and adopting career pathways aligned to high-skill, high-wage, and in-demand careers and industries.

- 7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The state-level maintenance of effort (MOE) for Perkins federal funding is listed below. Data sources used are TEA Statewide Summary of Finance Report (SOF), and aggregate expenditure data and student counts provided by the THECB. The calculation is made annually in mid-February when THECB makes its data available to TEA. The

chart below shows how prior year data informs the MOE calculation.

Perkins MOE Determination Calculation*	Aggregate	Per Capita
FY 2020	\$3,598,706,929.00	\$1,892.00
FY 2021	\$3,395,223,723.00	\$1,696.00
FY 2022	\$3,928,885,334.00	\$1,925.00
FY 2023	\$4,119,565,765.00	\$1,964.00
FY 2024	**	**

*Calculation for FY 2024 will be available January 30, 2025.

A state officer, specified by title in Item C on the Cover Page, has authority under state law to receive, hold, and disburse federal funds made available under the plan. The following criteria apply:

1. The state officer who submits the plan, specified by title in Item C on the Cover Page, has the authority to submit the plan.
2. The entity has adopted or otherwise formally approved the plan.
3. The plan is the basis for state operation and administration of the Perkins program.

D. Accountability for Results

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under Section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
 - b. the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

The state of Texas will track and report on 5S1 of the Perkins V Core Indicators of Performance as a measure of program quality. With its emphasis on program completion, the state of Texas will also report on the completion rate of its programs of study as 5S4 quality indicator.

Program Quality (5S1) – Attained Recognized Postsecondary Credential will be calculated by

- (a). the percentage of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.

Program Quality (5S4) – CTE Completer will be calculated by

- (a). dividing the number of annual graduates who were Completers at time of exit by the annual graduates who were Concentrators at time of exit.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in program year (PY) 2020–21, Ste determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE Concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

Text Box 6: Statutory Definition of CTE Concentrator

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least two courses* in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

* This means that once a student completes two courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in Section 113 of Perkins V, which at a minimum shall include—**
 - a. **a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined levels of performance under Section 113(b)(3)(B) of Perkins V);**
 - b. **an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
 - c. **a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws. (Section 122(d)(10) of Perkins V)**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

TEA solicited public comment regarding SDPLs from February 9, 2024–April 9, 2024, per section 113(b)(3)(B).

According to section 122(d)(10), core performance indicators align with information in TEA’s Strategic Plan, the Tri-Agency Workforce Initiative’s goals and measures, the Texas Workforce System Strategic Plan, and success measures under the Texas accountability system for public education. The SDPLs are based on the average performance levels for the fiscal years 2020–21 and 2021–22 with an expected 0.1% increase from

this average. For each additional year, meaningful progress is defined as an increase of 0.1% per Text Box 8 requirements (aa), (bb), and (ee). Per (dd), California, a state of similar size and demographics, proposed using a comparable calculation for meaningful progress. Michigan also proposed a similar approach. Texas 3S1 SDPL is lower than other states due to the timing of the availability of workforce unemployment insurance data to the agency. To ensure meaningful progress based on accurate data for use of 3S1 by districts, Texas uses workforce data from the second quarter after the program exit, i.e., quarter 4 (October–December) after the program year, so the complete data for 3S1 has not previously been available for CAR submissions, and thus, Texas reported lower rates of placement than other states. On February 5, 2024, Texas received notification from the USDE’s Office of Career, Technical, and Adult Education (OCTAE) that states may report data that is lagged by one program year for indicator 3S1—if that results in the state reporting the most accurate and complete data. Beginning with the 2024 Consolidated Annual Report (CAR) submission, Texas will begin reporting lagged data for this indicator which will result in increased rates. Baselines are established for secondary core indicators 2S1, 2S2, 2S3, and 4S1 using fiscal year 2022–23 information. Under Texas House Bill 3906 of the 86th Texas Legislature, the State of Texas Assessments of Academic Readiness (STAAR) was redesigned to add new question types, cross-curricular passages, and evidence-based writing. The first year of the redesigned STAAR implementation was 2022–23. The 2S1, 2S2, and 2S3 baselines account for the change to the respective subject assessments. Starting in fiscal year 2022–23, Texas will align its non-traditional indicator by students’ concentration in a program of study rather than attributing non-traditional students as those who complete a related course. This change results in fewer students identified as non-traditional, and this decline is reflected in the new 2022–23 calculation.

4. Provide a written response to the comments regarding State determined levels of performance received during the public comment period pursuant to Section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V)

As part of the written response, include a description of any changes made to the State determined performance levels as a result of stakeholder feedback.

No public comments were received.

5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the CLNA, LEAs will be required to conduct a gap analysis. LEAs will receive summary and supplemental reports with student performance data within CTER. LEAs will use the data provided and accompanying worksheets that include built-in formulas and functions to highlight special populations with identified disparities and gaps in performance. LEAs will identify the root causes of the disparities and gaps in performance and develop a plan to address those needs. Perkins funding will be allocated to address the disparities and gaps in performance. As part of the agency’s continuous improvement, TEA is implementing a monitoring program that will result in technical assistance and ongoing training to support meaningful progress in student performance gaps or disparities.

Using a risk-based selection approach, TEA will conduct programmatic monitoring activities aligned to following Perkins V requirements via desk audits and site visits.

Section 4.3 State Administration, Subsection 5 Subrecipient Monitoring (page 19): 5.1 2 CFR § 200.331(b-h) of the Uniform Guidance – Subrecipient Monitoring All pass-through entities (TEA) must – Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Section 4.4 Local Applications, Subsection 3 Required Use of Local Funds (page 27): 3.1 Section 135(b)(1-6) – Requirements for Uses of Funds – Funds made available to eligible recipients under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective.

Section 4.5 Fiscal, Subsection 14 Audit and Fiscal Requirements (page 41): 14.2 2 CFR 200.332(d)(2)(3) (d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Section 4.6 Accountability, Subsection 9 Monitoring by the Non-Federal Entity (page 51):

- 9.1 §200.329 – Monitoring and Reporting Program Performance (a) The Non-Federal entity oversees the operations of the Federal award-supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved.
- 9.2 §200.332 – Requirements for Pass-Through Entities (a) Ensure that every subaward is clearly identified to the subrecipient as a subaward, includes specific information at the time of the subaward and, if any of these data elements change, include the changes in subsequent subaward modification.

Section 4.7 Programs of study, Sub-section 1 Program of Study (page 55): 1.2 Section 134(b)(2) – Local application shall contain at least one program of study.

Section 4.8 Special Populations, Sub-section 5 Comprehensive Needs Assessment / Student and Program Evaluation (page 58):

- 5.1 Section 134(c)(2)(E) – Comprehensive Needs Assessment – Special Populations (E) – A description of progress toward implementation of equal access to high-quality CTE courses and programs of study for all students.
- 6.1 Section 134(b)(2)(C) – The eligible agency shall determine the requirements for local applications, except that each local application shall contain information on the CTE course offerings and activities that the eligible recipient will provide with funds.
- 6.2 Section 134(b)(5)(A-D) – The eligible agency shall determine the requirements for local applications, except that each local application shall contain – a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, and in-demand industry sectors or occupations that will lead to self-sufficiency
 - (B) prepare CTE participants for non-traditional fields

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
The percentage of CTE Concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965)	1S1	Four-Year Graduation Rate	Concentrators who started high school four years prior to expected four-year graduating year and graduated from high school in four years/Cohort of Concentrators who dropped out, graduated, or left; started high school four years prior to expected four-year graduating year
The percentage of CTE Concentrators who graduate from high school, as measured by extended-year adjusted cohort graduation rate defined in Section 8101 of such Act	1S2	Extended Graduation Rate	Concentrators who started high school four or five years prior to expected five-year graduating year and graduated from high school within five years / Cohort of Concentrators who dropped out, graduated, or left; started high school either four or five years prior to expected five-year graduating year
CTE Concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act	2S1	Academic Proficiency in Reading/Language Arts	Annual graduates, dropouts, and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on English II / Annual graduates, dropouts, GEDs and other leavers who are Concentrators and who took (have a scored answer document) both English I and English II

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
CTE Concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act	2S2	Academic Proficiency in Mathematics	Annual graduates, dropouts, and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on Algebra I / Annual graduates, dropouts, GEDs, and other leavers who are Concentrators and who took (have a scored answer document) Algebra I
CTE Concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act	2S3	Academic Proficiency in Science	Annual graduates, dropouts, GEDs and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on Biology / Annual graduates, dropouts, GEDs and other leavers who are Concentrators and who took (have a scored answer document) Biology
The percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are employed	3S1	Post-Program Placement	Annual Concentrators who left secondary education and either: enlisted in the military, are employed, or are enrolled in postsecondary education / Annual Concentrators who left secondary education (see definition)

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
The percentage of CTE Concentrators in Career and Technical Education programs and programs of study that lead to nontraditional fields [1]	4S1	Nontraditional Program Concentration	Annual Concentrators who left secondary education and were enrolled in a non-traditional program of study / [FL1] Annual Concentrators who left secondary education
The percentage of CTE Concentrators graduating from high school having attained a recognized postsecondary credential	5S1	Program Quality—Attained Recognized Postsecondary Credential	Annual graduates who were Concentrators and obtained an industry-based certification during the academic year or an associate degree or higher / Annual graduates who were Concentrators (using annual graduate definition)
The percentage of graduates who were able to reach Completer status for an approved statewide or regional program of study	5S4	Program Quality—CTE Completers	Annual graduates who were Completers at time of exit / Annual graduates who were Concentrators at time of exit

**Text Box 7: Statutory Requirements for Consultation on
State Determined Performance Levels (SDPLs)**

(B) PUBLIC COMMENT.—

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in Section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
 - (I) meet the requirements of the law;
 - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in Section 3(48); and
 - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment³ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to support preparation for in-demand, high skill, or high wage industry sectors or occupations and nontraditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area CTE schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in CTE programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other federal or state programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement CTE programs and Programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

³ An eligible agency that submitted a 1-Year Transition Plan in FY 2019 was not required to hold a public comment period on the 1-Year Transition Plan. Such agency had to assure that it met this public comment requirement prior to submitting its Perkins V State plan in FY 2020.

B. EDGAR Certifications

By submitting a Perkins V State plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040): <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§489a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Associate Commissioner and Chief Grants Officer	
APPLICANT ORGANIZATION Texas Education Agency		DATE SUBMITTED April 26, 2024

Standard Form 424B (Rev. 7-97) Back

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<p>1. Type of Federal Action:</p> <p><u>B</u> a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action:</p> <p><u>A</u> a. bid/offer/application b. initial award c. post-award</p>	<p>3. Report Type:</p> <p><u>A</u> a. initial filing b. material change</p> <p>For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity:</p> <p>____ Prime ____ Subawardee Tier _____, if Known:</p> <p>Texas Education Agency 1701 N. Congress Ave. Austin, TX 78660</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency:</p> <p>US Department of Education</p>	<p>7. Federal Program Name/Description:</p> <p>CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p> <p>\$ _____</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: <u>Cory Green</u></p> <p>Print Name: Cory Green Associate Commissioner and Title: Chief Grants Officer</p> <p>Telephone No.: 512-585-2888 Date: 4/26/2024</p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Texas Education Agency	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Cory Middle Name: <input type="text"/>
* Last Name: Green	Suffix: <input type="text"/>
* Title: Associate Commissioner and Chief Grants Officer	
* SIGNATURE: 	* DATE: April 26, 2024

**NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

See State Plan, Section B. Program Implementation and Administration, page 33, b. ii. Expand access to career and technical education for special populations.

See State Plan, Section B. Program Implementation and Administration, page 35, c. i. Describe how the agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

See Texas State Plan, Section B. Program Implementation and Administration, pages 38-39, c. iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.

See Texas State Plan, Section B. Program Implementation and Administration, page 41, c. vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations (Section 122(d)(4)(C) of Perkins V).

See Texas State Plan, Section B. Program Implementation and Administration, page 43, d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V).

See Texas State Plan, Section B. Program Implementation and Administration, pages 50-57, D. Meeting the Needs of Special populations.

See Texas State Plan, Section D. Accountability For Results, pages 67-68, 5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps(Section 122(d)(11) of Perkins V)

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that may impede equitable access in Texas include fiscal barriers that result from economic disadvantages; gender, race, and ethnicity barriers resulting from limited awareness of, and access to, CTE programming and non-traditional careers; barriers to meaningful, inclusive access for students with disabilities; language barriers as a result of English language learners and migrant status; geographical barriers due to the many rural areas in Texas; and homeless, pregnancy, or parenting status that present barriers resulting from the need for additional support outside the classroom.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

See State Plan, Section B. Program Implementation and Administration, page 33, b. ii. Expand access to career and technical education for special populations.

See State Plan, Section B. Program Implementation and Administration, page 35, c. i. Describe how the agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

See Texas State Plan, Section B. Program Implementation and Administration, pages 38-39, c. iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.

See Texas State Plan, Section B. Program Implementation and Administration, page 41, c. vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations (Section 122(d)(4)(C) of Perkins V).

See Texas State Plan, Section B. Program Implementation and Administration, page 43, d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V).

See Texas State Plan, Section B. Program Implementation and Administration, pages 50-57, D. Meeting the Needs of Special populations.

See Texas State Plan, Section D. Accountability For Results, pages 67-68, 5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps(Section 122(d)(11) of Perkins V)

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

See Texas State Plan, Section D. Accountability For Results, pages 67-68, 5. Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps(Section 122(d)(11) of Perkins V)

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide—

Line 1: The total amount of funds allocated to the eligible agency under Section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under Section 112(a)(3). *The percentage should not equal more than 5 percent of the funds allocated to the eligible agency as noted on Line 1 or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under Section 112(a)(2) of Perkins V. *The percentage should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percentage and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; (c) educational institutions that serve individuals with disabilities; or (d) other State institutions pursuant to Section 112(a)(2)(A) of Perkins V. *The percentage of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for nontraditional fields pursuant to Section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in CTE programs pursuant to Section 112(a)(2)(C) of Perkins V. *The percentage of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

Line 7: The percentage and amount of funds to be made available to eligible recipients [LEAs (secondary recipients) and IHEs (postsecondary recipients)] pursuant to

Section 112(a)(1) of Perkins V. *The percentage of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percentage and amount, if any, of funds to be reserved and made available to eligible recipients under Section 112(c) of Perkins V. *The percentage of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9: The percentage and amount, if any, of funds to be reserved and made available to secondary recipients under Section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under Section 112(c) of Perkins V.

Line 11: The percentage and amount of funds to be made available to eligible recipients under Section 112(a)(1) of Perkins V. *The percentage and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percentage and amount of funds to be distributed to secondary recipients under the allocation formula described in Section 131 of Perkins V.

Line 13: The percentage and amount of funds to be distributed to postsecondary recipients under the allocation formula described in Section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under Section 112(b) of Perkins. *The amount of funds shall be provided from non-federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Texas
 Fiscal Year (FY): 2023–2024

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$128,845,199
2	State Administration	5%	\$6,442,259
3	State Leadership	10%	\$12,884,519
4	• Individuals in State Institutions	1.5%	\$1,915,220
4a	- Correctional Institutions	Not required	\$1,412,698
4b	- Juvenile Justice Facilities	Not required	\$425,881
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$76,641
5	• Nontraditional Training and Employment	Not required	\$150,000.00
6	• Special Populations Recruitment	>0.1% or \$50,000	\$50,000.00
7	Local Formula Distribution	85%	\$109,518,419
8	• Reserve	15%	\$16,427,762
9	- Secondary Recipients	70%	\$11,499,434
10	- Postsecondary Recipients	30%	\$4,928,328
11	• Allocation to Eligible Recipients	85%	\$93,090,657
12	- Secondary Recipients	70%	\$65,163,460
13	- Postsecondary Recipients	30%	\$27,927,197
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$6,442,259

V. STATE DETERMINED PERFORMANCE LEVELS

A. Instructions

1. On the form in Item V.B, provide SDPLs, covering FY 2020–23, for each of the secondary and postsecondary core indicators of performance for all CTE Concentrators in the State described in Section 113(b) of Perkins V (see Table 3). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—

Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of Section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting SDPLs under Section 113(b)(3)(A)(i)(III) of Perkins V.
3. Revise, as applicable, the SDPLs for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to Section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to Section 113(b)(3)(A)(iii).

Please note that, pursuant to Section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to Section 123(a) of Perkins V.

Text Box 8: Statutory Requirements for State Determined

Performance Levels (SDPLs)

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all CTE students, including the subgroups of students described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in Section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other states, considering factors including the characteristics of actual (as opposed to anticipated) CTE Concentrators when the CTE Concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the two most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the SDPLs advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

Table 3a: Section 113(b) Core Indicators of Performance (Secondary Level)

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate from high school, as measured by extended-year adjusted cohort graduation rate defined in such Section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are employed.	3S1	Post-Program Placement

**Table 3a: Section 113(b) Core Indicators of Performance (Secondary Level)
(continued)**

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields. ²	4S1	Nontraditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in WBL.	5S3	Program Quality – Participated in work-based learning
Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

² This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

**Table 3b: Section 113(b) Core Indicators of Performance
(Postsecondary Level)**

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion. ³	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields. ⁴	3P1	Nontraditional Program Concentration

³ This means that a student gets counted under this indicator whether the student obtains the credential during participation or within one year of completion. The Department interprets “within one year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the one year following that student’s completion of the program.

⁴ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B. STATE DETERMINED PERFORMANCE LEVELS (SDPL) Form

State Name: Texas

Indicators (Secondary)	Baseline Levels⁵	SDPL 2020–21	SDPL 2021–22	SDPL 2022–23	SDPL 2023–24	SDPL 2024–25
1S1: Four-Year Graduation Rate	97.02%	97.02%	97.02%	96.72%	96.72%	96.72%
1S2: Extended Graduation Rate	98.15%	N/A	N/A	98.10%	98.10%	98.10%
2S1: Academic Proficiency in Reading Language Arts	58.13%	58.13%	58.13%	Baseline Year	Year 2	TBD
2S2: Academic Proficiency in Mathematics	47.27%	47.27%	47.27%	Baseline Year	Year 2	TBD
2S3: Academic Proficiency in Science	59.62%	59.62%	59.62%	Baseline Year	Year 2	TBD
3S1: Post-Program Placement	71.21%	71.21%	71.21%	69.4%	69.4%	69.5%
4S1: Non-traditional Program Concentration	49.68%	49.68%	49.68%	16.76%	16.76%	16.76%
5S1: Program Quality – Attained Recognized Postsecondary Credential	8.16%	8.16%	8.16%	30.90%	30.90%	30.90%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in WBL	N/A	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other ⁶	31.91%	31.91%	31.91%	23.39%	23.39%	23.39%

⁵ A State may establish a baseline level of performance in the event the State adds a new indicator of performance as part of subsequent revisions to its State Plan

⁶ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

B. STATE DETERMINED PERFORMANCE LEVELS (SDPL) Form (continued)

Indicators (Postsecondary)	Baseline Level	SDPL 2020–21	SDPL 2021–22	SDPL 2022–23	SDPL 2023–24	SDPL 2024–25
1P1: Post-Program Placement	82.8%	83.0%	83.2%	83.4%	83.6%	83.8%
2P1: Earned Recognized Postsecondary Credential	50.6%	50.8%	51.0%	51.2%	51.4%	51.6%
3P1: Non-traditional Program Concentration	16.7%	17.0%	17.1%	17.2%	17.3%	17.4%

In the program year 2020–21, the TEA changed how the CTE status for secondary students was reported to TEA by implementing autocoding based on district-reported student course information. The SDPLs for secondary indicators reported in Texas 2020–21 through 2023–24 state plan were based on baselines and calculations using the district self-reported CTE status indicators, which may not be as reliable as the autocoded CTE status. Texas has adjusted the SDPLs to reflect the CTE autocoded status indicators based on the average of the program years 2020–21 and 2021–22 actual performance levels with an expectation of 0.1% increase from this average. Starting in the program year 2024–25 for the revised state plan, for each additional year, meaningful progress is defined as an increase by 0.1% per Text Box 8 requirements (aa), (bb), (ee), and (ff).

In accordance with requirement (dd), Texas has compared itself with other states and has adjusted the SDPLs for 3S1, 4S1, and 5S1. Starting in fiscal year 2022–23, Texas will align its 4S1 non-traditional indicator by students’ concentration in a program of study rather than attributing non-traditional students by completion of a related course. This change results in fewer students as non-traditional, and this decline is reflected in the new 2022–23 calculation. Finally, the list of industry-based certifications expanded in PY 2020–21, and districts have increased the reporting of certifications earned by students, so 5S1 SDPL has been increased to reflect this change. Texas will report 3S1 on a one-year lag as permitted by the USDE.

Baselines will be established for secondary core indicators 2S1, 2S2, and 2S3 using fiscal year 2022–23 information. New SDPLs will be determined in 2024–2025 based upon two available years of data with change reflected. In accordance with House Bill 3906 of the 86th Texas Legislature, the STAAR underwent a redesign to add new question types, cross-curricular passages, and evidence-based writing. The first year of the redesigned STAAR implementation was 2022–23.

Tables

Table 1: Timeline for the Issuance of Perkins V Grant Awards

Table 2: Timeline for Submitting State plans and Subsequent Revisions

Table 3: Section 113(b) Core Indicators of Performance

Appendixes

- Appendix A: Perkins V Stakeholder Engagement Activities
- Appendix B: IBC List for Public School Accountability Evaluation and Review Process
- Appendix C: CTE Training Descriptions
- Appendix D: P-TECH Blueprint
- Appendix E: The Texas Regional Pathway Network – Regional Convener Activities
- Appendix F: Secondary Comprehensive Local Needs Assessment
- Appendix G: CTE TEKS Review Process
- Appendix H: Secondary Perkins V Local Application
- Appendix I: Postsecondary Perkins V Local Application

Appendix A

Perkins V Stakeholder Engagement Opportunities

Regional Implementation Tour

	Group	Registered	Attended
ESC 13 in Austin, TX, April 17, 2023	LEA	60	48
	Industry	40	20
	Guardians	4	1
	Total	104	69
	Group	Registered	Attended
ESC 10 in Dallas, TX, April 21, 2023	LEA	109	74
	Industry	46	33
	Guardians	3	0
	Total	158	107
	Group	Registered	Attended
ESC 14 in Abilene, TX, April 24, 2023	LEA	43	33
	Industry	15	8
	Guardians	1	0
	Total	59	41
	Group	Registered	Attended
ESC 4 in Houston, TX, May 1, 2023	LEA	110	63
	Industry	50	25
	Guardians	10	0
	Total	170	88

	Group	Registered	Attended
ESC 1 in Edinburg, TX, May 3, 2023	LEA	50	26
	Industry	27	14
	Guardians	3	0
	Total	80	40
	Group	Registered	Attended
Virtual Convening, 9AM– 11AM, May 9, 2023	LEA	240	
	Industry	82	
	Guardians	31	
	Total	353	
	Group	Registered	Attended
Virtual Convening, 9AM– 11AM, May 12, 2023	LEA	116	
	Industry	34	
	Guardians	14	
	Total	164	
	Group	Registered	Attended
Total	LEA	782	288
	Industry	317	113
	Guardians	76	2
	Total	1175	403

**Texas Career Cluster Subcommittees
Austin Community College, Austin,
TX, May 23–24, 2023**

Subcommittees for each career cluster consisted of members representing programs of study in the career cluster. Subcommittees were made up of LEA leaders, teachers, postsecondary staff, and industry leaders. Collectively, subcommittees included representation from across Texas with a total of 149 stakeholders in attendance.

Texas Career and Technical Education Engagement Opportunity

	Attendees
ESC 15 in San Angelo, TX, January 18, 2024	LEA 49
	Group
ESC 7 in Kilgore, TX, January 22, 2024	LEA 35
	Group
ESC 17 in Lubbock, TX, January 24, 2024	LEA 30
	Group
Virtual Convening, 9AM– 11AM, January 26, 2024	LEA 275
	Group
ESC 20 in San Antonio, TX, January 30, 2024	LEA 80
	Group
ESC 3 in Victoria, TX, February 1, 2024	LEA 60
	Group
CTAT Mid-Winter Conference, TX, February 7, 2024	LEA 245

	Group
ESC 11 in Fort Worth, TX, February 16, 2024	LEA 70
	Group
Virtual Presentation CTE Coastal Bend Convening, February 20, 2024	LEA 150
	Group
Total	LEA

Postsecondary Engagement Opportunities

Date Presented	Conference	Topic
April 2024	Texas Association of Career and Technical Education	Basic Application and Portal Updates for Perkins V
April 2024	Texas Association of Career and Technical Education	“Perkins 101”
May 2023	Texas Association of Continuing Education	“Perkins Basic Orientation”
November 2023	Texas Association of Continuing Education	“Perkins V Comprehensive Local Needs Assessment”

Appendix B

Industry-Based Certification Criteria and Review Process

Industry-Based Certification Criteria and Review Process

The following criteria are used to determine whether an industry-based certification (IBC) is included:

- **Certification:** a certification is defined as a license or validation that an individual possesses certain industry-specific skills that meet two or more of the following: (a) related to the performance requirements of a career or occupation, measured against a set of industry-accepted standards and not dependent upon a particular curriculum or program; (b) earned by successfully completing an assessment that demonstrates the individual’s proficiency of the prescribed standards; or (c) time-limited credential, for which an individual needs to meet ongoing professional training and/or testing requirements to maintain the certification.

- **Industry recognized and valued:** a certification must be industry recognized and valued.
 - (A) A certification is industry recognized and valued if the certification is:
 - (i) referred to the Texas Education Agency (TEA):
 - (I) by the Texas Workforce Commission (TWC) as part of the inventory of industry-recognized credentials approved by the IBC advisory council authorized by Texas Labor Code, §312.002; or
 - (II) directly using a process identified and implemented by TEA and published on the TEA website if the certification is not referred to TEA by the TWC under (2)(A)(i)(I) of this section; and
 - (ii) determined to be valued by a representative sample of employers, as demonstrated in at least one of the following ways:
 - (I) inclusion of the certification in job postings as required or highly recommended;
 - (II) use of the certification as a factor in selecting candidates for an interview or for hire; or
 - (III) offer of higher pay for individuals who possess the certification.

- **Attainable by high school students:** all eligibility requirements, such as age and experience, can be met and the certification is awarded before or within the summer after a student’s high school graduation.

- **Portable:** the certification can (a) transfer seamlessly to postsecondary work through acceptance for credit or hours in core program courses at an institution of higher education; (b) count toward hours in an aligned apprenticeship program; (c) be part of a prescribed coherent sequence of industry-recognized credentials

- to show progressive skills development; or (d) support employment in more than one region of the state.
- **Certifying entity:** the assessment of the knowledge and skills required to obtain the certification is provided by or determined by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies.
- **Capstone or end-of-program:** a certification assessment is taken at the culmination of a single high school course or multiple related courses within a secondary program of study. There must be at least 50 percent overlap between the certification assessment standards and: (a) the Texas Essential Knowledge and Skills (TEKS) for a secondary course aligned to the career cluster associated with the certification assessment; or (b) the applicable TEKS for a set of courses within a program of study in a secondary Career and Technical Education program.

House Bill 22 (85th Texas Legislature, 2017) requires TEA to account for high school students who earn an IBC as one indicator within the Student Achievement domain of the state's public school accountability system. While hundreds of unique certifications are earned by public school students, the public school accountability system measures success in preparing students for in-demand careers, whether students enter the workforce directly or enroll in postsecondary education. IBCs represent industry-valued skills and learning that lead to employment and act as a springboard for higher levels of achievement to ensure students' independence and success in life beyond high school; hence, IBCs are one of the measures to demonstrate college and career readiness.

Districts may apply for reimbursement for one passed certification examination per student during their high school career (ninth grade through graduation).

Appendix C
Career and Technical Education Training Description

College, Career, and Military Readiness Professional Development

The Texas Education Agency (TEA) created professional development modules to aid new and experienced Career and Technical Education (CTE) teachers, administrators, and school counselors in becoming proficient in their roles of facilitating quality CTE programs in their Local Education Agencies (LEAs). The modules explore key CTE topics such as Perkins V legislation, labor market information, programs of study, work-based learning (WBL), and industry-based certifications (IBCs). Specific training is provided for counselors and administrators and includes introductory and experienced levels. All trainings improve upon the knowledge and skills required to work with special populations in an instructional and individual planning environment. The series of modules and additional professional learning opportunities are described below.

CTE Teacher Professional Development

New CTE Teacher Professional Development includes topics such as preparing CTE teachers for success, understanding CTE, and unpacking the CTE standards.

Work-Based Learning

WBL trains teachers assigned to teach Career Preparation and Practicum courses and fulfills the training requirement of TEA, ensuring that each teacher assigned to Career Preparation I, Career Preparation II, or Extended Career Preparation, grades 9–12, has completed appropriate training in state and federal requirements regarding WBL and safety. Teachers learn what authentic WBL is and how to ensure students learn the skills and knowledge appropriate for their career pathway in a safe and appropriate environment through collaborative partnerships with local employers. Basic laws, rules, and procedures relevant to teaching CTE courses that involve WBL are introduced in this self-paced training course.

CTE New Administrator Professional Development

New CTE Administrator Professional Development consists of the following four modules.

New Administrator Module 1: Data-Driven Decision Making

Using a CTE lens while maintaining relevance to the overall success of students, Data-Driven Decision Making guides leaders to use facts, metrics, and data to guide strategic instructional decisions that align with campus and LEA goals, objectives, and initiatives. Participants will learn how to analyze multiple data sources, including College, Career, and Military Readiness (CCMR) indicators, labor market information, and Comprehensive Local Needs Assessment (CLNA) Summary and Supplemental Reports. At the end of this module, participants will be prepared to integrate CTE into the overall environment of a data-driven organization while engaging various stakeholders in the decision-making process.

New Administrator Module 2: Partnerships

Partnerships are a key component of successful CTE programs. In this module, participants will explore a variety of internal and external partnerships, how each one plays a role within a CTE department, and the overall importance and potential impacts of nurturing and sustaining these relationships. Additionally, participants will review their LEA's current CTE partnerships and develop a strategic plan to cultivate new partnerships and strengthen existing relationships.

New Administrator Module 3: Program Design

The Program Design module will give participants the opportunity to use a design-thinking mindset to develop CTE programs that meet the needs of all students as they prepare for postsecondary success. Attendees will learn to identify effective CTE program design elements and practice using tools to enhance existing programs. Using available resources and data, participants will learn how to design CTE programs that are accessible and aligned to relevant and real-world applications. In completing this module, participants will gain strategies and skills to strengthen their practice as CTE advocates and instructional leaders.

New Administrator Module 4: CTE Resources

The CTE Resources module provides an overview of many key components of CTE programs—time, finances, human resources, facilities, instructional resources and supplies, transportation, and professional learning. Participants will identify, review, and develop resources to build foundational knowledge to assist them in being successful in the varied roles they serve as programmatic and instructional leaders in CTE.

CTE New Counselor Professional Development

New CTE Counselor Professional Development consists of the following two modules.

New School Counselor Module 1: CTE Programs—An Infrastructure for CCMR

An Infrastructure for CCMR provides school counselors the opportunity to examine how strong CTE programs can support all students as they prepare for postsecondary success. Participants will explore the components of approved CTE programs of study, including coursework, WBL opportunities, and IBCs, and understand how these relate to the individual planning components of a comprehensive counseling program. Participants will review the relationship of CTE and programs of study to federal and state legislation (including Perkins V, HB5—Endorsements, HB3—Outcomes Bonus Funding, and SB179—Counseling Duties) and other initiatives. At the conclusion of this module, participants will have a deeper understanding of the value of CTE programs and be better equipped to work with administrators to create the local infrastructure for CCMR driven by data. (Note: This module is aligned with the Data-Driven Decision Making and Program Design modules for administrators.)

New School Counselor Module 2: Effective Individual Planning for CTE Programs

This module will help prepare counselors for their crucial roles in supporting students' postsecondary success. Participants will identify potential barriers that limit access to CTE programs and review individual planning strategies and resources to ensure accessible and equitable CTE programs. Participants will review the Perkins V definitions for special populations and explore success outcomes from strong CTE programs, such as college and career readiness, employability skills, and mental health wellness. At the end of this module, participants will recognize potential barriers to accessible and equitable CTE programs and devise plans to eliminate existing barriers.

CTE Experienced Administrator Professional Development

Experienced CTE Administrator Professional Development consists of the following four modules.

Experienced Administrator Module 1: Planning for a Comprehensive K-12 College and Career Readiness Program

This module offers participants the opportunity to learn how to develop CTE programs that prepare students to be competitive in a global economy. Attendees will learn how to engage stakeholders on individual planning, preparing, and challenging students throughout a K-12 system to develop career-related skills that connect to workforce expectations. Through this module, participants will gain strategies and skills to strengthen their practice as career readiness advocates and discover new ways to connect with K-12 instructional leaders.

Experienced Administrator Module 2: CTE Program Evaluation

This module provides essential knowledge for CTE leaders to expand their CTE programs to align with high-skill, high-wage, and in-demand occupations. In this module, participants will learn about conducting program evaluations to spearhead program improvement practices while anchoring the work to T-TESS and T-PESS evaluation ratings. Program evaluations build upon the strengths, needs, and priorities identified in the CLNA and provide guidance for improving and increasing the capacity of program activity.

Experienced Administrator Module 3: Program Expansion

The Program Expansion module will equip CTE leaders with resources and best practices to inform CTE program growth, including expanding CTE programs in middle school and high school and introducing new programs of study. This module provides strategies for messaging and communication, balancing industry demand and student interest, and addressing the challenges of expanding CTE programs in rural, suburban, and urban LEAs.

Experienced Administrator Module 4: Supporting CTE Teachers

This module provides an overview of strategies used in the recruitment and retention of CTE teachers. Participants will engage in opportunities to problem solve, review available resources, and develop content to assist with retaining and supporting one of our most valuable resources—CTE instructors.

CTE Experienced Counselor Professional Development

Experienced CTE Counselor Professional Development consists of the following two modules.

Experienced School Counselor Module 1: Informed and Ongoing CTE Individual Planning for Middle School and High School Counselors

School counselors will be empowered with strategies for supporting individual student planning that aligns with the Effective Advising Framework. The training includes a clear vision for planning, implementing, and evaluating an individual planning program that supports students' academic and career development goals.

Appendix C: Career and Technical Education Training Description

Participants will learn how to support postsecondary success for all students by leveraging internal and external partners and providing high-quality individual planning materials and assessments that support students in postsecondary planning and preparation.

Experienced School Counselor Module 2: Planning for Comprehensive K-12 College and Career Readiness

The individual planning resources in this module are geared toward the important work of school counselors who are helping students from elementary to high school to prepare for an ever-changing workforce. Participants will learn how to advise and guide students with decision making and planning for postsecondary success. Attendees will also learn how to establish a robust individual student planning system that informs students of workforce trends. Participants will gain strategies to enhance their practice as career readiness advocates and to support their stakeholder collaboration to advise students in preparing for high-skill, high-wage, and in-demand occupations.

Online Professional Development

Additionally, the following online courses support CTE teachers, administrators, and counselors.

CTE 101: CTE Teacher, Administrator, and Counselor Professional Development

This module reflects current legislation and best practices in CTE. This course is designed for both new and experienced CTE administrators and secondary school counselors, providing insights regarding Perkins V legislation, labor market information, programs of study, and IBCs.

CTE 102: Professional Development for Experienced CTE Administrators

This module builds the efficacy of experienced CTE administrators through components that will help them implement a comprehensive K-12 college and career readiness program, build knowledge of CTE program evaluation, expansion, and support of CTE teachers.

Appendix D

P-TECH Blueprint



PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

Pathways in Technology Early College High School Blueprint

Overview of Pathways in Technology Early College High School Model

Pathways in Technology Early College High Schools (P-TECH) are open-enrollment programs that allow students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction. P-TECH also offers students the opportunity to engage in work-based learning at every grade level.

Pathways in Technology Early College High School Blueprint

- ✓ The Blueprint identifies six benchmarks which serve as the foundational elements of the model and describes essential design elements for each benchmark.
- ✓ The Blueprint outlines the required design element artifacts to be published publicly and made available to TEA upon request.
- ✓ The Blueprint defines outcomes-based measures (OBMs) for required data indicators related to access, achievement, and attainment.

P-TECHs are required to meet the design elements in each benchmark and OBMs to receive the Texas Education Agency (TEA) P-TECH designation.

Pathways in Technology Early College High School Designation Process

The TEA designed the designation process for P-TECH under the authority of Texas Education Code (TEC) §29.908(b) (2019) and Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).

- ✓ Designation is the process by which the TEA determines whether a school can fully implement the design elements of each benchmark and meet the OBMs.
- ✓ Designation, through the Program Application Cycle (PAC), is an annual requirement for P-TECH programs.

P-TECH students earn a high school diploma in addition to industry-based certifications, Level 1 or 2 certificates, and/or an associate degree while engaging in work-based learning at every grade level.

BLUEPRINT BENCHMARKS

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic
Infrastructure

Benchmark 5:
Student Supports

Benchmark 6:
Work-Based Learning

Path to P-TECH Designation



Year 0

Planning Year

- Engage in 12-18 months of P-TECH planning.
- Recruit the first 9th grade P-TECH cohort.



Years 1-5

Provisional

- Grow cohorts, improve programming, and build strong partnerships.
- Implement all benchmark design elements.
- Receive OBM data for informational purposes only.



Year 5

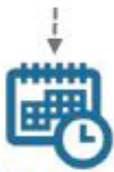
Apply for Designation

Designated (Year 6)

Campuses that meet access, achievement, and attainment Designated OBM and implement all design elements receive Designated status.

Needs Improvement (Year 6)

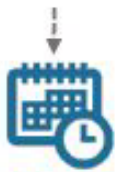
Campuses that do not meet access, achievement, and attainment Designated OBM criteria are considered Needs Improvement.



Year 7+

Designated
Meet Designated OBM and implement all design elements.

Campuses must continue to meet Designated OBM yearly to maintain Designated status.



Year 7+

Designated with Distinctions
Campus is eligible for Designated with Distinction status if the campus is Designated and meets Distinction OBM criteria.



Years 6-8

Receive targeted technical assistance to improve OBM. Campuses may receive Designated status if OBM are met prior to Year 9.



Year 9

Receive Designated status if Designated OBM met.

Removed from network if Designated OBM not met.



BENCHMARK 1: SCHOOL DESIGN

The Pathways in Technology Early College High School (P-TECH) shall establish school structures and policies, regularly convene leadership teams, and ensure adequate staff capacity for the successful implementation and sustainability of the P-TECH program.

Design Elements:

1.1 Student Cost

The P-TECH program shall be offered at no cost to students.

1.2 School Location

The P-TECH location shall be

- a. on a college or university campus; or
- b. in a high school—as a standalone high school campus or in a smaller learning community within a larger high school; or
- c. at a central location, such as a CTE center. The central location is not the home campus where students are enrolled

1.3 Student Cohorts

P-TECH students shall be placed in a cohort for core classes to the extent possible; this does not exclude non-P-TECH students from enrolling in the same class.

1.4 Flexible Scheduling

The P-TECH program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma and enables a student to combine high school courses and college-level courses with the goal of earning industry-based certifications, certificates, and/or an associate degree, and engage in appropriate work-based learning at every grade level.

1.5 TSIA Testing Site

The P-TECH shall be a Texas Success Initiative (TSI) assessment site or shall be in the process of becoming a TSI assessment site. The P-TECH shall provide opportunities throughout the year for students to take the TSI assessment.

1.6

Leadership Team Strategic Priorities

The P-TECH shall establish a leadership team that includes high-level personnel from the school district, campus, business/industry, and institution of higher education (IHE) with decision-making authority who meet regularly and report to each organization. The leadership team shall develop long-term strategic priorities for the P-TECH program along with a work plan for how to achieve programmatic goals in coordination with district and campus improvement planning. Regularly scheduled meetings—in person and/or virtual—must address the following topics:

- a. Establish and maintain the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH
- b. Collectively develop a memorandum of understanding (MOU) and review annually for necessary revisions
- c. Share responsibility (between the school district, business/industry partner(s), and the IHE) for meeting annual OBMs and providing annual reports to their district and IHE boards, as well as to the public
- d. Monitor progress on meeting the Blueprint design elements, including reviewing formative data to ensure the P-TECH is on track to meet OBMs
- e. Guide mid-course corrections as needed

Required Artifacts:

- [*P-TECH/IHE leadership meeting agenda*](#)
- [*School board and board of regents' presentations*](#)
- [*Document\(s\) outlining the strategic priorities for the current academic year and/or long-term priorities of the P-TECH partnership*](#)

The leadership team shall include leaders from the district, campus, business/industry partner, and IHE who have decision-making authority to execute changes toward this end:

District leaders (may include):

- a. Superintendent
- b. Assistant Superintendent of Curriculum and Instruction, or equivalent position
- c. P-TECH principal or director
- d. P-TECH liaison to the IHE or department chairs
- e. School-business partners or CTE Director
- f. School counselors
- g. Parent representative

IHE leaders (may include):

- a. College or University President or Provost
- b. Department chairs for core academic disciplines
- c. Liaison to the P-TECH or dual credit officer
- d. Individual planning or student support director

Business/industry partner (may include):

- a. CEO/president
- b. Education/community outreach specialist or leader of relevant community organization, such as a Chamber of Commerce or non-profit organization

Required Artifact:

- [Description of each member and role in committee](#)

P-TECH staff shall include the following:

- a. A P-TECH leader who has authority over course and instructor scheduling, staff and faculty hiring, and budget development
- b. An IHE liaison with decision-making authority who interacts directly and frequently (in person or virtually) with the P-TECH leader
- c. A business/industry partner liaison with decision-making authority who interacts directly and frequently (in person or virtually) with P-TECH leader and the dual credit provider
- d. Highly qualified P-TECH teachers who work directly with the P-TECH students, which may include high school faculty who must meet faculty requirements that are set by the regional accrediting association of the community college and/or university to teach college-level courses, instructors for virtual college courses, and instructors for Advanced Placement and International Baccalaureate courses
- e. Highly qualified P-TECH high school counselor who collaborates directly and frequently with the IHE advisor or liaison to support P-TECH students. The P-TECH counselor and IHE advisor shall jointly support P-TECH students through IHE course registration and shall monitor high school and college courses and transcripts to ensure programmatic requirements for both the high school and IHE are met

Required Artifact:

- [*P-TECH leader/liaison meeting agendas and relevant materials*](#)

1.9 P-TECH Staff Professional Development

The P-TECH shall implement an annual professional development plan (i.e, calendar of events/ activities) for teachers and staff, focused on research-based instructional strategies for increasing rigor and college and career readiness, that is based on needs assessment of student data and includes both high school and dual credit teachers. Professional development should include, but is not limited to, the following:

- a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in a P-TECH
- b. Faculty opportunities for P-TECH teachers and higher education faculty to receive extensive support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus group and/or IHE faculty
- c. An externship program to expose teachers, counselors, and/or administrators to experiences in careers in the pathways identified by the P-TECH
- d. Opportunities for joint training among P-TECH and higher education college advisors and faculty (e.g., course requirements and addressing layered wrap-around supports for students)

Required Artifacts:

- [Mentor/induction program plans](#)
 - [Annual training or professional development plan for P-TECH and IHE faculty](#)
-

1.10 Sustainability Structures

Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

1.11 Advisory Board

The P-TECH shall establish an advisory board that meets regularly and includes representatives from a variety of stakeholders such as school board, community, economic development partners, relevant industry subject matter experts for program pathways, and the IHE to provide support and guidance to the P-TECH in resource acquisition, curriculum development, work-based learning, and student/community outreach to ensure a successful academic and career pipeline.

Required Artifacts:

- [Meeting agendas and minutes, with action items and decision logs](#)
- [A list of strategic partners with each member's organization, title, and role in providing work-based learning for students by grade level](#)



BENCHMARK 2: PARTNERSHIPS

The Pathways in Technology Early High School (P-TECH) must have a current, signed MOU or interlocal agreement (ILA) with each IHE. The P-TECH must also have a current and signed agreement with each business/industry partner. Both agreements must respectively outline key issues related to the planning, implementation, and sustainability of the P-TECH program. Stakeholders shall review the MOUs and agreements annually. **The agreements shall include the components described in the design elements below.**

Design Elements for MOU or ILA with Institution of Higher Education:

2.1 Goal of Higher Education Partnership

The MOU or ILA shall include the goal of the P-TECH and IHE partnership and a description of how the goals of the dual credit program align to the [Texas Statewide Dual Credit Goals](#).

Required Artifacts:

- [Final, signed, and executed MOU/ILA or similar agreement with IHE](#)
- [The MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals](#)

2.2 Roles and Responsibilities

The MOU or ILA shall include the respective roles and responsibilities for the campus and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program.

2.3 Funding

The MOU or ILA shall identify how costs will be shared, including for the following:

- Dual credit courses offered through the program
- Instructional materials to be used and textbook adoption
- Transportation costs and fees
- Eligibility of P-TECH students for financial assistance from the higher education partner(s), specifically waivers for tuition and fees

2.4 *Academic Plan*

The MOU or ILA shall articulate the academic plan, including the following:

- a. Courses of study that enable a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree
- b. Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program
- c. Transferable and applicable college credits earned during high school

2.5 *Transcription of Credit*

The MOU or ILA shall include components that enhance transcription of credit, including the following:

- a. Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned
- b. Assurances that the P-TECH will adhere to the grading periods and policies of the IHE for dual credit and college courses, including academic probation

2.6 *Course Delivery and Scheduling*

The MOU or ILA shall articulate course delivery and scheduling including, the following:

- a. The instructional calendar, including location of each course that will be offered
- b. Assurances that P-TECH students are treated as dual credit students until graduation from the P-TECH program. As such, they may take dual credit courses during the fall, spring, and summer sessions to meet the goals of the P-TECH program

2.7 *Staffing Plan*

The MOU or ILA shall include a staffing plan for the P-TECH, including the following:

- a. Teacher qualification processes, instructor availability, and course offerings
- b. Joint professional development for P-TECH faculty and college and counselors/advisors (including both district and IHE faculty/staff)

2.8 *Instructional Materials and Textbooks*

The MOU or ILA shall articulate instructional materials and textbook policies, including the following:

- a. The duration for which textbooks can be used
- b. Instructional materials and textbook costs and fees

2.9 *Access to Higher Education Resources*

The MOU or ILA shall articulate that students will be granted access to higher education resources, including the following:

- a. P-TECH students' access to the IHE facilities, services, and resources
- b. Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) for college courses for dual credit

2.10 *Transportation*

The MOU or ILA shall address transportation, including the following:

- a. Transportation policies, including the P-TECH and IHE respective roles and responsibilities related to transportation
- b. Transportation costs and fees funding

2.11 *Collaborative Outreach Efforts*

The MOU or ILA shall outline the commitment that the P-TECH and IHE will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

2.12 *Student Participation*

The MOU or ILA shall articulate student participation, including the following:

- a. Policy on minimum class size per dual credit course
- b. Student enrollment policies, including student eligibility for enrollment and prerequisite policies
- c. Student attendance policies
- d. Code of conduct policies
- e. Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39)
- f. Provisions for discontinuing P-TECH operation to ensure students previously enrolled will have the opportunity to complete their course of study

2.13 *Academic Supports*

The MOU or ILA shall identify how the P-TECH and IHE will provide academic supports, including the following:

- a. Academic and college readiness individual planning with access to student support services to bridge students successfully into college course completion
- b. Individual planning services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned
- c. Policies related to student intervention

2.14 *Data Sharing*

The MOU or ILA shall include a data sharing agreement that outlines provisions for student data to be provided by the college to the high school and enables collaborative data sharing on a regular basis to encourage student support interventions during the semester. The MOU and ILA shall also include the following:

- a. Teacher data such as qualifications
- b. Student-level data such as credit hours taken and earned, grade point average, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/dropout, Texas Success Initiative Assessment (TSIA) scores, 6-/9-week or midterm grades, attendance for students at the high school)
- c. Policies for expanding access to student data, such as granting P-TECH teachers of record and campus administrators full instructor access

2.15 *P-TECH Program Data Analysis*

The MOU or ILA shall identify the College and Career Readiness School Models program data analysis that the P-TECH will complete, including but not limited to:

- a. Dual credit program outcomes that assist high school students in the successful transition to and acceleration through postsecondary education
- b. The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses

Design Elements for Agreement with Business/Industry Partner:

2.16 Roles and Responsibilities

The agreement shall include the respective roles and responsibilities for the campus/ Local Education Agency and business/industry partner in providing for and ensuring the quality and instructional rigor of the work-based learning programming.

Required Artifacts:

- [Final, signed, and executed agreement with business/industry partner\(s\)](#)
- [The agreement must be reviewed annually with the goal of improving programmatic supports and services for students](#)

2.17 Work-Based Learning Plan

The agreement shall clearly outline a work-based learning plan that will be followed to provide relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum.

2.18 Work-Based Learning Activities

The agreement shall include a detailed plan for work-based learning experiences for students appropriate to each grade level. These activities should increase in rigor and specificity as illustrated by the Tri-Agency Work-Based Learning Continuum, beginning with activities such as facility visits and culminating in activities, such as pre-apprenticeships.

2.19 Professional Skills and Mentorship

The agreement shall articulate that the P-TECH and business/industry partner provide mentorship activities that encourage professional skills attainment, including the following:

- a. A plan for career mentoring activities appropriate to each grade level
- b. The roles and responsibilities of the P-TECH and business/industry partner(s) in the planning and implementation of career mentoring
- c. Support for students' activities, such as clubs, career and technical student organizations (CTSOs), competitions, and special initiatives that encourage professional skills attainment

2.20 Access to Business Resources

The agreement shall articulate student access to business/industry partner(s) and work-based learning facilities, services, and resources.

2.21 *Transportation*

The agreement shall address transportation, including the following:

- a. Transportation policies, including the P-TECH and business/industry respective roles and responsibility related to transportation
- b. Transportation costs and fees

2.22 *Qualifying for Priority Interviewing*

The agreement shall include a commitment that the business/industry partner will give students who receive work-based training or education from the partner priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.

2.23 *Program Monitoring*

The agreement shall include program monitoring components to ensure the quality and rigor of work-based learning experiences will be sufficient to ensure student success in subsequent work-based learning, mentorship, and internship experiences.



BENCHMARK 3: TARGET POPULATION

The Pathways in Technology Early College High School (P-TECH) shall target and enroll historically underserved students. The campus must enable students who are at risk of dropping out or those who wish to accelerate completion of high school to combine high school courses and college-level courses.

Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average, or other criteria that create barriers for student enrollment.

Design Elements:

3.1 Recruitment and Enrollment Policies

The P-TECH shall be open enrollment for all students and shall identify, recruit, and enroll special populations that are historically underrepresented in college courses. The P-TECH shall coordinate activities with feeder middle school(s), higher education partner(s), and business/industry partner(s) to participate in recruitment activities.

The P-TECH must enroll a 9th grade class during their first year of implementation and will progressively scale up by adding at least one grade level per year after the first year of implementation. If a P-TECH phases out their services, the academy must be prepared to provide services to each enrolled cohort through graduation.

3.2 Documenting Enrollment Procedures

The P-TECH shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.

Required Artifacts:

- [Written admission policy and enrollment application](#)
- [Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community](#)

3.3 Stakeholder Engagement

Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents, community members, higher education partners, and business/industry partner(s)) and shall include regular activities to educate students, counselors, principals, parents, and school board and community members.

Required Artifacts:

- [Brochures and marketing in Spanish, English, and/or other relevant language\(s\)](#)
- [Written communication plan for targeting identified audiences \(e.g., parents, community members, school boards, higher education personnel, etc.\)](#)

3.4 Lottery System

For any P-TECH at capacity, the P-TECH shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are historically underrepresented for the P-TECH. Districts are encouraged to standardize lottery practices across campuses by implementing the College and Career Readiness School Model.

Required Artifacts:

- [Written lottery procedures \(district-level or campus-level\)](#)



BENCHMARK 4: ACADEMIC INFRASTRUCTURE

The Pathways in Technology Early College High School (P-TECH) must provide a rigorous course of study that allows students the opportunity to earn a high school diploma and enable a student to combine high school courses and college-level courses with the goal of earning industry-based certifications, certificates, and/or an associate degree and engage in appropriate work-based learning at every grade level.

Design Elements:

4.1 Regional Need

The P-TECH shall work with the local workforce development board, local chamber of commerce, and/or local workforce industry representatives to identify and maintain a list of high-demand occupations.

The P-TECH shall establish one or more career pathways that include industry-relevant classes, are informed by the identified regional needs, and prepare students for high-skill, high-wage, and in-demand career fields. The P-TECH shall have plans for sequencing additional courses for students in the career pathway.

Required Artifacts:

- [Documentation detailing courses of study examples that outline student pathways from high school to associate degrees, certificates, or industry-based certifications and beyond](#)
- [Current dated regional high-demand occupation list](#)

4.2 Postsecondary Opportunities

The P-TECH program must provide a rigorous course of study that allows students the opportunity to earn a high school diploma and enables a student to combine high school courses and college-level courses with the goal of earning industry-based certifications, certificates, or an associate degree and engage in appropriate work-based learning at every grade level.

4.3 *Course Sequence*

The P-TECH shall offer a course of study that provides a detailed and relevant course sequence to the postsecondary opportunities aligned to the high school and college courses provided to the P-TECH students. This crosswalk must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual and/or the Workforce Education Course Manual.

Required Artifacts:

- [Crosswalk aligning high school and college courses, grades 9 through 12, that enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree](#)
- [Master schedules](#)

4.4 *Course Offerings*

The P-TECH shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local articulation agreements for specific courses in partnership with a local college) with applicability of college credits in mind.

4.5 *Delivery of Courses*

The campus may implement multiple dual enrollment delivery models, including but not limited to the following:

- a. College courses taught on the college campus by college faculty
- b. College courses taught on the high school campus by college faculty
- c. College courses taught on the high school campus by high school educators who meet faculty requirements
- d. College courses taught virtually, via distance/online/blended learning

4.6 *Academic Performance in High School*

The P-TECH shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

4.7 *College Readiness*

The P-TECH shall provide a TSI assessment to accepted students as early as incoming 9th graders. This assessment may not be used as a prerequisite for admissions to the P-TECH.

- a. The P-TECH shall publish on its website the dates, times, and location(s) for TSIA administration
- b. The P-TECH shall provide assessment fee waivers for all administrations of the TSIA test
- c. The P-TECH shall implement a plan for TSIA success, including academic preparation classes for accepted students, and shall provide academic interventions (e.g., tutorials, workshops, testing strategies, accelerated instruction) for students who do not pass the TSI before retesting
- d. The P-TECH shall review TSIA testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment to prescribe accelerated instruction to support students
- e. The P-TECH shall explore alternative measures for students to meet college readiness standards

Required Artifacts:

- [Calendar of scheduled TSIA test administration dates, sign-up process, and intervention expectations](#)
- [Aggregate reports of TSIA exam performance](#)
- [Testing calendar and schedule for SAT, ACT, or other college readiness assessments](#)

4.8 *Student Data Tracking*

The P-TECH shall biannually implement structured data review processes to do the following:

- a. Identify student strengths and areas of growth and develop individual instructional support plans
- b. Provide an assessment for measuring student progress to ensure students are on track to meet the OBMs
- c. Provide an opportunity for the IHE to provide feedback on the value of the P-TECH program
- d. Provide an opportunity for the business/industry partner(s) to provide feedback on the value of the P-TECH program

4.9 *Student Persistence*

The P-TECH shall create a plan for students off-track for success in the P-TECH program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the P-TECH program and encourage program completion.

4.10*Student Pathway Support*

The P-TECH shall develop a plan to support direct-to-college student enrollment following high school graduation and a strategy to foster long-term workforce readiness.



BENCHMARK 5: STUDENT SUPPORT

The Pathways in Technology Early College High School (P-TECH) must provide wrap-around strategies and services involving multiple stakeholders to strengthen academic, technical, and individual support for students to be successful in their P-TECH program.

Design Elements:

5.1 Bridge Programs

The P-TECH provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness, and career readiness) to prepare students for the TSIA and provide academic interventions for those who do not pass the TSIA. The bridge program may also serve to support student transition from middle school to the P-TECH program.

Required Artifact:

- [Bridge program curriculum and schedule](#)

5.2 Individual Planning

The P-TECH shall collaborate with its IHE to personalize the learning environment for students through developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals. The P-TECH and IHE shall develop robust college and career individual planning systems to support student plans and advance academic progress and shall develop a process for collaboration to provide an academic bridge across two educational systems.

Required Artifact:

- [Schedule of individual planning events](#)

5.3 Student Intervention

The P-TECH shall administer interventions as needed, including tutoring and/or Saturday school for identified students in need of academic support. The P-TECH shall monitor academic progress with formative data.

Required Artifact:

- [Tutoring schedules](#)

5.4 *Classroom Support*

The P-TECH shall provide advisory and/or college and career readiness individual planning and support time built into the instructional sequence for all students. The P-TECH shall provide skill-building instruction for students, such as time management, study skills, collaboration, and interpersonal relationship skills.

Required Artifact:

- [*Advisory/study skills curriculum material*](#)

5.5 *Wrap-Around Strategies and Services*

The P-TECH shall provide a system of supports that encompasses career, academic, behavioral, and mental health supports for all students.

5.6 *Enrichment Opportunities*

The P-TECH shall provide enrichment opportunities, including the following:

- a. A structured program of community service to encourage community involvement
- b. Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities
- c. Establishing a mentorship program available to all students
- d. Parent outreach and involvement opportunities
- e. Family engagement to support rigorous course enrollment and college and career planning

Required Artifact:

- [*Calendar of enrichment events and family outreach events*](#)

5.7 *College and Career Preparation*

The P-TECH shall provide college and career awareness to current and prospective students and families, including the following:

- a. College application assistance
- b. Financial aid counseling
- c. College and career counseling



BENCHMARK 6: WORK-BASED LEARNING

The Pathways in Technology Early College High School (P-TECH) must offer students a variety of relevant, high-skill, work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials.

Design Elements:

6.1 *Work-Based Learning Continuum*

The P-TECH and business/industry partner(s) shall collaborate to ensure the P-TECH provides the following:

- a. Age-appropriate work-based learning for students in the P-TECH at every grade level that includes career exploration, career preparation, and career training
- b. Work-based learning experiences that are well planned and properly sequenced to provide a progression of learning experiences for students—each one building upon the last
- c. Curriculum alignment among high school, postsecondary, and industry work-based learning experience requirements

Required Artifacts:

- [Documentation of appropriate work-based learning experiences for students at all grade levels](#)

6.2 *Work-Based Learning Offerings*

Work-based learning may include, but is not limited to, facility visits, guest speakers, presentations, career information, career fairs, interview training, skill development, resume workshops, informational interviewing, job shadowing, internships, mentoring, and apprenticeships.

Required Artifacts:

- [Aggregate data describing student participation in work-based learning experiences](#)

6.3 *Student Participation*

The P-TECH and business/industry partner(s) shall ensure that students

- a. are provided opportunities to reflect on their work experiences
- b. demonstrate their learning in writing, portfolio, presentation, digitally or by other means
- c. understand the connection between their work-based learning and academics

Required Artifacts:

- [*Samples of student artifacts such as writings, portfolios, presentations, and links to digital content*](#)

6.4 *Enrichment and Extracurricular*

The P-TECH and business/industry partner(s) shall ensure students are provided the opportunity to participate in enrichment and extracurricular opportunities, such as clubs, CTSOs, competitions, and special initiatives.

6.5 *Student Data Tracking*

The P-TECH shall biannually implement a structured data tracking system and process designed to identify student participation in work-based learning opportunities.

- a. The P-TECH will establish annual assessment measures and provide an opportunity for the business/industry partner(s) to provide feedback on the value of work-based learning
- b. The P-TECH shall provide an assessment for measuring student progress to ensure students are on track to meet the OBMs



Pathways in Technology Early College High School Artifacts

P-TECH ARTIFACTS

All Pathways in Technology Early College High School (P-TECH) artifacts shall be published on the P-TECH's website and made available to TEA upon request. The artifacts shall be maintained in accordance with the local records retention policy.

Not all Benchmark design elements include a published artifact.

Benchmark 1: School Design

1.6	Leadership Team Strategic Priorities	<ul style="list-style-type: none"> • P-TECH/IHE leadership meeting agendas • School board and board of regents' presentations • Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the P-TECH partnership
1.7	Leadership Team Key Roles	<ul style="list-style-type: none"> • Description of each member and role in committee
1.8	P-TECH Staff	<ul style="list-style-type: none"> • P-TECH leader/liaison meeting agendas and relevant materials
1.9	P-TECH Staff Professional Development	<ul style="list-style-type: none"> • Mentor/induction program plans • Annual training or professional development plan for P-TECH and IHE faculty
1.11	Advisory Board	<ul style="list-style-type: none"> • Meeting agendas and minutes, with action items and decision logs • A list of strategic partners with each member's organization, title, and role in providing work-based learning for students by grade level

Benchmark 2: Partnerships

2.1	Goal of Higher Education Partnerships	<ul style="list-style-type: none"> • Final, signed, and executed MOU/ILA or similar agreement with IHE <ul style="list-style-type: none"> ○ MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
2.16	Roles and Responsibilities	<ul style="list-style-type: none"> • Final, signed, and executed agreement with business/industry partner(s) <ul style="list-style-type: none"> ○ The agreement must be reviewed annually with the goal of improving programmatic supports and services for students

Benchmark 3: Target Population

3.2	Documenting Enrollment Procedures	<ul style="list-style-type: none"> • Written admission policy and enrollment application • Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
3.3	Stakeholder Engagement	<ul style="list-style-type: none"> • Brochures and marketing in Spanish, English, and/or other relevant language(s) • Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)
3.4	Lottery System	<ul style="list-style-type: none"> • Written lottery procedures (district-level or campus-level)

Benchmark 4: Academic Infrastructure

4.1	Regional Need	<ul style="list-style-type: none"> Documentation detailing courses of study examples that outline student pathways from high school to associate degrees, certificates, or industry-based certifications and beyond Current dated regional high-demand occupation list
4.3	Course Sequence	<ul style="list-style-type: none"> Crosswalk aligning high school and college courses, grades 9 through 12, that enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree Master schedules
4.7	College Readiness	<ul style="list-style-type: none"> Calendar of scheduled TSIA test administration dates, sign-up process, and intervention expectations Aggregate reports of TSIA exam performance Testing calendar and schedule for SAT, ACT, or other college readiness assessments

Benchmark 5: Student Support

5.1	Bridge Programs	<ul style="list-style-type: none"> Bridge program curriculum and schedule
5.2	Individual Planning	<ul style="list-style-type: none"> Schedule of individual planning events
5.3	Student Intervention	<ul style="list-style-type: none"> Tutoring schedules
5.4	Classroom Support	<ul style="list-style-type: none"> Advisory/study skills curriculum material
5.6	Enrichment Opportunities	<ul style="list-style-type: none"> Calendar of enrichment events and family outreach events

Benchmark 6: Work-Based Learning

6.1	Work-Based Learning Continuum	<ul style="list-style-type: none"> • Documentation of appropriate work-based learning experiences for students at all grade levels
6.2	Work-Based Learning Offerings	<ul style="list-style-type: none"> • Aggregate data describing student participation in work-based learning experiences
6.3	Student Participation	<ul style="list-style-type: none"> • Samples of student artifacts such as writings, portfolios, presentations, and links to digital content

Pathways in Technology Early College High School Outcomes-Based Measures

ACCESS OUTCOMES-BASED MEASURES

Student representation in the P-TECH program.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on “At-Risk Students” and “Economically Disadvantaged Students” designation data indicators</i>	<i>Must meet all designation access data indicators and two access distinction data indicators</i>
At-Risk Students	No more than 25% under district (grades 9–12)	No more than 20% under district (grades 9–12)
Economically Disadvantaged Students	No more than 10% under district (grades 9–12)	No more than 5% under district (grades 9–12)
Emergent Bilingual Students	Not considered for designation	No more than 10% points under district
Students with Disabilities	Not considered for designation	No more than 10% points under district

ACHIEVEMENT OUTCOMES-BASED MEASURES

Student achievement through high school–based opportunities.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on at least three achievement designation data indicators</i>	<i>Must meet targets on at least three achievement distinction data indicators</i>
Algebra I EOC Assessment	70% of students achieve “Approaches Grade Level Performance” or higher by the end of 10th grade	80% of students achieve “Approaches Grade Level Performance” or higher by the end of 10th grade
English II EOC Assessment	70% of students achieve “Approaches Grade Level Performance” or higher by the end of 11th grade	80% of students achieve “Approaches Grade Level Performance” or higher by the end of 11th grade
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/reading (CCMR definition) by graduation
High School Graduation Rate	Campus is within 5% of statewide 4-year graduation rate	Campus exceeds the statewide 4-year graduation rate
CTE Program Status by 11th grade	55% of students meet CTE Concentrator or Completer status by the end of 11th grade	65% of students meet CTE Concentrator or Completer status by the end of 11th grade
CTE Program Status by Graduation	65% of students graduate as a CTE Concentrator or Completer by graduation	75% of students graduate as a CTE Concentrator or Completer by graduation

ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as industry-based certifications, dual credit, Level I or II certificates, and/or associate degree.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on at least three attainment designation data indicators</i>	<i>Must meet targets on at least three attainment distinction data indicators</i>
Earn 3 College Credits	50% of students earn 3 college credits (any) by the end of 10th grade	60% of students earn 3 college credits (any) by the end of 10th grade
Earn 9 College Credits	40% of students earn 9 college credits (any) by the end of 11th grade	50% of students earn 9 college credits (any) by the end of 11th grade
Earn 15 College Credits	40% of students earn 15 college credits (any) by graduation	50% of students earn 15 college credits (any) by graduation
Earn a Certificate or Associate Degree	30% of students earn an associate degree or Level I or II certificate or associate degree by graduation	40% of students earn an associate degree or Level I or II certificate or associate degree by graduation
Earn an Industry-Based Certification	50% of students earn an industry-based certification by graduation	60% of students earn an industry-based certification by graduation

Persistence	75% of students enrolled remain in the P-TECH program through graduation	85% of students enrolled remain in the P-TECH program through graduation
--------------------	--	--

Appendix E

Texas Regional Pathway Network Full List of Activities

Appendix E: The Texas Regional Pathway Network

Texas Regional Pathways Network (TRPN)

The Texas Regional Pathways Network (TRPN) builds regional talent pipelines that spur economic growth across the state and ensure that all Texans have the skills and credentials needed for economic advancement. The TRPN brings together state and regional leaders to build strong educational and career pathways that prepare Texans for careers in high-wage, in-demand industries. Leaders engaged in the TRPN represent multiple sectors, including K–12 education, postsecondary education, workforce and economic development, business and industry, government, and nonprofit and community-based organizations.

Texas Regional Pathways Network Grants

The purpose of this project is to provide multiple districts within a geographic region an opportunity to leverage resources and streamline efforts to implement high-quality career and education pathways aligned to a targeted industry that meets labor market demand.

The specific purpose of this grant project is to convene a regional pathways team, led by a regional convener, to implement high-quality career and education pathways aligned to a targeted industry aligned with regional labor market demand. The regional team will work together throughout the grant project to implement grant-funded activities and interventions that meet the needs of employers within the targeted industry and provide the support students need to navigate pathways into the targeted industry. Grant activities and interventions include, but are not limited to, supporting well aligned and seamless transitions between secondary and postsecondary and into the workforce, integrating career-focused learning into academic curriculum, providing students with opportunities to earn credentials and dual credit, planning and executing quality work-based learning experiences, and providing students with effective advising to support individual career and academic planning.

Technical Assistance for Cross-Sector Partnerships

- Support for strategic planning and vision setting
- Intermediary capacity building, including sustainability planning
- Individual planning on the development of memorandums of understanding
- Facilitation of regional pathways, steering committee, or planning team meeting of regional stakeholders
- Facilitation of cross-LEA student pathways development and coordination
- Development of fundraising and communications strategies
- Individual planning on the use of data and metrics to support pathways development and continuous improvement

Technical Assistance for Alignment with Labor Demand

- Development of reverse mapping process, including processes for employer engagement and feedback that support its implementation
- Support in understanding labor market information (LMI) and how to use it to design pathways

- Skills mapping: work with employers and educators to identify technical and employability competencies that are in demand in the regional labor market and can be used to inform pathways design

Technical Assistance for Links Between Secondary and Postsecondary Education

- Support in aligning programs of study from secondary to postsecondary, including convening working groups comprised of secondary and postsecondary educators Individual planning on the development of bridge programs and other initiatives that support seamless transitions from secondary to postsecondary
- Possible technical assistance for integration of rigorous academics and career-focused learning
- Support for College and Career Readiness School Models (CCRSMs) development
- Individual planning on strategies for leveraging CCRSMs support to pathways individual planning on strategies for creating infrastructure, such as common planning time, to support teachers in Career and Technical Education programs and core academic subjects in developing integrated approaches

Technical Assistance for College and Career Information and Individual Planning

- Development of college and career information and individual planning continuum support for familiarizing teachers and counselors with LMI resources
- Support in identifying related out-of-school time programs and connecting them to pathways

Technical Assistance for Continuum of Work-Based Learning Opportunities

- Development of work-based learning continuum
- Creation of tools and resources for educators and employers
- Capacity building for intermediaries creating infrastructure to support work-based learning

Technical Assistance for Credentials with Value in the Labor Market

- Development of processes for soliciting employer feedback on credentials
- Support using LMI to identify promising credentials

Appendix F

Texas Education Agency Comprehensive Local Needs Assessment

Purpose		
<p>One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment (CLNA).</p> <p>The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."</p>		
ESC and TEA Review	<input type="checkbox"/> ESC Review Complete	TEA Review Status:

Part 1: Applicant Designation

Intention to apply for funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.	
1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.	
<input type="checkbox"/> 1S1: Four-Year Graduation Rate <input type="checkbox"/> 1S2: Extended Graduation Rate <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts <input type="checkbox"/> 2S2: Academic Proficiency in Mathematics <input type="checkbox"/> 2S3: Academic Proficiency in Science	<input type="checkbox"/> 3S1: Postsecondary Placement <input type="checkbox"/> 4S1: Nontraditional Program Enrollment <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential <input type="checkbox"/> 5S4: CTE Completer <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level
2. <input type="checkbox"/> <Current School Year> LEA baseline data and state baseline data have been reviewed in TEAL, and LEA will include strategies for improvement in the local application that address areas of low performance.	
3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 2: Student Performance (continued)

Evaluate student performance on federal accountability indicators.	
5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.	
1. List the top career clusters with occupations that meet the state and/or regional definition of "high-skill, high-wage, and in-demand."	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope, and quality.	
1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 4: Programs of Study/Size, Scope, and Quality (continued)

Evaluate the core elements required for a state-approved program of study as well as meet the state’s definition of size, scope, and quality.	
	<p>2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. <i>(Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)</i></p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
	<p>3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).</p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
	<p>4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.</p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
	<p>5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.</p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.	
1. Describe professional development opportunities for faculty, staff, counselors, and administrators, specifically providing high-quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences in improving CTE student outcomes.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Identify the processes that are in place to recruit, induct, and retain CTE educators. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
4. Provide a description of how the LEA will coordinate with organizations and institutions of higher education to support the recruitment, preparation, retention, training, and professional development of teachers, instructional support personnel, school counselors, and administrators, including individuals from groups underrepresented in the teaching profession.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 6: Improving Access

Evaluate progress in providing equal access to CTE programs.	
	<p>1. Evaluate special populations as defined by Perkins V:</p> <ul style="list-style-type: none"> (A) Special population individuals with disabilities. (B) Individuals from economically disadvantaged families, including low-income youth and adults. (C) Individuals preparing for nontraditional fields. (D) Single parents, including single, pregnant women. (E) Out-of-workforce individuals. (F) English learners. (G) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a). (H) Youth who are in, or have aged out of, the foster care system. (I) Youth with a parent who: <ul style="list-style-type: none"> (i) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) Is on active duty taking part in CTE at disproportionate levels compared to the overall student population. Identify which special populations as defined by Perkins V are over and underrepresented.
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
	<p>2. Identify barriers that prevent special populations (see above) from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.</p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
	<p>3. Describe the LEA's policy and procedures for recruiting students into CTE programs. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities.</p>
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.	
1. Describe the LEA's overall mission and vision for CTE programming.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. List the top (three to five) CTE priorities over the next four years.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
5. List the LEA's three lowest performance indicators for CTE learners and unique strategies to address each need to improve the student performance indicators.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 8: Assessment Contact

Primary Contact		Select Contact:	<input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:		Title:	
Phone:	Ext:	E-Mail:			

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)					
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. 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; provisions, assurances, and certification requirements; and the schedule 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		Select Contact:	<input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:		Title:	
Phone:	Ext:	E-Mail:			
Submitter Information					
First Name:			Last Name:		
Approval ID:			Submit Date and Time:		

Purpose		
<p>One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment (CLNA).</p> <p>The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."</p>		
ESC and TEA Review	<input type="checkbox"/> ESC Review Complete	TEA Review Status:

Part 1: Applicant Designation

Intention to apply for funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Student Performance

Part 2 is hidden because it does not apply to the selected application designation.

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.	
1. List the top career clusters with occupations that meet the state and/or regional definition of "high-skill, high-wage, and in-demand."	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 4: Programs of Study/Size, Scope, and Quality

Part 4 is hidden because it does not apply to the selected application designation.

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.	
1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences in improving student outcomes.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 6: Improving Access

Evaluate progress in providing equal access to CTE programs.	
1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits



Part 6: Improving Access (continued)

Evaluate progress in providing equal access to CTE programs.	
2. Identify any barriers that prevent certain populations of CTE learners from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Describe how and when the LEA recruits students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 7: Summary

Part 7 is hidden because it does not apply to the selected application designation.

Part 8: Assessment Contact

Primary Contact		Select Contact:	▼	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:		
Phone:	Ext:	E-Mail:			

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)					
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. 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; provisions, assurances, and certification requirements; and the schedule 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		Select Contact:	▼	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:		
Phone:	Ext:	E-Mail:			
Submitter Information					
First Name:	Last Name:				
Approval ID:	Submit Date and Time:				

Purpose	
<p>One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment (CLNA).</p> <p>The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."</p>	
ESC and TEA Review	<input type="checkbox"/> ESC Review Complete TEA Review Status:

Part 1: Applicant Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.	
1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.	
<input type="checkbox"/> 1S1: Four-Year Graduation Rate <input type="checkbox"/> 1S2: Extended Graduation Rate <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts <input type="checkbox"/> 2S2: Academic Proficiency in Mathematics <input type="checkbox"/> 2S3: Academic Proficiency in Science	<input type="checkbox"/> 3S1: Postsecondary Placement <input type="checkbox"/> 4S1: Nontraditional Program Enrollment <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential <input type="checkbox"/> 5S4: CTE Completer <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level
2. <input type="checkbox"/> <Current School Year> LEA baseline data and state baseline data have been reviewed in TEAL, and LEA will include strategies for improvement in the local application that address areas of low performance.	
3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 2: Student Performance (continued)

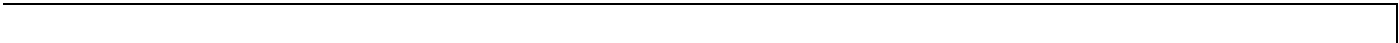
Evaluate student performance on federal accountability indicators.	
5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.	
1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits



Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Access

Part 6 is hidden because it does not apply to the selected application designation.

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.	
1. Describe the LEA's overall mission and vision for CTE programming.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
2. List the top (three to five) CTE priorities over the next four years.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits
4. List the LEA's lowest performance indicators and describe strategies to improve student performance.	
TEA Use Only	CTE Review: <input type="radio"/> Accept <input type="radio"/> Decline Pending Edits

Part 8: Assessment Contact

Primary Contact		Select Contact:	<input type="text"/>	▼	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:			
Phone:	Ext:	E-Mail:				

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)						
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. 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; provisions, assurances, and certification requirements; and the schedule 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		Select Contact:	<input type="text"/>	▼	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:			
Phone:	Ext:	E-Mail:				
Submitter Information						
First Name:					Last Name:	
Approval ID:					Submit Date and Time:	

Purpose		
<p>One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment (CLNA).</p> <p>The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."</p>		
ESC and TEA Review	<input type="checkbox"/> ESC Review Complete	TEA Review Status:

Part 1: Applicant Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Part 2: Student Performance

Part 2 is hidden because it does not apply to the selected application designation.

Part 3: Labor Market Alignment

Part 3 is hidden because it does not apply to the selected application designation.

Part 4: Programs of Study/Size, Scope, and Quality

Part 4 is hidden because it does not apply to the selected application designation.

Part 5: Recruitment, Retention, and Training of CTE Educators

Part 5 is hidden because it does not apply to the selected application designation.

Part 6: Improving Access

Part 6 is hidden because it does not apply to the selected application designation.

Part 7: Summary

Part 7 is hidden because it does not apply to the selected application designation.

Part 8: Assessment Contact

Primary Contact		Select Contact: <input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:	
Phone:	Ext:	E-Mail:		

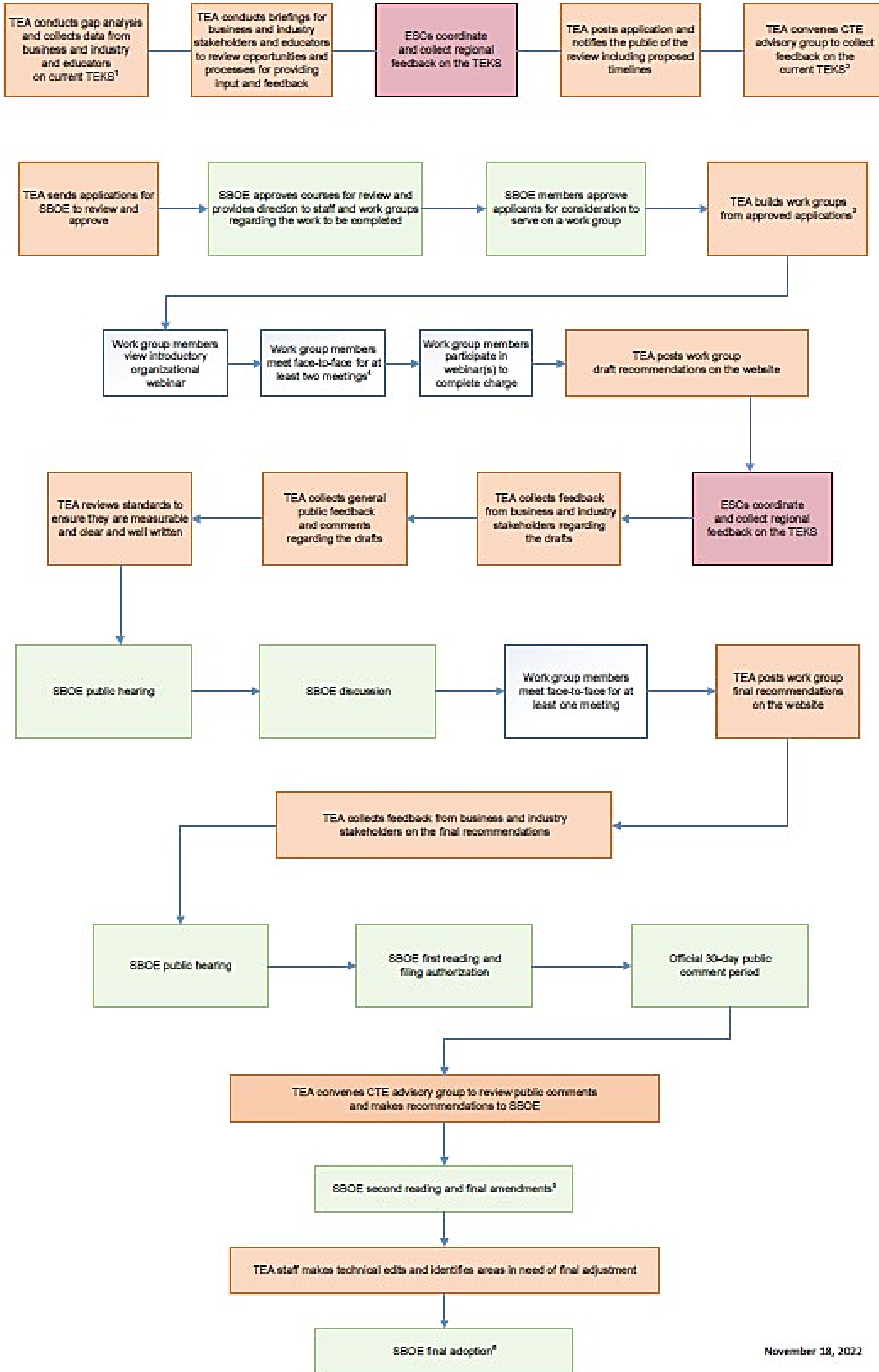
Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)				
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. 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; provisions, assurances, and certification requirements; and the schedule 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		Select Contact: <input type="text"/>	or	Add New Contact
First Name:	Middle Initial:	Last Name:	Title:	
Phone:	Ext:	E-Mail:		
Submitter Information				
First Name:		Last Name:		
Approval ID:		Submit Date and Time:		

Appendix G

Career and Technical Education Texas Essential Knowledge and Skills Review Process

TEKS Review and Revision Process for Career and Technical Education



November 18, 2022

1 TEA will collect information and engage subject matter experts to develop a job skills analysis between the TEKS and the necessary job skills within programs of study. This gap analysis will identify course standards that should be added and deleted in order to better prepare students for postsecondary opportunities.

2 TEA will identify an advisory board of CTE educators and administrators with demonstrated experience in the program(s) of study under review. The advisory board will provide feedback during the review and revision of the CTE TEKS. SBOE members may identify individuals to serve on the advisory board and will have an opportunity to review and approve or deny advisory board members. If a recommended advisory board member is not denied by SBOE members within the determined deadline, the advisory board member will be considered approved.

3 CTE TEKS work groups will be instructed to do the following:

- Review the gap analysis and feedback from various stakeholders
- Ensure the College and Career Readiness Standards are adequately addressed in the TEKS
- Ensure revisions are in compliance with all relevant statutes
- Provide written justifications for all suggested revisions
- Track all revisions to show what has been changed
- Ensure that student expectations are content-driven and clearly measurable
 - Carefully consider the amount of time necessary for students to develop mastery of the content and ensure that all student expectations reasonably can be taught within the amount of time typically allotted for the subject or course prior to the end of the school year
- Leave any and all official documents with TEA staff

CTE TEKS work groups may be instructed to do the following:

- Use the current CTE TEKS as the foundation document

4 CTE TEKS work groups will include educators, parents, business and industry leaders, and employers [TEC, 28.002(c)] and will include representation from all SBOE members to the extent possible.

5 A member wishing to amend any TEKS being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than noon on the day prior to the final vote on the adoption of the TEKS. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

6 The SBOE must specify an implementation date.

Appendix H

Secondary Perkins Local Application

REQUEST FOR APPLICATION

Program Guidelines
2023–2024 Perkins V:
Strengthening Career and
Technical Education for the
21st Century and
Institutions

Authorized by Carl D. Perkins Strengthening Career and
Technical Education for the 21st Century Act, P.L.115-224

Application Closing Date—5:00p.m., Central Time
September 1, 2023

TEXAS EDUCATION AGENCY

*College, Career, and Military Prep Career and
Technical Education Unit 1701 North Congress
Avenue*
Austin, Texas 78701

PROGRAM GUIDELINES

Contents

- Introduction to the Program Guidelines5**
 - Requirement for User Name and Password5
 - Application Submission through eGrants6
 - Reference to the General and Fiscal Guidelines.....6
 - Federal Grant Requirements6
 - Equitable Access and Participation6
 - Nontraditional Programs6
 - Private Non-Profit School Participation6
 - Maintenance of Effort.....7
- Application Elements.....7**
 - Required Attachments7
 - Required Fiscal-Related Attachments8
 - Required Program-Related Attachments.....8
 - Adding Attachments8
- Applicant Assistance 9**
 - Contacts for Clarifying Information9
 - Program Contact9
 - Funding Contact.....9
 - Errata Notices9
 - Email Bulletins10
 - Perkins V: Strengthening Career and Technical Education for the 21st Century10
 - US Department of Education Appropriations.....10
- Grant Timeline10**
- Grant at a Glance10**
 - Authorizing Legislation10
 - Additional Applicable Law and Regulations.....10
 - Purpose of Program11
 - Eligible Applicants12
 - Eligibility List.....13
 - Shared Services Arrangement13
 - Application Funding13
 - Cost Share or Matching Requirement.....13
 - Pre-Award Costs13
 - Reallocation of Perkins: Strengthening Career and Technical Education for the 21st Century14
- Program Elements14**
 - Program Description14
 - Supplement, Not Supplant14
 - Limitation of Administrative Funds.....14
 - Application Requirements and Assurances14
 - Statutory Requirements15
 - Local Application Requirements16
 - Comprehensive Local Needs Assessment17
 - Program-Specific Assurances17

PROGRAM GUIDELINES

Allowable Activities and Use of Funds17

Field Trips18

Advisory Council18

Out-of-State Travel18

Permissive Use of Funds18

Examples of Allowable Uses of Perkins Funds..... 20

SSA Use of Funds22

Examples of Mutually Beneficial Uses of Perkins Funds by SSAs22

Travel.....23

Unallowable Activities and Use of Funds.....23

Program Evaluation.....24

Critical Success Factors25

Milestones25

Perkins V: Strengthening Career and Technical Education for the 21st Century—Institutions.....25

US Department of Education Appropriations25

Grant Timeline25

Grant at a Glance 26

Authorizing Legislation26

 Additional Applicable Law and Regulations26

Purpose of Program26

Eligible Applicants.....26

 Shared Services Arrangement.....27

 More Than One Campus27

Application Funding27

 Cost Share or Matching Requirement27

 Limitation of Administrative Funds27

 Pre-Award Costs.....27

Program Elements27

Program Description27

Supplement, Not Supplant28

Indirect Costs.....28

Application Requirements and Assurances.....28

 Statutory Requirements28

 TEA Program Requirements.....29

 Program-Specific Assurances29

Allowable Activities and Use of Funds.....29

 Field Trips29

 Advisory Council29

 Out-of-State Travel30

 Permissive Use of Funds30

 Examples of Allowable Uses of Perkins Funds..... 32

Unallowable Activities and Use of Funds.....34

Limits on Contracted Evaluators35

Federal Grant Requirements.....35

 Equitable Access and Participation35

 Private Non-Profit School Participation.....36

 Maintenance of Effort36

PROGRAM GUIDELINES

Introduction to the Program Guidelines

TEA, as the pass-through entity,¹ is the grantee² from the US Department of Education, and TEA awards subgrants to non-federal entities³ such as Local Educational Agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs) and non-profit organizations (NPOs) who are the agency's subgrantees.⁴ These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For the purposes of this document, TEA may use the terms "grantee" and "subgrantee" synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and the schedule instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these instructions refer must be submitted electronically through the eGrants system.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award.

Requirement for User Name and Password

To access eGrants and apply for this grant, you must have access to the TEA Login (TEAL). Follow these steps to apply for a user name and password on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEAL account, log into TEAL and under Self- Service select My Application Accounts.

¹ Pass-through entity is defined as a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or non-profit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient, which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

PROGRAM GUIDELINES

3. The My Accounts tab will open. Select Request New Account and find eGrants in the list and follow the instructions to submit your request.

Application Submission through eGrants

Submit the application for this grant program electronically through the TEA eGrants system. Refer to the [General and Fiscal Guidelines](#) for more specific information about accessing eGrants and obtaining the required TEAL user ID and password.

Applications must be submitted as follows:

- Those submitted by public LEAs must be signed electronically by the superintendent of the school district or a designee.
- Applications submitted by regional Education Service Centers (ESCs) must be signed electronically by the executive director or a designee.
- Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school.
- Campuses and campus charter schools must apply through their public school district, and the application must be signed electronically by the superintendent or designee.

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

Federal Grant Requirements

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation. This requirement does apply to this federally funded grant program.

Nontraditional Programs

The district/SSA should provide Career and Technical Education (CTE) programs and instruction for students enrolled in CTE courses that are nontraditional for their gender. Every effort is to be made to eliminate sex bias and stereotyping in curriculum, instruction, and services. Materials and practices (instructional and counseling) should be reviewed for gender equity. If materials or practices are determined to be biased toward either gender, the district/shared services arrangement (SSA) should establish and implement a plan that will eliminate stereotypical practices and gender bias.

Private Non-Profit School Participation

See the [General and Fiscal Guidelines](#), Private Non-Profit School Participation.

PROGRAM GUIDELINES

This requirement does apply to this federally funded grant program. Upon written request from a non-profit private school that offers career and technical secondary education programs and that is located in the region served by the applicant, the applicant must request the Private Non-Profit School Participation schedule from the Grants Administration Division to be submitted as an attachment in an amendment to the application.

Personnel

An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in non-profit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

Student Participation

1. **Student Participation:** Except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending non-profit private schools who reside in the geographical area served by the eligible recipient.
2. **Consultation:** An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of non-profit private schools in the geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending non-profit private schools.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant programs.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Required Attachments

See the following sections of the [General and Fiscal Guidelines](#):

- Fiscal-Related Documentation Required to Be on File
- Required Fiscal-Related Attachments
- Required Program-Related Attachments

PROGRAM GUIDELINES

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for a general description of fiscal-related documents that can be required as attachments to the application.

No fiscal-related attachments are required for grant programs.

Required Program-Related Attachments

No program-related attachments are required for grant programs.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Internet Explorer. If you are using another browser, please change to Internet Explorer before attaching files.

Documents only need to be attached once. Do not attach duplicate documents with each amendment. Only attach more than once if the attachment is being revised.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc). Use a meaningful name that identifies the specific document.

Make sure that each attachment has a file extension (.pdf, .doc, .rtf, .xls, .bmp, .zip, .txt).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Try to avoid creating .jpg files. If possible, create PDF documents with the scanner.

Zipping Files

If your files are too large, add them to a zip file to save space ([download a free version of WinZip and find instructions on creating zip files](#)).

PROGRAM GUIDELINES*Attaching Files to an eGrants Application*

1. Ensure that the security level for your internet browser is set to Medium (Tools > Internet Options, Security tab).
2. On the Grant Summary Table of Contents, select the Attach File icon.
3. Consult the instructions for naming files, outlined under Technical Instructions on the Attach File Page.
4. Ensure that the document is saved on your computer according to the naming instructions.
5. Enter the Document Title of the attachment.
6. Select the Browse button. A standard Windows browser appears. Find the file.
7. Select Attach.
8. Select Refresh to see the name of the document in the Documents Submitted in This Version pane. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
9. Repeat this process to attach all your documents.

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contacts for Clarifying Information

See the [General and Fiscal Guidelines](#), TEA Contacts.

The following TEA staff members should be contacted with questions about the RFA, the grant program, or for information regarding allowable uses of funds:

Program Contact

Marcette Kilgore, CTE Director
College, Career, and Military Preparation
marcette.kilgore@tea.texas.gov
Phone: (512) 936-6358

Funding Contact

Lisa Gonzales, Grant Manager
Grants Administration Division
lisa.gonzales@tea.texas.gov Phone:
(512) 463-9491

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

PROGRAM GUIDELINES**Email Bulletins**

See the [General and Fiscal Guidelines](#), Email Bulletins.

Perkins V: Strengthening Career and Technical Education for the 21st Century**US Department of Education Appropriations**

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	Approximately \$64,574,820
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$64,574,820
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), P.L. 115-224.

Additional Applicable Law and Regulations

In addition to regulations cited in CS7000—Provisions, Assurances and Certifications, the following regulations are applicable:

- 34 Code of Federal Regulations (CFR) 300 and Public Law (P.L.) 108-446

PROGRAM GUIDELINES

- Texas Education Code (TEC) Chapter 28, Subchapter A; Chapter 29, Subchapter F; Chapter 42, Subchapter C
- Section 42.154 Part II, Title 19, Texas Administrative Code (TAC)
- Code of Federal Regulations (CFR):
 - 34 CFR, Part 76 General Requirements*
 - 2 CFR, Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*
 - 34 CFR, Part 400 Vocational and Applied Technology Education Programs-General Provisions*
 - 34 CFR, Part 403 State Vocational and Applied Technology Education Program*

*where not superseded by the requirements of P.L.115-224

Purpose of Program

The purpose of the CTE program is to develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study, by:

- (1) building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, and in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary education and postsecondary education for participating CTE students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve CTE;
- (4) conducting and disseminating national research and disseminating information on best practices that improve CTE programs and programs of study, services, and activities;
- (5) providing technical assistance that:
 - (A) promotes leadership, initial preparation, and professional development at the state and local levels; and
 - (B) improves the quality of CTE teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and

PROGRAM GUIDELINES

(8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility Requirements.

LEAs, including open-enrollment charter schools in Texas that provide CTE programs that meet the criteria of sufficient size, scope, and quality to be effective are eligible to apply for a 2023–2024 Perkins Grant.

Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through Concentrator and Completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based upon their LEA’s high school enrollment numbers. The table below demonstrates the minimum number of programs of study required:

High School Enrollment Number	of Programs of Study Offered
Less than 500 students	1 program of study
501-1,000 students	2 programs of study
1,001-2,000 students	3 programs of study
2,001-5,000 students	4 programs of study
5,001-10,000 students	5 programs of study
10,001 + students	6 programs of study

LEAs should provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits with at least one level three or four course within a single program of study.

Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework.

Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Perkins V Act, providing support for special populations enrolled in CTE programs, providing procedures to continuously improve all aspects of programs, and including Career and Technical Student Organization participation.

Eligible applicants and other public educational entities may apply on behalf of and in coordination with an LEA. Each eligible applicant that receives a grant shall use such funds to develop new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

Eligible applicants whose grant allotment is equal to or greater than \$15,000 must file an application to receive federal funds. An eligible applicant whose grant allotment is less than \$15,000 may still participate in the grant allotment by forming an SSA with other LEAs or a regional Education Service Center to meet the minimum grant requirement of \$15,000. (See Shared Services

PROGRAM GUIDELINES

Arrangements.) An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to an eligible applicant that is identified by TEA as a high-risk grantee.

Eligibility List

Allocations for the 2023–2024 Perkins V: Strengthening Career and Technical Education for the 21st Century can be viewed on the [Entitlements](#) page.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements. Shared services arrangements (SSAs) are allowed.

An eligible applicant may choose to join or form an SSA with other LEAs, an Education Service Center, or a postsecondary institution. LEAs that join an SSA lose entitlement to their initial allocation; SSA funds must be used for purposes that are mutually beneficial to all members of the SSA. Each member of the SSA must conduct and submit a Comprehensive Local Needs Assessment.

Once an application is submitted, an SSA member may not withdraw from the SSA. See the SSA Use of Funds section for information on the proper use of SSA allocations.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Fund Management
- Use of Funds

It is anticipated that approximately 1,000 grants will be awarded.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement. There is no cost share or matching requirement for this grant program.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs. Pre-award costs are not permitted for this grant.

PROGRAM GUIDELINES**Reallocation of Perkins: Strengthening Career and Technical Education for the 21st Century**

LEAs or consortia (SSA's) with approved 2023–2024 Perkins applications will receive, if available, a reallocation of funding by early 2024. It will not be necessary for LEAs to amend their Perkins applications to receive reallocation funding.

Program Elements

This section provides detailed information about the grant program.

Program Description

This grant provides formula allocations to CTE programs operated by LEAs.

The purpose of the program is to develop more fully the academic, technical, and employability skills of secondary education students who elect to enroll in CTE programs.

LEAs must demonstrate that they are fulfilling requirements for uses of funds with the Perkins grant award or a combination of the Perkins grant award and other funds. The six requirements for uses of funds may be found below in the Statutory Requirements section.

Supplement, Not Supplant

The supplement, not supplant provision does apply to this grant program.

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

Authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5 percent of the total grant awarded for any fiscal year.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

PROGRAM GUIDELINES**Statutory Requirements**

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the TEC, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including NPOs, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

The following requirements must be met in accordance with Perkins.

1. LEAs may apply for funding as single applicants if they are eligible for at least \$15,000 under this grant.
2. An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a \$15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA. An LEA policy that prevents a charter school from joining an SSA is not sufficient grounds for a waiver.
3. The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment).
4. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the development, implementation, and evaluation of CTE programs, and such individuals and entities should be effectively informed about and assisted in understanding the requirements of this Act, including CTE programs of study.

Local Uses of Funds

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment described in Section 134(c).

Funds made available to eligible recipients under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that—

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

PROGRAM GUIDELINES

- (3) provide within CTE the skills necessary to pursue careers in high-kill, high-wage, and in-demand industry sectors or occupations.
- (4) support integration of academic skills into CTE programs and programs of study to support.
- (5) plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance established under Section 113.
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and the local report required under Section 113(b)(4)(B).

The six requirements for eligible recipients of Perkins funding may be fulfilled entirely with Perkins funding or with a combination of Perkins and other funding sources. All six required uses of funds must be fulfilled for a district to receive Perkins funds.

Local Application Requirements

Any eligible recipient must submit a local application to the eligible agency. Applicants must address the following elements in the application, as found in Section 134 (b) of the Perkins V Act:

- (1) a description of the results of the Comprehensive Local Needs Assessment conducted under subsection(c).
- (2) information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a state under Section 124(b)(2).
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, provide one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)).
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education(as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).
- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, and in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for nontraditional fields;
 - (C) provide equal access for special populations to CTE courses, programs, and programs of study; and

PROGRAM GUIDELINES

- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students.
- (7) a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.
- (8) a description of how the eligible recipient will coordinate with the eligible agency and IHEs to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Comprehensive Local Needs Assessment

To be eligible to receive financial assistance under this part, an eligible recipient shall:

- (A) conduct a Comprehensive Local Needs Assessment related to CTE and include the results of the needs assessment in the local application submitted under Subsection(a).
- (B) not less than once every two years, update such Comprehensive Local Needs Assessment.
- (C) The Comprehensive Local Needs Assessment is Special Collection 5600 and is available in eGrants.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule SC5003, Part 2—Guidelines, Provisions and Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grant Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

PROGRAM GUIDELINES

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Field trips for educational purposes that address specific CTE Texas Essential Knowledge and Skills (TEKS), that are course and/or program related. Field trips must be open to all students participating in the CTE course or program.

Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

- The advisory council includes parents, representatives of business and industry (including small businesses), and to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners; and
- The role of the advisory council is to participate in the design, implementation, and evaluation of CTE programs by participating in the completion of the required Comprehensive Local Needs Assessment, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Permissive Use of Funds

Perkins funds may be used to purchase industry-based certification assessments only if the certification will be reported to the State as a performance measure for 5S1 postsecondary credential attainment for Perkins accountability as required by Section 113 of Perkins V, 20 U.S.C. § 2323(c) or the certification assessments included on the list of industry-based certifications used for public school accountability.

Funds made available to an eligible recipient under this title may be used:

1. To support the implementation and sustainability of statewide and approved Regional Programs of Study.
2. To involve parents, businesses, and labor organizations as appropriate in the design,

PROGRAM GUIDELINES

implementation, and evaluation of CTE programs by participating in the completion of the required Comprehensive Local Needs Assessment required under the Perkins V Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.

3. To provide career guidance and academic counseling, which may include information described in Section 118 of the Perkins V Act, for students participating in CTE programs, that improves graduation rates and provides information on postsecondary career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.
4. For local education and business (including small business) partnerships to provide:
 - a) Work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs.
 - b) Adjunct faculty arrangements for qualified industry professionals.
 - c) Industry experience for teachers and faculty.
5. To provide programs for special populations.
6. To support career and technical student organizations (CTSOs).
7. For mentoring and support services.
8. For leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
9. For teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
10. To develop and expand postsecondary program offerings at times and in formats, that are accessible for students, including working students, including through the use of distance education.
11. To develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:
 - a. Articulation agreements between sub baccalaureate degree granting CTE institutions and baccalaureate degree granting postsecondary institutions
 - b. Dual and concurrent enrollment programs
 - c. Academic and financial aid counseling for CTE students
 - d. Other initiatives as follows:
 - i. To encourage postsecondary education
 - ii. To overcome barriers to enrollment, including geographic and other barriers affecting rural students and special populations.

PROGRAM GUIDELINES

12. For improving or developing new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, and in-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count toward an associate or baccalaureate degree.
13. To develop and support small, personalized career-themed learning communities.
14. To provide CTE programs for adults and school dropouts to complete their secondary school education or upgrade their technical skills.
15. To provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.
16. To support training and activities (such as mentoring and outreach) in nontraditional fields.
17. To pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include the following:
 - a. Improving the initial preparation and professional development of CTE teachers, faculty, administrators, counselors, and support personnel; and
 - b. Establishing, enhancing, or supporting systems for the following:
 - i. Accountability data collection for Perkins;
 - ii. Reporting data required by Perkins;
 - c. Implement career and technical programs of study.
18. To support other CTE activities that are consistent with the purpose of the Perkins V Act.

Examples of Allowable Uses of Perkins Funds

1. Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program
2. Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use in the delivery of career development guidance and counseling
3. Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials
4. Purchase of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs
5. Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations
6. Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations
7. A special populations coordinator, paid in whole or in part with federal funds, who is a certified

PROGRAM GUIDELINES

counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training. Remember that supplement vs supplant applies, so Perkins funding cannot be used where other funding has been previously used to pay for this service

8. Development and acquisition of curriculum materials that include the essential knowledge and skills established by the State Board of Education (SBOE) for CTE
9. Purchase of new state-of-the-art equipment or modification of equipment to meet current business and industry specifications
10. Professional development for academic and CTE teachers to integrate academic and career and technical skills
11. Supplemental accelerated instruction or providing support personnel, including paraprofessionals, to assist students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations
12. Programs of study for secondary students that address all aspects of an industry in high-skill, high-wage, and in-demand occupations
13. Acquisition of materials promoting nontraditional fields
14. Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
15. Activities for training sponsors from business and industry
16. Support for the development and implementation of statewide or approved regional CTE programs of study (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students)
17. Administrative costs (authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5 percent of the total grant awarded for any fiscal year)
18. Allowable travel expenses including travel for professional development for both academic and CTE teachers providing instruction to students who are enrolled in CTE programs; travel for staff accompanying students attending CTE student leadership activities above the local district level; and travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities
19. Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable
20. Recruitment and affirmative outreach activities to ensure access to quality CTE programs for students who are members of special populations
21. Purchase of learning styles inventories and scoring costs, if applicable
22. Work-based learning programs (i.e., internship, mentorships, services and activities with community-based organizations, and apprenticeship programs)
23. Purchase of linguistically appropriate assessment and other CTE instructional and supportive materials for special populations and individuals with limited English proficiency

PROGRAM GUIDELINES

24. Services required in an individualized educational plan (IEP) developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act
25. Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs
26. Affiliation fees that an LEA or fiscal agent pays to affiliate eligible CTE students with a related CTSO provided that the fee benefits all CTE students who are eligible to participate in the organization.
27. Rental or lease of buildings or space in buildings
28. Debt service for lease purchases. Lease-purchase of a facility is allowed only for unique special education instruction or instructionally related activities
29. Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities. LEAs must be careful not to supplant CTSO related travel costs if state funds have been used to pay for travel in the prior year
30. Consumable supplies that directly support CTE instruction such as laboratory supplies may be purchased with Perkins funds. Perkins funds may not be used to purchase general office supplies such as paper, pencils, or tissue paper

SSA Use of Funds

Funds allocated to SSAs shall be used for Perkins-eligible purposes and programs that are **mutually beneficial to all members of the SSA**. Fiscal agents **may not reallocate funds** to individual members of the consortium for purposes or programs benefiting only one member of the SSA. The action of flowing funds back to members of the SSA for purposes that are only beneficial to individual members does not constitute compliance with the “mutually beneficial purposes and programs” requirement.

Funds in the SSA must be used for programs that are of sufficient size, scope, and quality as to be effective; integrate academic and CTE; provide CTE programs of study for students; and provide equitable participation for students who are members of special populations.

Payments to individual members of SSAs must not equal the amount of funds contributed by individual members to the SSA and may not be used to benefit only one member of the SSA.

Examples of Mutually Beneficial Uses of Perkins Funds by SSAs

Following are examples of mutually beneficial programs that may be offered by SSAs:

1. Employ counselors to provide career development, guidance, and counseling programs to all students within the SSA.
2. Employ a full- or part-time special populations coordinator to work directly with individuals who are members of special populations to ensure services or job-specific training for such students on the campus of each member of the SSA. Remember that supplement vs supplant applies, so Perkins funding cannot be used where other funding has been previously used to pay for this service.
3. Establish a common site for offering CTE courses. This goal could be accomplished in one or more of the following ways:
 - Establish a separate campus.

PROGRAM GUIDELINES

- Provide career programs of study and CTE courses on one campus that could serve students from each member of the SSA. This could mean that one member district houses all the CTE coherent sequences and students from all member districts attend CTE courses in that member district, or that various member districts offer unique programs that students from any member district may attend from their home district. A teacher or teachers could teach a sequence of courses by moving from campus to campus.
4. Enhance and expand connections to postsecondary education, activities for career planning and guidance, integration of CTE with academics, or industry-based certifications for students only if the certifications will be reported to the State for the 5S1 postsecondary credential attainment performance measure for Perkins accountability.
 5. Establish a career guidance center with a career information delivery system for all member districts.
 6. Provide or expand career development programs at member districts.
 7. Audit and upgrade CTE programs to meet industry and articulation standards.
 8. Increase the number of teachers earning industry certifications that are valuable to delivery of content to students but not required to demonstrate mastery to teach the course.
 9. Implement career guidance and training to prepare students for college, career, and/or the military.
 10. Employ a seamless transition coordinator to work directly with members of the SSA on PEIMS coding and articulation agreements and strengthen the academic and technical skills of career and technical students.
 11. Develop shared CTE materials available to students of member districts.
 12. Enhance connections with postsecondary institutions, including opportunities to earn postsecondary credit; implement or improve industry certification programs.
 13. Establish and expand CTE distance learning opportunities for member districts.
 14. Provide supplemental accelerated instruction or support personnel, including paraprofessionals, to assist students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations.

Travel

Travel paid from federal Perkins funds must be used to improve, not maintain, CTE programs, services, and activities. Refer to the Travel Guidelines and Current Reimbursements Rates, posted in the Handbooks and Other Guidance section of the Grants Administration Division [Administering a Grant](#) page for more information on using federal funds for travel.

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grant Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

Unallowable activities and unallowable use of funds for this grant may include but are not limited to the following:

PROGRAM GUIDELINES

1. Cost of memberships in any civic or community organization
2. Hosting or sponsoring of conferences
3. Travel costs for officials such as executive director, superintendent, or board members
4. Construction, renovation, or remodeling of facilities
5. Food costs, except as specified in the Allowable Cost and Budgeting Guidance section of the [Administering a Grant](#) page
6. Alcoholic beverages
7. Payment for students who are employed by and receiving training from a private business or organization
8. Salaries and bonuses for classroom CTE teachers
9. Academic remediation for CTE students
10. Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
11. In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)
12. Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)
13. Individual CTSO membership dues on behalf of individual CTE students
14. Furniture, except when the furniture is considered industry-specific instructional equipment
15. Motorized vehicles
16. Work-study programs
17. Payment with 2023–2024 Perkins funds for travel that occurs before July 1, 2023, or the stamp-in date of the application, whichever is later
18. Pre-payment or reimbursement with 2023–2024 Perkins funding for travel-related expenditures that occur after August 15, 2024
19. Membership fees in professional or social organizations for individual staff
20. Insurance coverage for students
21. Rental or lease of land
22. Debt service (lease-purchase)

Program Evaluation

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

PROGRAM GUIDELINES**Critical Success Factors**

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

PerkinsV:Strengthening Career and Technical Education for the21st Century–Institutions**US Department of Education Appropriations**

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$1,915,219
Percentage to be financed with federal funds	100%
Amount of federal funds	\$1,915,219
Percentage to be financed from non-federal sources	0%
Amount of non-federal funds	\$0.00

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Strengthening Career and Technical Education for the 21st Century Act, P.L.115-224.

Additional Applicable Law and Regulations

In addition to regulations cited in CS7000—Provisions, Assurances and Certifications, the following regulations are applicable:

- 34 Code of Federal Regulations (CFR) 300 and Public Law (P.L.) 108–446
- TEC Chapter 28, Subchapter A; Chapter 29, Subchapter F; Chapter ~~4~~Subchapter C
- Section 42.154 Part II, Title 19, Texas Administrative Code (TAC)
- Code of Federal Regulations (CFR):
 - 34 CFR, Part 76 General Requirements*
 - 2 CFR, Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*
 - 34 CFR, Part 400 Vocational and Applied Technology Education Programs-General Provisions*
 - 34 CFR, Part 403 State Vocational and Applied Technology Education Program*

*where not superseded by the requirements of P.L.115-224

Purpose of Program

The purpose of the CTE program is to develop more fully the academic knowledge, technical, and employability skills of students who enroll in CTE programs and programs of study.

Eligible Applicants

Texas Juvenile Justice Department, Windham School District, Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Boys Ranch ISD in Texas are eligible to apply for a grant under Title I, Part B, Carl D. Perkins Institutions.

To be eligible for Perkins funding, your organization must oversee a corrections education system or serve individuals with disabilities and currently operate CTE programs in Texas that are of sufficient size, scope, and quality to be effective. Each eligible recipient that receives a grant shall use such funds to develop new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

PROGRAM GUIDELINES**Shared Services Arrangement**

See the [General and Fiscal Guidelines](#), Shared Services Arrangements. Shared services arrangements (SSAs) are not allowed for this grant program.

More Than One Campus

Eligible applicants may not apply for the grant on behalf of more than one campus.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Fund Management
- Use of Funds

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement. There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5 percent of the total grant awarded.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs. Pre-award costs are not permitted for this grant.

ProgramElements

This section provides detailed information about the grant program.

Program Description

This grant also provides formula allocations to CTE programs operated by the Texas Juvenile Justice Department, Windham School District, Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Boys Ranch ISD.

PROGRAM GUIDELINES

The purpose of the CTE program is to develop more fully the academic knowledge, technical, and employability skills of students who enroll in CTE programs and programs of study. Grantees must demonstrate that they are fulfilling requirements for uses of funds with Perkins grant award or a combination of Perkins grant award and other funds. The six requirements for uses of funds may be found below in the Statutory Requirements section.

Supplement, Not Supplant

The supplement, not supplant provision does apply to this grant program.

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this federally funded grant.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the TEC, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including NPOs, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

Each eligible recipient that receives an allotment under the grant shall use such funds to improve CTE programs. Funds made available to eligible recipients under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that—

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

PROGRAM GUIDELINES

- (3) provide within CTE the skills necessary to pursue careers in high- skill, high-wage, and in-demand industry sectors or occupations.
- (4) support integration of academic skills into CTE programs and programs of study.
- (5) plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement.
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and the local report required under Section 113(b)(4)(B).

The six requirements for eligible recipients of Perkins funding may be fulfilled entirely with Perkins funding or with a combination of Perkins and other funding sources. All six required uses of funds must be fulfilled for the institution to receive Perkins funds.

TEA Program Requirements

Each institution receiving Perkins funds will be required to submit an annual report to TEA.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grant Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Field trips for educational purposes that address specific CTE courses and/or CTE program. Field trips must be open to all students participating in the CTE course or program.

Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

PROGRAM GUIDELINES

- The advisory council includes parents, representatives of business and industry (including small businesses), and to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners; and
- The role of the advisory council is to participate in the design, implementation, and evaluation of CTE programs by participating in the completion of the required Comprehensive Local Needs Assessment, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Permissive Use of Funds

Funds made available to an eligible recipient under this title may be used:

1. To involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of CTE programs authorized under the Perkins Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.
2. To provide career guidance and academic counseling, which may include information described in Section 118 of the Perkins Act, for students participating in CTE programs, that:
 - a) Improves graduation rates and provides information on postsecondary career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - b) Provides assistance for postsecondary students, including for adult students who are changing careers or updating skills.
3. For local education and business (including small business) partnerships to provide:
 - a. Work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs;
 - b. Adjunct faculty arrangements for qualified industry professionals; and
 - c. Industry experience for teachers and faculty.
4. To provide programs for special populations.
5. To assist and provide support to CTSOs.
6. For mentoring and support services.

PROGRAM GUIDELINES

7. For leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
8. For teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. To develop and expand postsecondary program offerings at times and in formats, that are accessible for students, including working students, including through the use of distance education.
10. To develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:
 - a. Articulation agreements between sub baccalaureate degree granting CTE institutions and baccalaureate degree granting postsecondary institutions
 - b. Dual and concurrent enrollment programs
 - c. Academic and financial aid counseling for CTE students
 - d. Other initiatives as follows:
 - i. To encourage postsecondary education
 - ii. To overcome barriers to enrollment, including geographic and other barriers affecting rural students and special populations
11. To provide activities to support entrepreneurship education and training.
12. For improving or developing new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, and in-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count toward an associate or baccalaureate degree.
13. To develop and support small, personalized career-themed learning communities.
14. To provide support for family and consumer sciences programs.
15. To provide CTE programs for adults and school dropouts to complete their secondary school education or upgrade their technical skills.
16. To provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.
17. To support training and activities (such as mentoring and outreach) in nontraditional fields.
18. To provide support for training programs in automotive technologies.
19. To pool a portion of such funds with a portion of funds available to not less than one other eligible

PROGRAM GUIDELINES

recipient for innovative initiatives, which may include the following:

PROGRAM GUIDELINES

- a. Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; and
 - b. Establishing, enhancing, or supporting systems for the following:
 - i. Accountability data collection for Perkins;
 - ii. Reporting data required by Perkins;
 - c. Implement career and technical programs of study and Career Clusters; and
 - d. Implement technical assessments.
20. To support other CTE activities that are consistent with the purpose of the Perkins V Act.

Examples of Allowable Uses of Perkins Funds

1. Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program
2. Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use in the delivery of career development guidance and counseling
3. Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials
4. Purchase of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs
5. Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations
6. Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations
7. A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training. Remember that supplement vs supplant applies, so Perkins funding cannot be used where other funding has been previously used to pay for this service
8. Development and acquisition of curriculum materials that include the essential knowledge and skills established by the SBOE for CTE
9. Purchase of new state-of-the-art equipment or modification of equipment to meet current business and industry specifications
10. Professional development for academic and CTE teachers to integrate academic and career and technical skills

PROGRAM GUIDELINES

11. Supplemental accelerated instruction for students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations
12. Programs for secondary students that address all aspects of an industry in high-skill, high-wage, and in-demand occupations
13. Acquisition of materials promoting nontraditional fields
14. Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the State plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
15. Activities for training sponsors from business and industry
16. Support for the development and implementation of CTE programs of study and Career Clusters (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students)
17. Administrative costs (authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5 percent of the total grant awarded for any fiscal year)
18. Allowable travel expenses including travel for professional development for both academic and CTE teachers providing instruction to students who are enrolled in CTE programs; travel for staff accompanying students attending CTE student leadership activities above the local district level; and travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities
19. Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable
20. Recruitment and affirmative outreach activities to ensure access to quality CTE programs for students who are members of special populations
21. Purchase of learning styles inventories and scoring costs, if applicable
22. Work-based learning programs (i.e., internship, paid-training, services and activities with community-based organizations, and apprenticeship programs)
23. Purchase of linguistically appropriate assessment and other CTE instructional and supportive materials for special populations and individuals with limited English proficiency
24. Services required in an IEP developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act
25. Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs
26. Affiliation fees that an LEA or fiscal agent pays to affiliate eligible CTE students with a related CTSO provided that the fee benefits all CTE students who are eligible to participate in the organization. (Payment of this fee constitutes a contract between the LEA and the CTSO.)
27. Rental or lease of buildings or space in buildings

PROGRAM GUIDELINES

28. Debt service for lease purchases. Lease-purchase of a facility is allowed only for unique special education instruction or instructionally related activities
29. Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities. LEAs must be careful not to supplant CTSO related travel costs if state funds have been used to pay for travel in the prior year
30. Consumable supplies that directly support CTE instruction such as laboratory supplies may be purchased with Perkins funds. Perkins funds may not be used to purchase general office supplies such as paper, pencils, or tissue paper

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grant Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

Unallowable activities and unallowable use of funds for this grant may include but are not limited to the following:

1. Cost of memberships in any civic or community organization
2. Hosting or sponsoring of conferences
3. Travel costs for officials such as executive director, superintendent, or board members
4. Construction, renovation, or remodeling of facilities
5. Food costs, except as specified in the Allowable Cost and Budgeting Guidance section of the [Administering a Grant](#) page
6. Alcoholic beverages
7. Payment for students who are employed by and receiving training from a private business or organization
8. Salaries and bonuses for classroom CTE teachers
9. Academic remediation for CTE students
10. Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
11. In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)
12. Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)
13. An article of equipment that did not have prior approval from TEA
14. Individual CTSO membership dues on behalf of individual CTE students
15. Furniture, except when the furniture is considered industry-specific instructional equipment
16. Consumable supplies, defined as items that are expected to be used within a short period of time, such as office supplies, paper, computer supplies, building and maintenance supplies, and laboratory supplies

PROGRAM GUIDELINES

17. Motorized vehicles

PROGRAM GUIDELINES

18. Work-study programs
19. Payment with 2023–2024 Perkins funds for travel that occurs before July 1, 2023, or the stamp-in date of the application, whichever is later
20. Pre-payment or reimbursement with 2023–2024 Perkins funding for travel-related expenditures that occur after August 15, 2024.
21. Membership fees in professional or social organizations for individual staff
22. Insurance coverage for students
23. Rental or lease of land
24. Audit services for state-funded grants

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Federal Grant Requirements**Equitable Access and Participation**

See the [General and Fiscal Guidelines](#), Equitable Access and Participation. This requirement does apply to this federally funded grant program.

Nontraditional Programs

The district should provide CTE programs and instruction for students enrolled in CTE courses that are nontraditional for their gender. Every effort is to be made to eliminate sex bias and stereotyping in curriculum, instruction, and services. Materials and practices (instructional and counseling) should be reviewed for gender equity. If materials or practices are determined to be biased toward either gender, the district should establish and implement a plan that will eliminate stereotypical practices and bias based on gender.

PROGRAM GUIDELINES**Private Non-Profit School Participation**

See the [General and Fiscal Guidelines](#), Private Non-Profit School Participation.

This requirement does apply to this federally funded grant program. Upon written request from a non-profit private school that offers career and technical secondary education programs and that is located in the region served by the applicant, the applicant must request the Private Non-Profit School Participation schedule from the Division of Grants Administration to be submitted as an attachment in an amendment to the application.

Personnel

An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in non-profit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

Student Participation

1. **Student Participation:** Except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending non-profit private schools who reside in the geographical area served by the eligible recipient.
2. **Consultation:** An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of non-profit private schools in the geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending non-profit private schools.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant program.

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region:
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
General Information
GS2000 - Certify and Submit

Due:
 Application Status:

Amendment #:
 Version #:

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*		
Program Description			
PS3012 - Local Application	*		
PS3350 - Accountability	*		
Program Budget			
BS6001 - Program Budget Summary and Support	*		
BS6101 - Payroll Costs	*		
BS6201 - Professional and Contracted Services	*		
BS6401 - Other Operating Costs	*		
BS6501 - Debt Services	*		
BS6601 - Capital Outlay	*		
BS6020 - Required Uses of Funds	*		

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 Select Contact: or

First Name:	Initial:	Last Name:	Title:
Phone:	Ext:	E-Mail:	

Submitter Information

First Name:	Last Name:
Approval ID:	Submit Date and Time:

Schedule Status: Complete Formula Application ID:



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
General Information
GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name:
Mailing Address Line 1:
Mailing Address Line 2:
City: State: Zip Code:
B. Unique Entity Identifier (SAM)
UEI (SAM):

Part 2: Applicant Contacts

A Primary Contact	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Initial: Last Name:			
Title:			
Telephone: Ext.: E-Mail:			
B Secondary Contact	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Initial: Last Name:			
Title:			
Telephone: Ext.: E-Mail:			

Schedule Status: Complete

Formula

Application ID:



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Description
PS3012 - Local Application**

Part 1. Comprehensive Local Needs Assessment Results

Copy Prior Year Data

Summary and Use of Funds

1. Summarize the results of the Comprehensive Local Needs Assessment.

2. Most recent State and LEA Perkins Performance Indicator data have been reviewed.

3. Describe how the LEA will use funds to develop and implement evaluations of CTE programs, including evaluations necessary to complete the Comprehensive Local Needs Assessment (one of the six required used of funds) .

Part 2. Programs of Study Funding

Programs of Study - Uses and Activities

1. Check the box next to each of the Statewide Programs of Study the LEA plans to offer in the 2023-2024 school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Accounting & Financial Services | <input type="checkbox"/> Early Learning | <input type="checkbox"/> Lodging and Resort Management |
| <input type="checkbox"/> Advanced Manufacturing | <input type="checkbox"/> Electrical | <input type="checkbox"/> Manufacturing Technology |
| <input type="checkbox"/> Agribusiness | <input type="checkbox"/> Emergency Services | <input type="checkbox"/> Marketing and Sales |
| <input type="checkbox"/> Animal Science | <input type="checkbox"/> Engineering | <input type="checkbox"/> Masonry |
| <input type="checkbox"/> Applied Agricultural Engineering | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Medical Therapy |
| <input type="checkbox"/> Architectural Design | <input type="checkbox"/> Environmental/Natural Resources | <input type="checkbox"/> Networking Systems |
| <input type="checkbox"/> Automotive | <input type="checkbox"/> Exercise Science and Wellness | <input type="checkbox"/> Nursing Science |
| <input type="checkbox"/> Aviation Maintenance | <input type="checkbox"/> Family and Community Services | <input type="checkbox"/> Oil/Gas Exploration & Production |
| <input type="checkbox"/> Bio-Medical Science | <input type="checkbox"/> Food Science and Technology | <input checked="" type="checkbox"/> Plant Science |
| <input type="checkbox"/> Business Management | <input type="checkbox"/> Government/Public Administration | <input type="checkbox"/> Plumbing and Pipefitting |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Health and Wellness | <input type="checkbox"/> Programming & Software Dev. |
| <input type="checkbox"/> Construction Mgt and Inspection | <input type="checkbox"/> Health Informatics | <input type="checkbox"/> Refining and Chemical Processes |
| <input type="checkbox"/> Culinary Arts | <input type="checkbox"/> Healthcare Diagnostics | <input type="checkbox"/> Renewable Energy |
| <input type="checkbox"/> Cybersecurity | <input type="checkbox"/> Healthcare Therapeutic | <input type="checkbox"/> Teaching and Training |
| <input type="checkbox"/> Design & Multimedia Arts | <input type="checkbox"/> H V AC and Sheet Metal | <input checked="" type="checkbox"/> Travel, Tourism, and Attractions |
| <input type="checkbox"/> Diesel and Heavy Equipment | <input type="checkbox"/> Information Technology Support | <input type="checkbox"/> Web Development |
| <input type="checkbox"/> Digital Communications | <input type="checkbox"/> Law Enforcement | <input type="checkbox"/> Welding |
| <input type="checkbox"/> Distribution and Logistics | <input type="checkbox"/> Legal Studies | |

2. Check the box next to each of the approved Regional Programs of Study the LEA plans to offer in the 2023-2024 school year. Aviation (Flight)

- | | | |
|---|--|---|
| <input type="checkbox"/> | <input type="checkbox"/> Geospatial Engineering & Land Surveying | <input type="checkbox"/> Printing & Imaging |
| <input type="checkbox"/> Cosmetology & Personal Care Services | <input type="checkbox"/> Industrial Maintenance | <input type="checkbox"/> Retail Management |
| <input type="checkbox"/> Drone (Unmanned Flight) | <input type="checkbox"/> Maritime | |

Schedule Status: Complete	Formula	Application ID:
---------------------------	---------	-----------------



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3012 - Local Application

3. Describe the programs of study and activities the LEA will support with Perkins funds.

4. Describe how the results of the Comprehensive Local Needs Assessment informed the selection of the programs of study and activities to be funded.

5. Describe how students will learn about CTE course offerings through programs of study, including students who are members of special populations and those from different races, ethnicities, and genders. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

6. Provide within CTE, the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations (one of the six required local uses of funds) . Select all that apply to the LEA.

- The LEA programs of study are selected from the Statewide or regionally approved list.
- The LEA offers multiple career preparation learning opportunities for students.
- The LEA has instructional partnerships with business and industry to provide relevant experiences for students.
- Business and industry partners regularly provide input to ensure that students receive strong experience in and understanding of all aspects of their industries.

Other (Specify) : _____

Other (Specify) : _____

Other (Specify) : _____

Schedule Status: Complete Formula Application ID:



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3012 - Local Application

Part 3. Career Exploration, Guidance, and Counseling Provided to All Students in the LEA

Career Exploration, Guidance, and Counseling

1. Describe how career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs of study. List the methods of reaching all students, including recruiting students from groups identified as special populations and from different races, ethnicities, and genders.

2. Provide career exploration and career development activities to students (one of the six required local uses of funds) . Select all that apply to the LEA. Introductory

- courses or activities focused on career exploration and career awareness, including nontraditional fields are available to students. Labor market and career information are readily available for students and parents to access.
- Graduation and career plans are developed for each CTE student
- Career guidance and academic counselors are available to provide information on postsecondary education and career options.
- Students receive a comprehensive understanding of all aspects of an industry.

Other (Specify) :

Other (Specify) :

Other (Specify) :

Part 4. Improve Academic and Technical Skills of CTE Students

Improve Academic and Technical Skills of CTE Students

1. Describe how the LEA will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 4, Line 3.)

2. Support the integration of academic skills into CTE programs of study (one of the six required local uses of funds) . Select all that apply to the LEA. CTE participants,

- explorers, concentrators, and completers have access to challenging academic standards and coursework.
- Teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.

Other (Specify) :

Other (Specify) :

Other (Specify) :

Schedule Status: Complete	Formula	Application ID:
---------------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region: S
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3012 - Local Application

Part 5. Special Populations and Non-Traditional Fields

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Special Populations and Non-Traditional Fields
<p>1. Describe activities that will prepare students identified as special populations and students from different races, ethnicities, and genders for high-skill, high-wage, and in-demand occupations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)</p>
<p>2. Describe how special populations, including students from different races, ethnicities, and genders will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on status as a member of special populations.</p>
<p>3. Select activities utilized to support preparation of students for nontraditional fields. Select all that apply to the LEA. <input type="checkbox"/></p> <p>Recruitment materials available</p> <p><input type="checkbox"/> Presentations by counselors or teachers Presentations by individuals in nontraditional fields Professional development activities</p> <p>Other (Specify) : _____</p> <p>Other (Specify) : _____</p> <p>Other (Specify) : _____</p>

Schedule Status:

Formula

Application ID:



SAS#: PERKAA24

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

Program Description PS3012 - Local Application

Part 6. Work-Based Learning Opportunities

Work-Based Learning Opportunities

1. Describe how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

2. Select the type of work-based learning opportunities provided to CTE students in the LEA. Select all that apply to the LEA. Job

shadowing

Internships

Apprenticeships Simulated

workplace

Career preparation courses

CTSO competitions Other

(Specify) :

Other (Specify) :

Other (Specify) :

Part 7. Postsecondary Credit

Postsecondary Credit

1. Select the opportunities available for CTE students to earn postsecondary credit. Select all that apply to the LEA.

Dual credit or concurrent enrollment

Articulation agreements

Advanced Placement (AP)

Early College High School (E C H S)

Pathways to Technology (P-Tech) model

T-STEM model

International Baccalaureate (IB)

Other (Specify) :

Other (Specify) :

Other (Specify) :

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region:
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3012 - Local Application

Part 8. Recruitment, Retention, and Training

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 5.)

Recruitment, Retention, and Training
<p>1. Describe how the LEA will offer professional development to CTE faculty, staff, and administrators in order to provide high quality instruction to CTE students. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 1.)</p>
<p>2. Describe how the LEA will support the recruitment and retention of CTE educators. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 2.)</p>
<p>3. Provide professional development to CTE educators (one of the six required local uses of funds) . Select all that apply to the LEA. <input type="checkbox"/> Supporting individualized academic and CTE instructional approaches including the integration of academic and CTE standards <input checked="" type="checkbox"/> Training to ensure labor market information is used to inform CTE programs of study</p> <p><input type="checkbox"/> Training faculty on the latest workplace equipment, technologies, standards, and credentials <input type="checkbox"/></p> <p>Training school leaders and administrators on effective management of CTE programs Other (Specify)</p> <p>:</p> <input style="width: 100%;" type="text"/> Other (Specify) : <input style="width: 100%;" type="text"/> Other (Specify) : <input style="width: 100%;" type="text"/>

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region:
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3012 - Local Application

Part 9. Performance Gaps

Performance Gaps
<p>1. Identify and quantify any disparities or gaps in performance on state-determined levels of performance between any group of students or special populations, including students from different races, ethnicities, and genders, and the performance of all CTE concentrators/completers served by the LEA. List the strategies that will be implemented to address the underperformance with these student groups. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 2.)</p>
<p>2. Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement on performance indicators (one of the six required local uses of funds) . Select all that apply to the LEA.</p> <p><input type="checkbox"/> The LEA's curriculum is aligned with the requirements for a program of study.</p> <p><input type="checkbox"/> The LEA has effective business and industry partnerships that support student learning.</p> <p><input checked="" type="checkbox"/> The LEA provides opportunities for CTE concentrators/completers to participate in dual or concurrent enrollment programs, early college high schools, and take courses with articulation agreements with a community college as part of a program of study.</p> <p><input type="checkbox"/> The LEA's programs of study use appropriate equipment, technology, and instructional materials aligned with business and industry needs. Industry-</p> <p><input type="checkbox"/> recognized certification examinations are provided to students within the LEA's programs of study.</p> <p>Other (Specify) : _____</p> <p>Other (Specify) : _____</p> <p>Other (Specify) : _____</p>

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Description
PS3350 - Accountability

Individual Applicant: 015905 - EDGEWOOD ISD

A. Perkins V Performance Measures						
(Perkins V baseline data can be accessed through the TEALAccountability Application under the CCMP tab.)						
2019-2020 Actual %	2020-2021 Actual %	2021-2022 Actual %	Statewide Target %	Local Target %	Explain why Actual % for 2018-2019 was less than Statewide Target %.	Describe strategies the LEA will use to improve CTE student performance.
1.						
2.						
3.						
4.						
5.						
6.						

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region:
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Description
 PS3350 - Accountability**

7.						
8.						
9.						

B. Perkins Performance Description

1. Describe district programs that are designed to enable special populations students to meet Perkins performance targets.

2. Describe the process that will be used to evaluate and continuously improve the district's performance.

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------

eGrants
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA24

Organization:
 Campus/Site:
 Vendor ID:

County District:
 ESC Region:
 School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6001 - Program Budget Summary and Support

Statutory Authority: Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, P. L. 115-224

Part 1: Available Funding

[View List of SSA Members](#)

Available Funding	
Description	23-24 Perkins V
1. Fund/SSA Code	244
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	23-24 Perkins V
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input checked="" type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs
 Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

Schedule Status: Complete

Formula

Application ID:



SAS#: PERKAA24

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

Program Budget BS6001 - Program Budget Summary and Support

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	23-24 Perkins V		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			

SAMPLE

Schedule Status: Complete	Formula	Application ID:
eGrants TEXAS EDUCATION AGENCY	Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year: 2023-2024
SAS#: PERKAA24		

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

Program Budget
BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	23-24 Perkins V

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	23-24 Perkins V
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	23-24 Perkins V
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	23-24 Perkins V
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra-duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
<p>1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.</p>	

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	23-24 Perkins V
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Enter amounts in direct Administrative Costs fields if applicable.				
Description	Class/Object Code	23-24 Perkins V		
		Program Costs	Direct Admin Costs	Total Costs
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269			
2. Professional and Consulting Services	6219 6239 6291			
Total				

Part 3: Itemized Professional and Consulting Services

Part 3 Itemized Professional and Consulting Services (6219, 6239, 6291) is hidden because it does not apply to the funding source(s) for this grant application.

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	23-24 Perkins V
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre- authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-Employees other than those included in 6419 Requires pre- authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If out-of- state travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre- authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



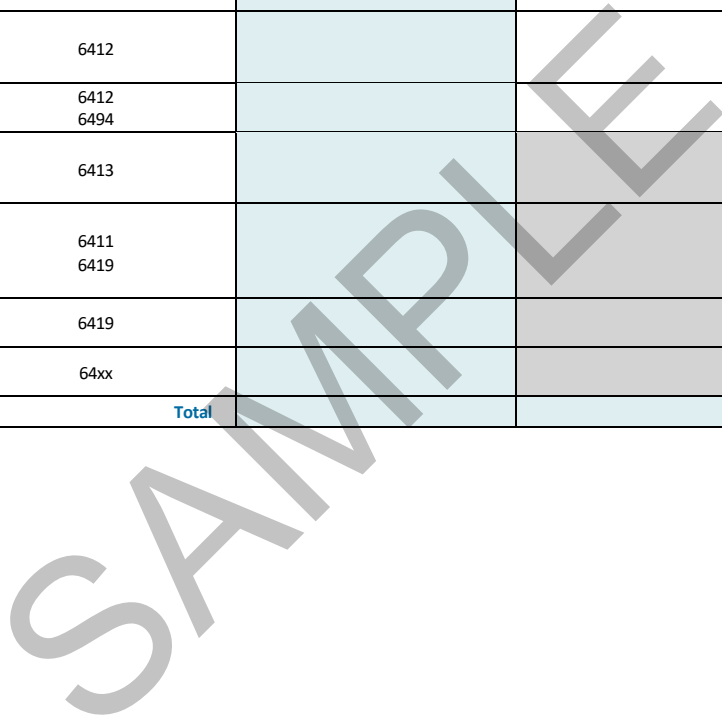
Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6401 - Other Operating Costs

Part 2: Direct Administrative Costs

Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class Object/ Code	23-24 Perkins V		
		Program Costs	Direct Admin Costs	Total Costs
1. Out-of-state Travel for Employee	6411			
2. Travel for Students to Conferences (does not include field trips)	6412			
3. Educational Field Trips	6412 6494			
4. Stipends for Non-Employees other than those included in 6419	6413			
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members	6411 6419			
6. Non-Employee Costs for Conferences	6419			
7. Conferences for Non-Employees	64xx			
	Total			



Schedule Status: Formula Application ID:



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region: School
Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	23-24 Perkins V
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	23-24 Perkins V
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source:

Describe how the item will be used to accomplish the objective of the program:

Schedule Status:

Formula

Application ID:



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
BS6020 – Required Uses of Funds**

Part 1: Total Budgeted Costs

Budgeted costs entered on BS6001								
Total Budgeted Costs	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Indirect Costs	Total Budgeted Costs

Part 2: Required Uses of Funds

A. Required Uses of Perkins Funds (Program Costs Plus Administration Costs)								
Local Uses of Perkins Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
1. Provide career exploration and career development activities								
2. Provide professional development								
3. Provide the skills necessary to pursue careers in high- skill, high-wage, and in-demand occupations								
4. Support integration of academic skills into CTE programs of study								
5. Support integration of programs of study								
6. Evaluate Perkins-funded programs including CLNA								
Subtotals								
Local Uses of Perkins Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)								
Indirect Costs								
Total Budgeted Costs								

B. Uses of State and Local Funds								
Uses of State and Local Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
1. Provide career exploration and career development activities								
2. Provide professional development								

3. Provide the skills necessary to pursue careers in high- skill, high-wage, and in-demand occupations								
--	--	--	--	--	--	--	--	--

Schedule Status:	Formula	Application ID:
------------------	---------	-----------------



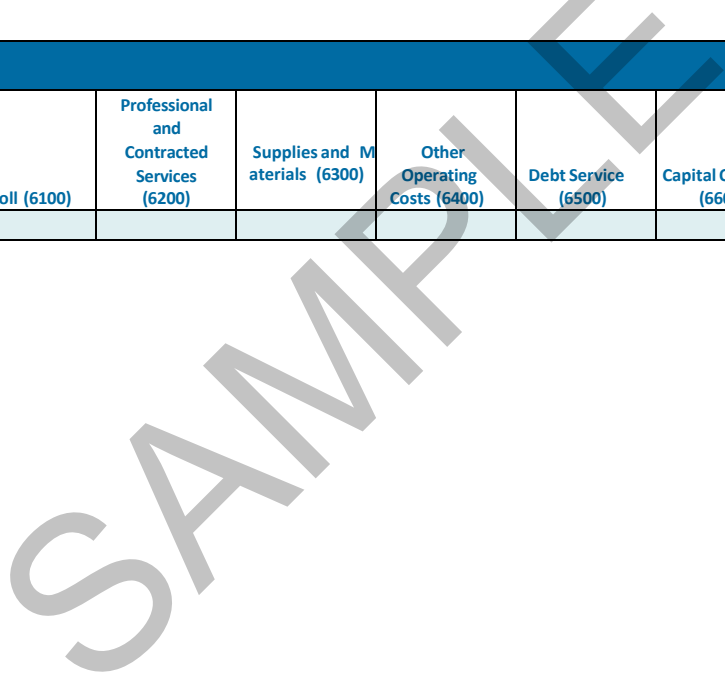
Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2023-2024

2023-2024 Perkins V: Strengthening Career and Technical Education for the 21st Century
Program Budget
BS6020 - Required Uses of Funds

4. Support integration of academic skills into CTE programs of study									
5. Support integration of programs of study									
6. Evaluate Perkins-funded programs including CLNA									
Subtotals									
Uses of State and Local Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)									

C. Grand Total							
Uses of Funds Grand Total (Excluding Indirect Costs)	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals



2023-2024 Perkins V Application

LEA Name:		CDN:	
1st Reviewer	Name:	Date:	
2nd Reviewer	Name:	Date:	
Application selected for 3rd review	<input type="checkbox"/> Yes <input type="checkbox"/> No	Reviewer:	Date:

Schedule	Sec.	Items to review	1 st Review			2 nd Review			3 rd Review		
			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	1	Did the applicant indicate any use of funds in the summary or description that is definitively unallowable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	2	Did the description of programs and activities indicate definitively an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	3	Q 1. Did the applicant description for career guidance and academic counseling definitively indicate an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	4	Q 1. Did the applicant description of how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects indicate an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	5	Did the applicant description of activities for special populations indicate an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	6	Q 1. Did the applicant's description indicate an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	7	Q 1. If the applicant has entered information in an "Other" box, is the response appropriate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	8	Q 1. Did the applicant's description indicate an unallowable use of funds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3012	9	Q 1. Did the applicant identify and quantify any disparities or gaps in performance on State determined levels of performance between any subgroup or special populations and the performance of all CTE concentrators/completers served by the LEA?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA						
PS3350	A	Lines 1-9. If the applicant/SSA member is not within 90% of any of the identified statewide targets, have narratives been provided that adequately explain why the applicant/SSA member is below target and describe strategies to improve CTE student performance?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA						
PS3350	B	Q 1. Did the applicant describe district programs that are designed to enable special populations students to meet Perkins performance targets?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
PS3350	B	Q 2. Did the applicant describe the process that will be used to evaluate and continuously improve the district's performance?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

BS6001	2	Direct Admin Costs: Direct admin costs should not be budgeted for Capital Outlay. Did the LEA budget direct admin cost in 6601?	<input type="checkbox"/> Yes	<input type="checkbox"/> NA							
BS6401	1	Do items budgeted for other operating costs appear allowable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA						
BS6501	2	Are budgeted items allowable for each fund source indicated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA						
BS6514	SBITA Pt 1	Are budgeted items allowable for each fund source indicated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
BS6514	SBITA Pt 1	Is the funding amount only for the 23-24 grant period?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
BS6051	SBITA Pt 2	Are budgeted items allowable for the fund source? Is the subscription described allowable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
BS6051	SBITA Pt 2	Does the subscription cost reflect the amount of funding for the entire length of the subscription?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
BS6601	1/2	Do costs and items listed for capital outlay appear allowable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

Comments and Feedback

Review Comments and Feedback:	
-------------------------------	--

Appendix I

Postsecondary Perkins Local Application

THECB Perkins Application is currently under construction and will be available Summer 2024.