

**Texas Consolidated Annual Report
for
Fiscal Year 2005-2006**

under the

**Carl D. Perkins Vocational and Technical Act of
1998**

**Texas Education Agency
December 2006**

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I. State Administration

A. Sole State Agency and Governance Structure

The State Board of Education and the Texas Education Agency are the eligible recipients of the Perkins funds for Texas. Leadership for Career and Technical Education (CTE) programs is provided by the Texas Education Agency (TEA), which administers secondary programs, and by the Texas Higher Education Coordinating Board (THECB), which administers postsecondary and Tech Prep programs. Perkins basic grant funding is divided between secondary and postsecondary education through a funding split that in fiscal year 2005-06 distributed 52% of the funds to eligible secondary recipients and 34% of funds to eligible postsecondary recipients. In 2005-06, Texas was allocated \$95,754,016 in Perkins basic grant and \$8,431,581 in Tech Prep funds for a total of \$104,185,597 for required, permissive, and core indicator activities. The TEA Organizational Charts are found in Attachment A. The THECB Organizational Charts are found in Attachment B.

B. Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. The functions of the Department of Standards and Programs include providing oversight for No Child Left Behind and establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school. Functions of the Division of Curriculum include policy guidance; development and implementation of curriculum; aligning curriculum and assessments; adoption and distribution of instructional materials; directing statewide initiatives; and providing leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants belongs to the Department of Planning, Grants and Evaluation, which is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants to school districts and other eligible recipients.

TEA also provides administrative technical assistance to school districts and charter schools through the education service centers (ESCs). Twenty ESCs are eligible to apply for and receive Perkins administrative funds to assist local school districts. The ESC CTE Specialists provide support for implementing quality CTE programs, performance based monitoring, program improvement, and professional development activities – including training and resources for non-traditional fields.

The Texas Legislature established the following CTE goals for all Texas students in secondary schools:

Each public school student shall master the basic skills and knowledge necessary for:

- (1) managing the dual roles of family member and wage earner; and*
- (2) gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level (Texas Education Code Section 29.181).*

THECB is responsible for postsecondary CTE programs as well as Tech Prep programs. The priority goal for higher education in Texas is to provide an affordable, accessible, and high quality system of

higher education that prepares individuals for a changing economy and workforce, and furthers the development and application of knowledge through research and instruction.

In keeping with this goal, the Commissioner of Higher Education has identified three goals for postsecondary workforce education in Texas:

- (1) development and support for high quality postsecondary technical programs;
- (2) access to programs for all the people of the state; and
- (3) efficiency in the delivery of programs throughout the state.

The Texas higher education strategic plan, *Closing the Gaps by 2015*, has four goals that reflect the focus of the Perkins Act by concentrating on:

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| Participation | Close the gaps in participation rates across Texas to add an additional 630,000 students in postsecondary institutions. |
| Success | By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs. |
| Excellence | Substantially increase the number of nationally recognized programs and services at colleges and universities in Texas. |
| Research | By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation. |

TEA awarded a Career Pathways grant to Texas Tech University for the purpose of identifying and developing a statewide system of career clusters and pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate, or baccalaureate degree. A statewide workgroup composed of TEA, THECB, Texas Workforce Commission (TWC), Texas Workforce Investment Council (TWIC), Texas Business Education Coalition (TBEC), secondary faculty, and two and four-year college faculty was established. The workgroup determined that Texas will transition from traditional CTE programs to the 16 national career clusters as the initial basis for reorganizing CTE. A research project and visioning activity provided the foundation for the transition plan and implementation resources, which lead to the creation of the AchieveTexas initiative. Existing secondary courses and postsecondary programs were organized around the 16 career clusters. 112 state developed programs of study have been posted on the new AchieveTexas web site. For more information on the AchieveTexas P-16 initiative, please go to www.AchieveTexas.org.

II. State Leadership Activities

A. Required Uses of Funds

➤ Assessment of CTE programs

TEA has established a new Performance Based Monitoring system (PBM) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a comprehensive report of the performance measures of CTE coherent sequence and Tech Prep program participants. Districts with low-performing CTE students are then assigned to various stages of intervention, and are required to complete a Focused Data Analysis, Program Effectiveness Review, and a Continuous Improvement Plan. Districts in the highest level of intervention must additionally conduct a Full Compliance Review and participate in a Program Access Review monitoring site visit. All activities are focused on continuous program improvement for CTE in order to positively impact student performance. For additional information on Performance Based Monitoring and Program Monitoring and Intervention in Texas, go to <http://www.tea.state.tx.us/pbm> and <http://www.tea.state.tx.us/pmi>.

Texas two-year colleges are monitored and evaluated through an Institutional Effectiveness process, the annual Perkins application process, and through a scheduled Perkins grant programmatic and fiscal site visitation process. During 2004-2005, the THECB authorized an evaluation of postsecondary Perkins effectiveness that included an analysis of state data, surveys of public two-year colleges, and site visits to a randomly selected group of colleges. Results indicated that Perkins funds were responsible for quality of curricula, educational technologies, and support programs for special population students. Researchers at El Paso Community College, who was the grant recipient, found that while there were over 160,000 secondary students enrolled in Tech Prep programs, the major impact of Title II funds was on systems building, creation of collaborations for seamless educational pathways, and the creation of communications processes that were non-existent previously.

TEA allocated funds to conduct an external evaluation of CTE secondary and postsecondary programs during 2006. The external evaluation was based on the objectives in the state self study document. The Request for Projects was finalized and awarded in the spring of 2006 and was to be completed by November, 2006. The grantees requested an extension for the evaluation project, so the final evaluation report will be available early in 2007. The final report will be posted on the TEA web site and the evaluation report will be used as a resource during the development of the 2007-2008 Perkins Transition Plan.

➤ Developing, improving, or expanding the use of technology in CTE

At the secondary level, six statewide annual professional development conferences provided teacher training in utilizing technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants funded the development of new curriculum resources to facilitate the use of technology in the classroom, and newly developed curriculum resources are provided to teachers via web sites and CD ROM. The TEA web site and the CTE Listserv has been updated and improved to disseminate program information and enhance communications to CTE teachers, administrators, parents, counselors, and business and industry partners. The CTE website (<http://www.tea.state.tx.us/cte>) received 219,216 visitors during 2005-2006 which is an increase of over 94,000 visitors from the previous year. The CTE list serve maintains a membership of more than 2,500 and is used to provide timely communications to CTE stakeholders.

Postsecondary state leadership projects were designed to expand the use of technology in technical education. The projects, "STARLINK", "*The Texas Collaborative for Teaching Excellence*", "*Online Student Support @ Every College*", "*Texas Leadership Alliance & Academy*" and "*Energy-Efficient Green Building Technology Program Development*", provided staff across the state with systems and processes that were developed and piloted and were confirmed to result in positive student outcomes such as successful course completion. More than \$2,750,834 of the Perkins basic grant funding was utilized to upgrade and expand the use of technology on college campuses.

➤ Professional development programs

At the secondary level in 2005-06, TEA provided \$780,000 in Perkins funds for professional development in six program areas. Each CTE program area grant provided for one or more statewide, content-specific professional development conferences for academic and CTE teachers. \$10,000 in Perkins funds was allocated to each ESC in order to provide professional development activities for local school district and charter school personnel. Additional Perkins funds were allocated to ESC 6 to support two statewide professional development conferences for CTE administrators and counselors; to ESC 5 for technical support and statewide professional development for the *High Schools That Work* initiative; to the University

of Texas at Tyler to support professional development for districts implementing Project Lead The Way pre-engineering programs; to ESC 7 for the National Center for Construction Education and Research (NCCER) teacher training, and to support teacher training for Oracle. A list of the secondary professional development projects is found in Appendix D.

Texas has developed New Teacher Standards for each of the CTE program areas. These standards identify what new teachers must know and be able to do in order to teach the content-specific CTE courses. A Texas Evaluation of Educator Standards (TExES) exam has been developed for each set of new teacher standards. New teacher candidates must pass both a TExES content exam as well as the Pedagogy and Professional Responsibilities (PPR) exam in order to be certified to teach in Texas. Traditional and alternative teacher preparation programs provide preparation and professional development to new CTE teachers. Intensive professional development is provided at each summer professional development conference as well as several new and returning teacher workshops held in the fall and spring.

A number of postsecondary state leadership projects developed and conducted professional development activities for postsecondary faculty and staff across the state. These projects were coordinated by a Perkins-funded Professional Development Consortium which brings the individual projects together on a regular basis to assess their progress and their contributions toward achieving the goals of the state plan. In addition, over \$1,352,746 of the leadership grant was utilized to provide in-service training and travel to conferences for college faculty and staff. A list of postsecondary professional development projects is found in Attachment F.

➤ **Support for CTE programs that improve the academic and technical skills of students...through the integration of academics with CTE**

The Texas Essential Knowledge and Skills (TEKS) state standards provide the curriculum framework for Texas primary and secondary education. Rigorous, relevant TEKS for all courses were developed to improve the academic and technical skills of all students. Texas Education Code §28.002 requires that the TEKS must be taught in every course offered by a school district. Quality curriculum resources and extensive professional development has been provided in the implementation of the TEKS for all CTE courses.

At the postsecondary level, the *Workforce Education Course Manual (WECM)* provides the framework for technical curriculum development. The WECM is composed of courses that include academic and technical competencies, and approved technical programs offered at Texas community and technical colleges must consist of these courses. The WECM provides for the consistent integration of academic and technical skills and ensures that all postsecondary students across Texas received the same high quality curricula. The THECB provided \$210,000 in Perkins funds for the development and maintenance of WECM curricula in 2005-06. \$120,000 in Perkins leadership funds was allocated to a project that provided professional development for Advanced Technical Credit faculty.

➤ **Providing preparation for nontraditional training and employment**

Valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins are provided by membership in the *National Alliance for Partnerships in Equity (NAPE)*. Texas supports programs leading to non-traditional fields, such as in the Education and Training and Health Science Clusters (nontraditional for males) and various areas of Agriculture; Science, Technology, Engineering and Mathematics; and Manufacturing, (nontraditional for females). Additionally, a total of \$87,330 was allocated for the ESC CTE Specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female non-traditional fields.

\$200,000 in Perkins funds was allocated to assist districts in implementing *Project Lead The Way* pre-engineering programs, which are nontraditional for females. In June 2006, 109 teachers received curriculum training at The University of Texas at Tyler. In addition, support materials were awarded to 11 Texas schools in 2005-06 for implementation of PLTW.

Texas community and technical colleges actively recruit students into non-traditional programs, and non-traditional program participation is one of the institutional effectiveness guidelines used by the state to evaluate colleges and their programs. Although colleges spend a lot of effort trying to recruit students into nontraditional programs, the results have not improved as fast as federally required expectations due to cultural biases, particularly in Hispanic families, related to gender-specific careers. Most progress has been made in recruiting males into health professions programs.

➤ Supporting partnerships to enable students to achieve state academic standards and CTE skills

Texas utilizes Tech-Prep and other Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the Texas Workforce Commission (TWC), the Texas Workforce Investment Council (TWIC), and the Texas Business Education Coalition (TBEC) and other stakeholders to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

TEA has partnered with companies such as Intel, Cisco Systems, and Oracle to develop vendor-neutral innovative courses. Additionally, Texas funds statewide site licenses under which districts receive training and resources to implement courses preparing students for high-skill, high-wage, or high-demand careers. Through Memorandums of Understanding (MOUs), the TEA, the THECB and TWC collaborate to follow student progress through the educational system and into employment using secondary education data records, postsecondary enrollment records, and wage and unemployment records.

Perkins funds have been used to align over 110 secondary and postsecondary courses to create statewide articulated Advanced Technical Credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training on secondary-enhanced ATC course content before a unique ATC course identifier can be used on a student's transcript. An online ATC professional development accountability system is supported by Perkins funds. The online data base documents the application, training, eligibility and approval of ATC program teachers. There are over 800 school districts with 8,400 ATC-eligible teachers. ATC course credit may transfer to any participating community or technical college in Texas. The alignments provide Tech Prep students with the ability to use dual credit courses, Advanced Placement and International Baccalaureate courses, ATC courses, and locally-articulated courses to earn college credit while they are in high school. For more information on ATC, go to www.atcTexas.org.

Twenty-six Tech Prep consortia were provided \$8,052,842 in Perkins Title II funds for the regional implementation of Tech Prep programs and activities during the 2005-06 fiscal year. Tech Prep consortia funds are distributed according to a formula that considers the special needs of small rural consortia while also considering the number of students that will be served. For more information, go to www.techpreptexas.org. A list of Tech Prep Consortia is found in Attachment G.

➤ Serving individuals in state institutions

The Windham School District and Texas Youth Commission received \$957,540 in Perkins funds in 2005-06. The Windham school system received \$742,611 in Perkins funds and served 11,924 incarcerated students in CTE courses. More than 1,234 industry certifications and licensures were earned by students participating in Windham CTE programs. The Texas Youth Commission received \$214,929 in Perkins funds and had 159 students earn industry certifications and licensures while participating in CTE programs.

Many community and technical colleges offer academic, technical, and workforce training programs in Texas prisons. This varies depending on the proximity of correctional facilities. While many incarcerated persons take advantage of college courses the quality and depth of the training depend on the available facilities of the particular institution and the extent to which they will allow inmates access to specific computers and equipment. Probably the best incarcerated educational programs are in federal facilities.

➤ **Support for programs for special populations that lead to high skill, high wage careers**

In 2005-06, TEA provided \$250,000 in Perkins funds to enhance the CTE Special Populations Training and Resource Center (SPACE) at Texas A&M University. The SPACE center offers school districts and charter schools technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. The Center developed four new training modules that are available to stakeholders by DVD or streaming video. These DVD and accompanying training manuals include (1) Laws and Legal Issues, (2) Transition Assessment and Evaluation Accommodations, (3) Instructional Modifications and Accommodations, and (4) Behavior Management. Other resource materials such as books, videos, journals and magazines are available at the center for Assessment, Career and Technical Education, Exceptionality and Diversity, Instructional Strategies, Policy, Programming, and Research. For more information, go to <http://ctsp.tamu.edu/>.

At the postsecondary level, more than \$11,992,335 of the basic grant was utilized for activities for special populations. Statewide Leadership projects are coordinated by a Perkins-funded Recruitment and Retention Consortium that brings the individual projects together on a regular basis to assess their progress and contributions to the goals of the state plan. The following Leadership projects were funded specifically for the development of statewide special populations: *“State Leadership Consortium for Recruitment and Retention”*, *“Northeast Texas Workforce Consortium for Health Professionals”*, *“Rx for ER: Prescriptions for Effective Retention”*, *“IONS: Innovations for On-line Nursing Students”*, *“Dual Credit Outreach for Economically Disadvantaged Students Project”*

B. Permissible activities

➤ **Technical assistance**

Technical assistance for secondary CTE programs was primarily provided through the 20 ESCs by 23 CTE ESC Specialists. \$818,400 in Perkins administrative support was allocated to provide technical support and professional development related to Tech Prep programs, Advanced Technical Credit courses, industry certifications and licensures for students, training and employment in non-traditional fields, Texas Essential Knowledge and Skills (TEKS)/Texas Assessment of Knowledge and Skills (TAKS) coordination, Performance Based Monitoring, and CTE program evaluation and assessment. During the 2005-06 school year, over 60,000 teachers and 916,357 students in 1,229 districts and charter schools were served by CTE ESC Specialists. TEA staff provided administrative leadership to the ESC Specialists, school districts, and charter schools through extensive telephone support, presentations at

conferences and workshops, email communications, CTE Listserv, and the Texas Education Telecommunication Network (TETN).

THECB staff provides technical assistance to individuals and institutions through telephone support, telephone and web conferencing, email communications, site visits, presentations at statewide professional organization conferences, and presentations at agency sponsored professional development meetings and workshops. THECB staff follows a five-year schedule of Perkins technical site visits where individual colleges are monitored on site for programmatic improvement and audited for fiscal compliance issues. The THECB staff maintains a list server and an email discussion group as a communications channel to the 57 community and technical colleges that receive Perkins funds. In addition, an elaborate web site provides technical assistance with grant management including electronic submission, amending, and reporting features. A copy of the Annual Application has been required as an attachment to this report; however, a non-interactive printed document does not do service to the fully interactive application/report/support system utilized by the THECB for Perkins grants management. The THECB web site, as well as various leadership grant web sites, includes web modules, which provide assistance on specific issues. These web modules are continuing to be developed under the STARLINK project, which was funded with \$112,180 of Perkins state leadership funds in 2005-06 to provide telecasts to all 93 campuses of the 57 college districts.

➤ **Improvement of career guidance and academic counseling programs:**

The *Texas State Plan for CTE, 2005-2007*, provides districts with strategies to improve career guidance and academic counseling. TEA allocated \$50,000 of Perkins funds to support two professional development conferences for CTE administrators and counselors. Additionally, \$78,000 in Perkins funds was used to provide a Toll-free Career Hot Line as well as Career Orientation teacher training and resource materials during each CTE summer professional development conference. The Texas State Plan for CTE can be found at www.tea.state.tx.us/cte/Accountability/.

For the 57 public two-year colleges, \$4,385,349 of Perkins 2005-06 funds were used to support counseling programs. Over \$92,285 in Perkins leadership funds were used to support the Counselors' Network, which brings together over 8,000 public secondary school, community, workforce, and postsecondary counselors for professional development in career counseling, developing seamless technical educational systems, and incorporation of technical education pathways into a life-long learning system. In 2005-06, Texas colleges utilized \$101,687 in basic grant funds to support local One-Stop Shops that would not be otherwise available within the college to help provide social services and career placement services to students.

➤ **Support for work based learning:**

Perkins funds assisted Texas school districts in serving 40,743 secondary students in paid or unpaid work-based learning programs in 2005-2006. Students have the opportunity to participate in relevant classroom instruction with on-the-job training in areas of career interest and prepare for postsecondary education/training in their chosen field.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a worksite based learning experience such as internship, a cooperative education experience, a major project, or a clinical experience. Additionally, there are several education/business partnerships that incorporate some or all of the following into the educational experience: 1) employer sponsorship (including fees, tuition, books, uniforms, tools); 2) employer adjustment of work schedules to allow time for course taking; 3) employer

paying for time spent in class, pay raises based on course completion, promotions based on course or degree completion; and 4) employer sponsored career exploration for eligible students. Several employers, who have a need for supervisor or management personnel will continue to fund education to the baccalaureate level if the employee has completed an Associate of Applied Science (AAS) and has been determined to be a good candidate for promotion.

➤ Support for Career and Technical Student Organizations:

Texas recognizes that career and technical student organizations (CTSOs) are a critical component of an effective CTE program. CTSOs play a key role in keeping students engaged in school and providing opportunities for the development of leadership skills, academic skills and technical knowledge skills. In addition to the opportunities to acquire advanced technical skills, CTSOs provide scholarship opportunities for members who actively participate; over 2.2 million dollars was presented to Texas members through respective CTSOs in 2005-2006. TEA holds eight CTSO state charters, and in 2005-2006 provided \$215,006 in Perkins funds to support CTSO leadership development activities for the 132,913 members.

➤ Support for charter schools:

TEA, as well as the ESC CTE Specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2005-06, TEA provided \$360,498 in Perkins funding to 76 charter schools offering CTE programs. (Attachment C)

➤ Education and business partnerships:

Secondary CTE programs collaborate with community business and industry partners to provide quality CTE programs. Most districts utilize a local advisory committee to provide direction for implementation of local CTE programs.

With Perkins funds, TEA provides a statewide license with CompTIA in order for high school and community college teachers and students to receive free or half-priced vouchers for certification exams. Through the license with CompTIA, the total savings for Texas student and instructor vouchers is over \$60,000 annually.

Postsecondary programs that are supported by Perkins funding are required to have an active Advisory Committee with representation from local business and industry. When a national, regional, local or outside certifying agency skill standard does not exist, programs are encouraged to incorporate skills standards recognized by the Texas Skills Standards Board into the curriculum. Colleges must indicate how they have determined a need for a new program and authenticate that the curriculum was developed with local industry input prior to the program being approved by CB staff. There are numerous partnerships within the state such as the partnerships with Texas Instruments and Richland College, Lamar Technical College with Exxon/Mobile, and the Corpus Christi Army Depot with Del Mar College, where businesses not only support students enrolled in what the business considers a critical need area but continued enrollment toward graduation is a requirement for maintaining employment.

➤ Improve or develop new CTE courses:

TEA awarded six Educational Excellence grants with \$325,000 each in Perkins state leadership funds to support the development and improvement of rigorous CTE programs. (Attachment D)

When school districts determine that students need education and training opportunities in new and emerging careers for which there are no CTE courses, the districts may apply to TEA

to offer an innovative CTE course. TEA received applications from 173 school districts and approved 382 CTE innovative courses in 2005-06. Currently, districts are granted approval to offer the innovative course for a five year period. After evaluating the effectiveness of the innovative course, districts may reapply to continue offering the innovative course for an additional five year period. While the number of new innovative courses declined from 2004-05, the number of school districts seeking approval for innovative courses increased from 160 to 173.

Colleges used \$4,438,030 of the basic grant to upgrade curriculum. A listing of statewide postsecondary leadership projects can be found in Attachment F.

In Texas, Tech Prep programs are included in more than 97 percent of the independent school districts and all of the state community and technical colleges. In 2005-2006, there were 160,581 secondary and 60,869 postsecondary students reported as Tech Prep students. The definition of Tech Prep programs and program participants is incorporated in the Texas Education Code, which requires that all Tech prep programs be based on the Recommended (College Prep) High School Graduation Plan. In a longitudinal study started in 1996, Tech Prep students continually show higher high school graduation rates, higher college matriculation rates, and higher college program completion rates than other students. Tech Prep students also do as well, or better, on standardized tests as the traditional "college prep" secondary students.

Tech Prep brings added value to students and their families in the form of cost savings. An analysis done in 2005 used the following assumptions:

1. Tech Prep students take a coherent sequence of CTE courses totaling three high school units (or more).
2. The three units can be articulated as three college courses (nine semester credit hours).
3. The Tech Prep consortium average cost per semester credit hour is calculated by taking the average total/semester credit hour for the community colleges in that consortium.

The cost savings estimate can be applied to various Tech Prep populations, but for this analysis, 2005-06 Tech Prep seniors were considered. The senior enrollment of 53,425 students represents 33.3 percent of the total grade 9 through 12 enrollments. The average college costs per student amounted to \$653 for a potential savings for Tech Prep seniors of \$35,125,107.

Texas has developed formal written agreements among the various educational institutions of all levels to ensure that students who choose a technical career are able to pursue further education, to baccalaureate and beyond. One Perkins sponsored project is the Texas TWO-STEP (Technology Workforce Opportunities through Seamless Transitions and Educational Partnerships), where the University of Texas at Arlington, Stephen F. Austin State University, University of Texas at Brownsville, Texas A&M Commerce, and Tarleton State University have partnered with community and technical colleges to accept selected technical courses from AAS degree programs into certain baccalaureate programs. Several other universities have expressed interest in the TWO-STEP, and the program could possibly be expanded statewide.

III. Distribution of Funds and Local Plan for CTE Programs

- A. Summary of state's eligible recipients, listing of number of secondary LEAs, area CTE agencies, postsecondary agencies, and consortia.

Texas Education Agency	
Administration	\$1,853,642
Eligible Recipients	\$49,999,389
Leadership	\$4,813,569
Corrections	\$957,540
Subtotal	\$57,624,140
Texas Higher Education Coordinating Board	
Administration	\$1,909,663
Leadership	\$3,467,892
Eligible Recipients	\$32,752,321
Subtotal	\$38,129,876
Basic Grant Total	\$95,754,016
Tech-Prep Grant	\$8,431,581
Texas Total	\$104,185,597

A list of the 2005-06 secondary districts & charter schools and their Perkins award is located in Attachment C and a list of the TEA state leadership grant recipients is found in Attachment D.

A list of the 2005-06 eligible postsecondary institutions and their Perkins award is located in Attachment E, and the list of THECB leadership grant recipients is found in Attachment F. A list of Tech Prep Consortia is found in Attachment G.

B. Attach the latest version of the local application(s) used to fund eligible recipients.

The Texas Education Agency has an electronic grant application system populated with allocations for each eligible institution. The schools use the online system to apply for Perkins funds, develop a CTE program plan, submit budget requests, and report industry certifications and licensures earned by CTE students. Districts in PBM Intervention Stage I must also submit an improvement plan for meeting the needs of students that are low performing or for data quality issues. A copy of the secondary Perkins Grant Application can be found in Attachment H and at <http://www.tea.state.tx.us/formfund/>. The electronic version of Perkins Grant Application is on a secure server and can only be accessed with an assigned user name and password.

The Higher Education Coordinating Board has an electronic, interactive grant system that provides an application populated with data for each institution that indicates their progress in achieving Perkins quality indicators by program. The institutions use the application to respond to problems with their degree or certificate programs and develop goals, objectives, and action items to resolve the problems. The annual budget is then developed around the action plan. The same application instrument is used to evaluate the results that have occurred during the grant year. While a PDF application form has been provided, it can not reflect the interactive quality of the electronic application. An electronic version of the Annual Basic Grant Application is found in Attachment I and at <http://www.thecb.state.tx.us/OS/Grants/Perkins/>. The annual RFQ for Leadership and Tech Prep grants can be accessed from the same URL.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

For 2005-06, Texas exceeded the secondary targets for 1S1, 2S2, 3S1, 4S1 and 4S2, but did not meet the performance targets for 1S2 and 2S1. We are encouraged by the academic performance of CTE concentrators, as well as meeting both measures for nontraditional participation and completion. The 1S2 CTE course completion (skill attainment) level of 74.95% fell below the 2004-05 level of 76.49% by 1.54%, and fell below the 2005-06 performance target by 2.08%. The 2S1 completion level of 77.76% was also below the 2004-05 performance level of 79.58%. The actual level of performance fell short of the 2005-06 performance target by 1.21%. Although overall improvement has been made in secondary CTE graduation and completion rates, the denominator includes CTE concentrator students in grades 9-12 that were enrolled in 2004-05, but did not return to school in the fall of 2005. This includes those who graduated, obtained a GED, left the state, dropped out of school, and others not found. Indicators 1S2 Skill Attainment and 2S1 Completion both have the same denominator, which negatively impacts the reported levels of performance.

Another factor that influences CTE student course data is the secondary state data system. Currently, CTE students are coded as concentrators only in the fall PEIMS data reporting period. Course completion is reported in the summer following the school year, so CTE student records must be matched by district fall and summer data submission. Students that transfer districts are reported in the denominator, but not in the numerator, which negatively impacts the actual performance data. The PEIMS Division is considering recommendations to improve the data system reporting requirements so CTE students are not lost between fall and summer reporting periods.

Previously, the 1S1 Academic Attainment data was for CTE concentrator students that passed the Texas Assessment of Academic Skills (TAAS) state academic assessment, which included Reading, Writing, and Mathematics. The 2004-05 exit cohort was the first class to graduate under the new Texas Assessment of Knowledge and Skills (TAKS) assessment, which includes English language arts (an integrated reading/writing test), mathematics, science and social studies. Students take TAKS in the spring of their 11th grade, with four retest opportunities for any section not passed. The state requires school districts to provide remediation services for students who do not pass the TAKS, although the state does not require students to attend remediation programs. In spring 2005, the state began withholding diplomas for students who had not passed TAKS.

CTE students not eligible to take the TAKS test were removed from the denominator for this reporting cohort. The numerator includes those CTE concentrators that took and passed all four components of the TAKS test. The actual performance level was 95.20%, which is significantly higher than the target of 76.95%. The CTE concentrator passing rate is significantly higher than the 91% state rate for all students passing by the end of the 12th grade. While all ethnic groups had performance levels above 91%, CTE Black and Hispanic students did not perform as well on TAKS as other ethnic groups. Individuals with Disabilities and Limited English Proficient CTE students performed well below other subpopulations indicating that barriers to academic attainment still exist for these students.

Texas exceeded the postsecondary targets for 1P1, 1P2, 2P1, 3P2 and 4P1. While data indicates that Texas did not meet two postsecondary indicators, we are encouraged by exceeding the 3P2 indicator which we failed to meet as indicated in last year's report. Additionally, we are pleased to report that we exceeded the 4P1 indicator in serving the non-traditional student this year. Building on this success should enable us to meet and/or exceed

the 4P2 indicator next year. Additional success could have been reported if we had been able to access federal data bases, particularly military. With so many Texans in the military, a large segment of our population can not be tracked using UI wage records. Therefore, the THECB does a follow-up report, CBM116, in which schools manually track students, effectively increasing the number of non-traditional student placement by at least 1%, enough to meet the performance target.

Baseline Years for Texas Perkins Indicators

Indicator	Outcome Measured	Approach	Baseline Year
1S1	Academic Skills	State Academic Assessment	1998-99
1P1	Academic Skills	Course Completion	Fall 1998
1S2	Vocational Skills	Course Completion	1998-99
1P2	Vocational Skills	Course Completion	Fall 1998
2S1	Diploma	State Administrative Data	1998-99
2P1	Diploma/Transfer	State Administrative Data	Fall 1994 graduating class
2S2	Credential	State Administrative Data	2000-01
3S1	Placement	Administrative Record Exchange	1998-99 graduating class
3P1	Placement	Administrative Record Exchange	1997-98
3P2	Retention	Administrative Record Exchange	Spring 1998
4S1	Nontrad Participation	State Administrative Data	1999-2000
4P1	Nontrad Participation	State Administrative Data	1998-99
4S2	Nontrad Completion	State Administrative Data	1998-99
4P2	Nontrad Completion	State Administrative Data	1998-99

Please note: As previously agreed, the core indicator data is one year behind the actual reporting period, therefore Texas is reporting performance data for 2004-05 student graduates in this report. The delay in submitting data occurs because the denominator for most measures includes students who did not return to school in the school year following the reporting period. The delay in reporting student performance data for this report reflects Texas' timeline for the reporting and validation of student-level data to ensure that data reports are accurate, valid and reliable.

Secondary Measures

- 1S1 Academic Attainment (TAKS):** 95.20% of Texas CTE concentrator students met the state passing score on the TAKS examinations. The result was significantly above the 76.95% agreed upon performance level. CTE females and males both performed above 95%, with males performing slightly higher despite their slightly lower TAKS participation rate. Black and Hispanic CTE students continue to perform below other ethnic groups; however state data reflects some improvement made by Hispanic CTE students and a decline in academic performance by Black CTE students. American Indian, Asian, and White CTE students performed above the 1S1 performance level. Individuals with disabilities and Limited English Proficient CTE students continue to perform significantly below the actual performance level. Districts receive annual reports of the academic performance of their CTE concentrators broken out by subpopulations. The performance based monitoring accountability system requires districts to implement program improvement strategies to positively impact the performance of their CTE students that are low performing. This focus on continuous program improvement should have a positive impact on the subpopulations that are performing below state academic standards.
- 1S2 Skill Attainment (Successful completion of CTE courses):** The course completion rate of 74.95% was 1.54% lower than the 2004-05 performance level of 76.49%. The result also did not meet the agreed-upon performance level of 77.03% by 2.08%. Females performed better than male students, with 76.81% of female students completing CTE classes compared with 73.16% of the male students completing CTE classes. American Indian and Hispanic CTE students continued to perform below the actual level of performance. Low

performance was fairly consistent across most special populations, with the exception of nontraditional CTE students. There was a slight decrease in completion rates among all ethnic groups. The performance of Tech Prep students continues to be significantly above the state actual performance level. A major emphasis has been placed on increasing the rigor of CTE courses and this may have been one factor in the decrease in course completions. Additionally, students are pulled from elective classes to participate in TAKS remediation classes when they are at risk for not graduating.

- 2S1 Completion (Diploma or GED):** The percentage of CTE concentrator students who received a high school diploma or GED was 77.76%. This performance did not meet the target performance level of 78.97% by 1.21%; and it was lower than the prior year performance of 79.58%. Female CTE students continue to earn a high school diploma or GED at a rate higher than CTE males. CTE Tech Prep student performance continues to be significantly higher than the state performance level, which reinforces the fact that students participating in Tech Prep programs understand and see the connections between secondary graduation and opportunities for postsecondary education. Completion decreased slightly for all special population subgroups. The Limited English Proficient CTE students alarmingly are completing at rates significantly below the CTE state performance level, which reinforces the negative impact of language barriers on completion.
- 2S2 Diploma (Credential):** The percentage of Texas CTE students who received an industry certification or licensure in addition to their high school diploma increased from 11.01% in 2003-04 to 12.12% in 2004-05. The result exceeded the agreed-upon performance level by 2.67%. Male students received an industry credential at 12.32%, which is higher than the female student rate of 11.92%. Individuals with disabilities and nontraditional CTE students earned significantly less licensures and certification than other subpopulations. Districts report data for the attainment of valid and reliable industry certifications and licensures in the Perkins application rather than through the PEIMS data system. Districts are offering more opportunities for CTE students to earn industry certifications and licensures, especially when implementing new CTE programs of study.
- 3S1 Total Placement:** The percentage of Texas CTE graduates who were successfully placed in postsecondary education or the workforce after graduation was 78.00%. This result exceeded the agreed-upon performance level by 1.18%. The total placement rate for American Indian and Black CTE students continues to be lower than other ethnic groups. Single parents was the only subpopulation that decreased by approximately 3%. The statewide strategies to increase participation in postsecondary education as well as the slight improvement in economic conditions most likely contributed to the increase in overall total placement results.

Placement: Advanced Training: The percentage of Texas CTE graduates who were successfully placed in advanced training after graduation was 51.10%. This result was an increase of 0.75% from 2004-05. The placement rate increased for all CTE ethnic groups except American Indian. Individuals with Disabilities, Single Parents, and CTE students with Other Educational Barriers had with a decrease in participation in postsecondary education. This data reinforces the state priorities to minimize the barriers to postsecondary education opportunities.

Placement: Employment: The percentage of Texas CTE graduates who were successfully employed after graduation was 26.90%. This result was an increase of 0.45% from 2004-05. The employment rate increased for both males and females, although CTE males continue to be employed at a higher rate than females. CTE Asian student employment rates decreased, as well as single parents. All other ethnic groups and special populations had an increase in employment rate.

4S1 Nontraditional Participation: The percentage of Texas CTE students who participated in programs that are nontraditional for their gender in 2004-05 was 11.55%. This result exceeded the 2003-04 performance by 0.35%, and exceeded the agreed-upon performance level of 10.26%. Female CTE students continued to enroll in programs that are nontraditional for their gender at a higher percentage rate than male CTE students. Since the list of courses that are considered nontraditional for gender has not changed since 1999 in order to make longitudinal comparisons, the data does not adequately reflect many of the current educational programs and initiatives to recruit females into high technology, manufacturing and pre-engineering courses.

4S2 Nontraditional Completion: The percentage of Texas CTE students who completed courses that are nontraditional for their gender in 2004-05 was 11.86%, which exceeded the 2003-04 performance by 0.44%. The result did exceed the agreed-upon performance level of 10.64% by 0.22%. Texas is meeting this student performance indicator; however the indicator is negatively impacted by same data reporting issues as other indicators dependent on course completion.

Postsecondary Measures

1P1 and 1P2 Academic and Skill Attainment (Technical): With a performance of 90.83%, the target of 90.11% was exceeded by 0.72%. As was the case last year, variances above/below standard were small among gender, ethnic or special population groups with the lowest success at 86.68% for Black, non-Hispanic students. Even for those somewhat under target, all subcategories showed incremental improvements except Tech Prep, which did not meet its target and decreased slightly from last year.

2P1 Completion: There was slight improvement overall compared to last year, and it continues to be difficult to increase performance level on this measure. Texas initiated a designator within its data collection system for student intent last year. Because the completion indicator is based on a six-year cohort it may be another one or two years before quality data based on the new intent designator will be available. With a target of 35.08%, performance of 36.14% was over target by 1.14%.

3P1 Total Placement: With a target of 90.00%, performance of 89.09% missed the target by 1.91%. Only the Single Parents at 93.39% and Limited English Proficient at 91.21% student subcategories exceeded the target. After rising over the previous three years, the rate appears to drop, but that is probably due entirely to two factors that affect follow-up: 1) students now have the option of selecting that their personal data not be included in state data collection (We include the students with a nondisclosure flag in our state counts, however, we can not let schools know that we found them) and 2) colleges have not completed their manual follow-up of students not found through UI wage records. Students that participated in Tech-Prep college programs were either placed or pursued higher education at a rate of 89.89%. We are currently working toward practices that better inform students why it is important for them to allow their successes to be incorporated into state data collections and reporting as a vigorous supplemental follow-up system with the postsecondary institutions. NOTE: *With targets this high, the "ceiling effect" becomes a significant barrier to further enhancement of already high performance; at the current performance level, minor changes in data collection can put Texas out of compliance.*

3P2 Retention (Employment): An adjusted level of performance to 88.72% allowed us to exceed the indicator with a performance of 90.91%.

4P1 Nontraditional Participation: We exceeded the adjusted level of performance of 11.91% by 0.67% to an actual level of performance of 12.58%. Male non-traditional participation, which was over target and improving, continues to climb at 26.91%, however, female non-traditional students continued to lag, and even slipped to 4.42%. Whether the programs identified as non-traditional for females are especially recalcitrant for change is not clear. Black, non Hispanic students continued to show a low non-traditional participation rate among ethnic groups at 11.98%, while Asians showed the highest, at 22.99%.

4P2 Nontraditional Completion: With a performance level of 6.78%, a target rate of 8.61% was missed by 1.83%. This performance is slightly lower than last year's level. The male nontraditional program completion (10.43%) declined as well as the female nontraditional student completion rate (3.67%). As with gender, performance across ethnic groups and special population categories was remarkably consistent with the previous year.

B. State's Performance Results for Special Populations and Program Improvement Strategies

➤ **Major Challenges/Reasons Special Populations Did Not Reach Performance Level:**

Limited English proficient students, individuals with disabilities, economically disadvantaged students and single parents generally exhibited below-average performance. These special population groups must overcome many challenges in order to be successful. Limited English proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the Performance Based Monitoring System have significant challenges with the performance of CTE Limited English Proficient and Special Education students. While most secondary schools and community colleges are spending a large portion of their Perkins Basic Grant to initiate a number of innovative programs, a number of other contributing factors are negatively impacting the ability of Texas to make the progress essential for its special populations. Disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled and schools are constrained in some cases by the cost of providing all of the essential services. Economically disadvantaged students face financial challenges that make meeting essential life needs more critical than preparing for future employment. This is particularly true in an economy that offers employment at reasonable wages and where families can not see the value of borrowing money for an education. Single parents are most often supported by providing day care or funds for day care for their children. However, other demands of parenthood including illness, school conferences, changing work schedules, loss of transportation, or other life challenges make it extremely difficult for single parents to complete a normal semester. Many colleges are investigating the use of short-course or compressed-time courses to decrease the time a single parent must be away from their children.

A number of interventions, programs, and systems are being implemented at Texas colleges that address the needs of special populations. These programs include: academic tutorial support; integrating Math and English into technical courses; creating small learning communities; providing textbooks, day care, and transportation; and offering courses in nontraditional delivery methods. We have found that the success of these pilot programs has less to do with the specific intervention than it does the staff personnel involved.

Texas has begun an initiative to alleviate the high number of students that currently are requiring developmental or remedial education before they can begin college courses. National research shows that students who are required to take developmental courses before they can work on their technical courses do not complete the programs or degrees at

acceptable levels. The effort is focused first on making sure that Texas high school graduates are college ready when they graduate from high school and second on upgrading the developmental curriculum to accelerate students through the remediation and into college courses as quickly as possible.

C. Definitions The definitions used for the Texas Perkins core indicators are found in Attachment J. No changes have been made to any definitions from the 2004-05 program year.

D. Measurement Approaches

TEA negotiated with OVAE to develop secondary definitions and parameters for core indicators under the 1998 Perkins Act. While some of the measure definitions are in need of revision, Texas has attempted to maintain consistency in data reports. The secondary performance measure data for 2004-05 does not include Displaced Homemaker; however we are making plans to be able to report this data for Perkins IV. The data for 4P1, 4P2 as well as 3S1 does not include demographic performance for nontraditional students. A change in reporting methodology is planned so we will be able to capture this demographic data for Perkins IV reporting requirements.

In 2005-06, TEA staff presented information at conferences and workshops regarding the state plan, core indicators and state and federal accountability systems. The state core performance indicators have been posted on the CTE website at <http://www.tea.state.tx.us/cte>, where they can be accessed and reviewed by districts. The staff is working closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators. Districts receive an annual Performance Based Monitoring report for their CTE student populations. Additionally, districts have access to follow-up reports in a newly created online Career and Technical Education (CTER) system.

The THECB participated in the 1999-2000 postsecondary pilot project with OVAE to develop definitions and parameters for core indicators under the new Perkins Act. The core indicators are a fundamental part of the Texas Institutional Effectiveness system and play a major role in the Annual Application for Perkins funds, which is driven by core indicator data for individual colleges by program.

The Texas Performance Measure Data Definitions are included in Attachment K. No changes have been made to any of the definitions or measurement approaches from the previous year, except the change from the TAAS assessment to the secondary TAKS assessment as indicated on page 13.

E. Improvement Strategies

TEA provided significantly more professional development training and technical support to districts in 2005-06 regarding federal and state performance indicators and the state performance based monitoring system. Districts must continue to evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close the achievement gaps.

Electronic delivery of postsecondary information, technical assistance and data, along with web enhancement of the Annual Application and Request for Qualifications (RFQ) for leadership grants, reinforce the core indicators and the need for accountability and can be accessed on the Internet at <http://www.theccb.state.tx.us/OS/Grants/Perkins/perkdata/>

- **State's assessment of the data quality:** Most of the data used for the Texas secondary performance measures is drawn from the Public Education Information Management System (PEIMS), which has been in existence for more than 25 years and is annually updated and refined. Because the performance measures are based on accuracy of PEIMS data, Texas has focused on strategies to improve the quality of data reported by districts.

The data used for the postsecondary measures are drawn from the Coordinating Board Management (CBM) reports system, which has been in existence since 1973 and is constantly refined and improved. All college and university registrars and research personnel provide feedback into the system and it is considered to be highly effective. All data are certified by the college presidents as being accurate. Texas is confident that the postsecondary data is of the highest quality.

- **State activities to improve data quality:** TEA provides technical assistance in improving the quality of data at the district level through presentations at conferences and workshops, and by training ESC CTE specialists in data collection procedures. In the past, some districts have underreported enrollment of coherent sequence course takers. Beginning with the 1999-2000 school year, the Agency based five percent of district Perkins allocations on the number of CTE coherent sequence students the district reports. This practice seems to have improved data integrity, however significant progress is being made in data quality with the implementation of the state performance based monitoring system. Placement data is based on linkages and administrative record exchanges with the wage and unemployment records system and public postsecondary enrollment records. Military records are currently not available, so data is not captured for those students who are employed in the military.
- At the postsecondary level, the Educational Data Center (EDC), the Perkins Grants Administration office, and Institutional Effectiveness office of the THECB work together to provide technical assistance workshops throughout the state to college reporting officials so that the college data will be accurately reported. All data is processed electronically from the colleges directly to the EDC where professional staff members process it and prepare numerous reports. The reports must clear several edits and certification before the data is finally considered complete. The quality of data is very high. Changes in core measures can only be implemented if the CBM reporting system is modified because the Texas Legislature has mandated a reduction in college reporting requirements.

Significant progress has been made in linking secondary and postsecondary databases to provide longitudinal data on students from pre-kindergarten to post-graduate education. Moreover, UI wage records are obtained via administrative record exchange with the Texas Workforce Commission, allowing the collection of outcomes information on the success of graduates in the workforce.

The following improvement strategies will be applied to improve performance under all core indicators:

Secondary Education

- TEA will continue to improve the quality of professional development activities to ensure that educators have the academic knowledge and technical skills they need to help students improve their educational preparation.
- CTE student performance will be evaluated based on core performance indicators and districts with high percentages of CTE students who do not perform well or graduate will be identified and monitored.

- Districts that demonstrate the need to improve the completion and graduation rates for students in their CTE programs must include strategies for addressing these areas in their district improvement plans.
- Collaboration will continue with other programs that serve special population students, including Bilingual and Special Education, to ensure that the needs of special population students are being met in CTE classes. TEA will promote coordination and collaboration at the district level through presentations during professional development conferences.
- TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation and postsecondary education and/or training.
- District performance on Perkins indicators will be made available through the Career and Technical Education Reports (CTER) online system.
- TEA will develop policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement.
- TEA will continue to collaborate with the THECB on identifying and promoting statewide articulated Advanced Technical Credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

- Require that colleges review core indicator data and perform a self-evaluation as part of the Annual Application for the Basic Grant.
- Establish and maintain four areas of funding for leadership grants: professional development, curriculum development, PK-16 Partnerships, and recruitment and retention issues. Annually the four leadership committees review project successes, modify their strategic plan, and recommend new priority topics for the following year's RFQ process.
- Focus on priority topics as determined by the leadership consortia and based on the state strategic plan for Perkins implementation in the annual Request for Quotes (RFQ) for state leadership funds.
- Based on the Texas strategic plan for Perkins implementation developed for the improvement of technical education in community colleges, continue the consortium approach for state leadership projects, providing direction of individual projects and focusing on the improvement of the core Perkins indicators.
- Provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures.
<http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>
- Evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.
- Provide at least 10 STARLINK teleconferences and other technical assistance workshops throughout the state.

- Provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.
- Seek technical support to develop new strategies for the recruitment of students into non-traditional career programs.
- Provide information concerning WIA and other federal legislation quality measures to participating colleges and agencies.
- Evaluate 25% of all the technical programs each year and provide state maintained databases so that all colleges have baseline data and trend data of their performance.
- Align the Perkins measures with the Texas Higher Education Strategic Plan *Closing the Gaps* by 2015.

V. Monitoring Follow-up

The State of Texas received a Full Monitoring visit in April, 2006. The monitoring findings have been addressed and corrected. The response document is included in Attachment L. The suggested improvement strategies are being considered and/or implemented during the development of the Perkins Transition Plan for 2007-08.

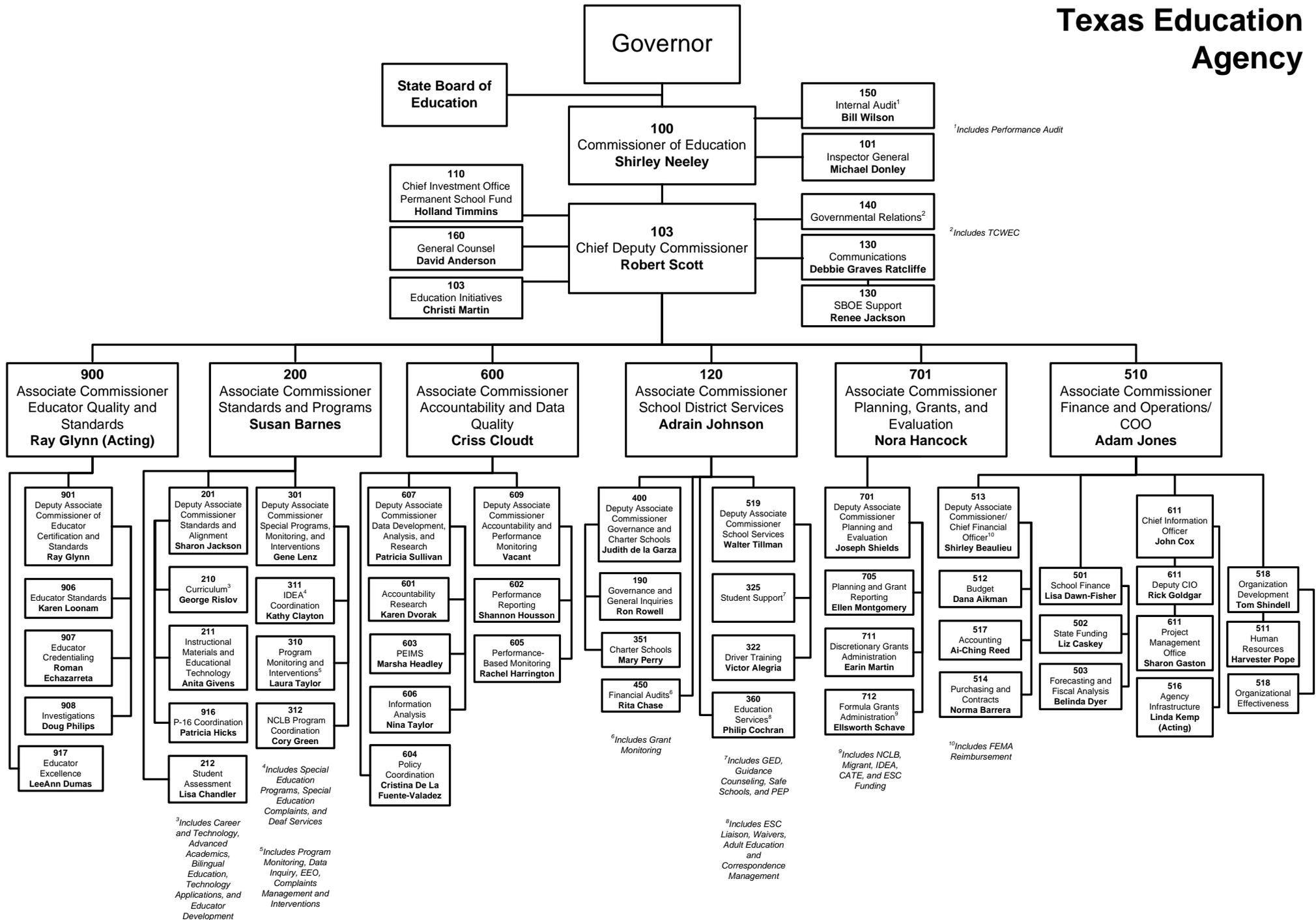
VI. WIA Incentive Grant

Texas did not receive WIA Incentive Grants during 2004-05 or 2005-06.

Attachments

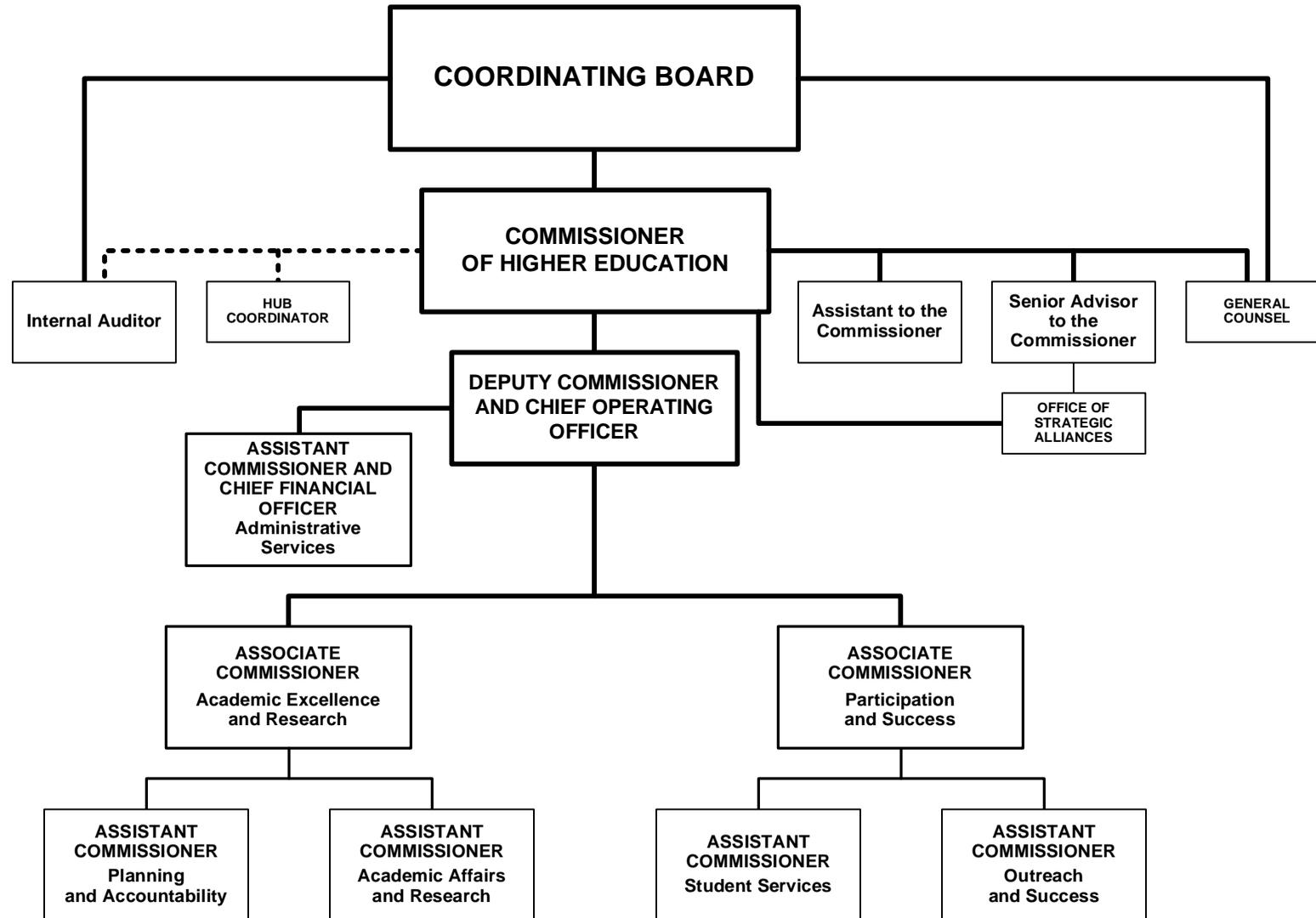
- Attachment A – TEA Organizational Chart
- Attachment B – THECB Organizational Charts
- Attachment C – Perkins Secondary Eligible Recipients, 2005-06
- Attachment D – TEA Discretionary Projects, 2005-06
- Attachment E – Perkins Postsecondary Eligible Recipients, 2005-06
- Attachment F – THECB Discretionary Projects, 2005-06
- Attachment G – Tech Prep Consortia
- Attachment H – Perkins Secondary Application
- Attachment I – Perkins Postsecondary Application
- Attachment J – Perkins Core Indicator Definitions
- Attachment K – Performance Measure Definitions
- Attachment L – Monitoring Visit

Texas Education Agency

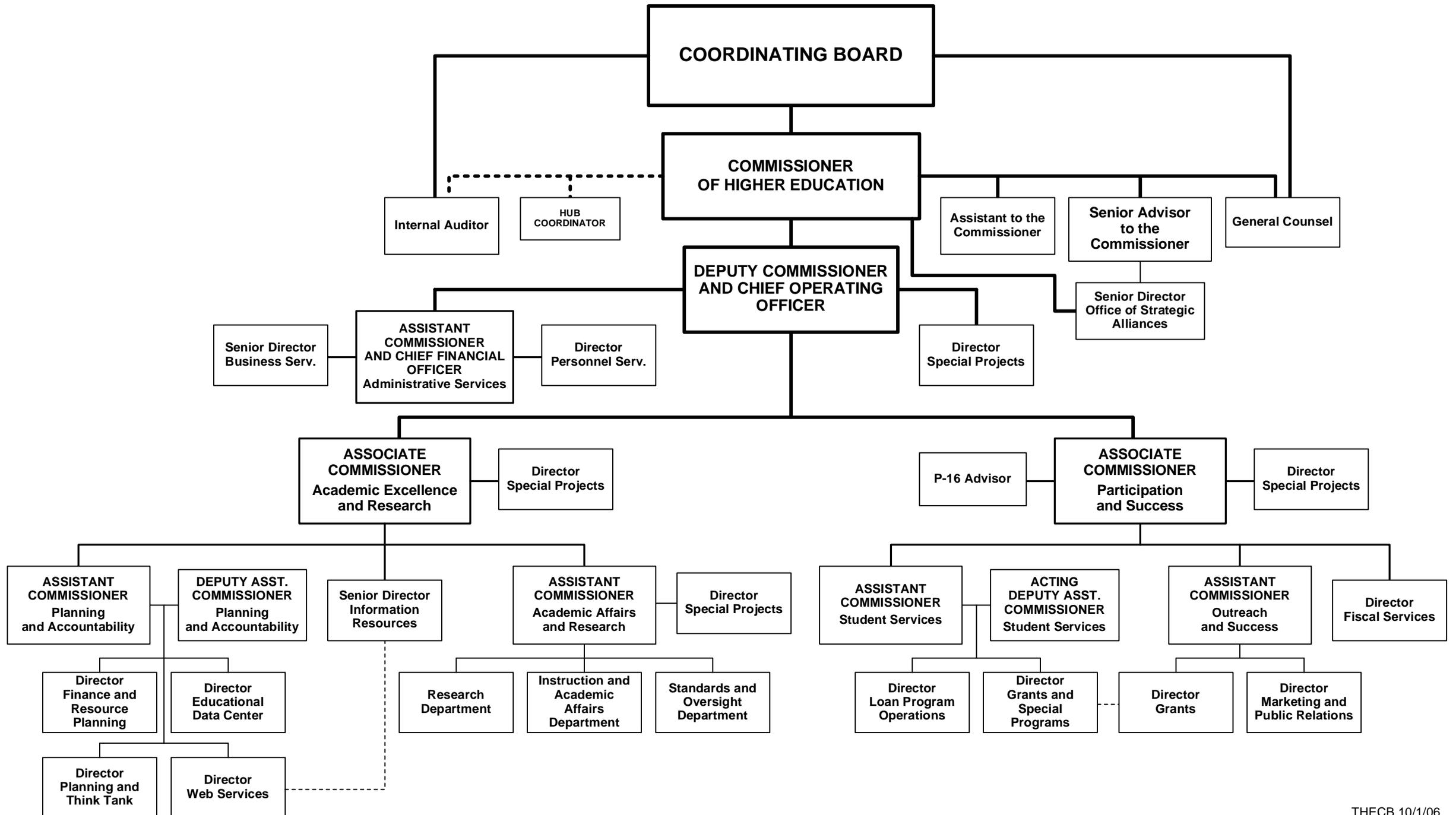


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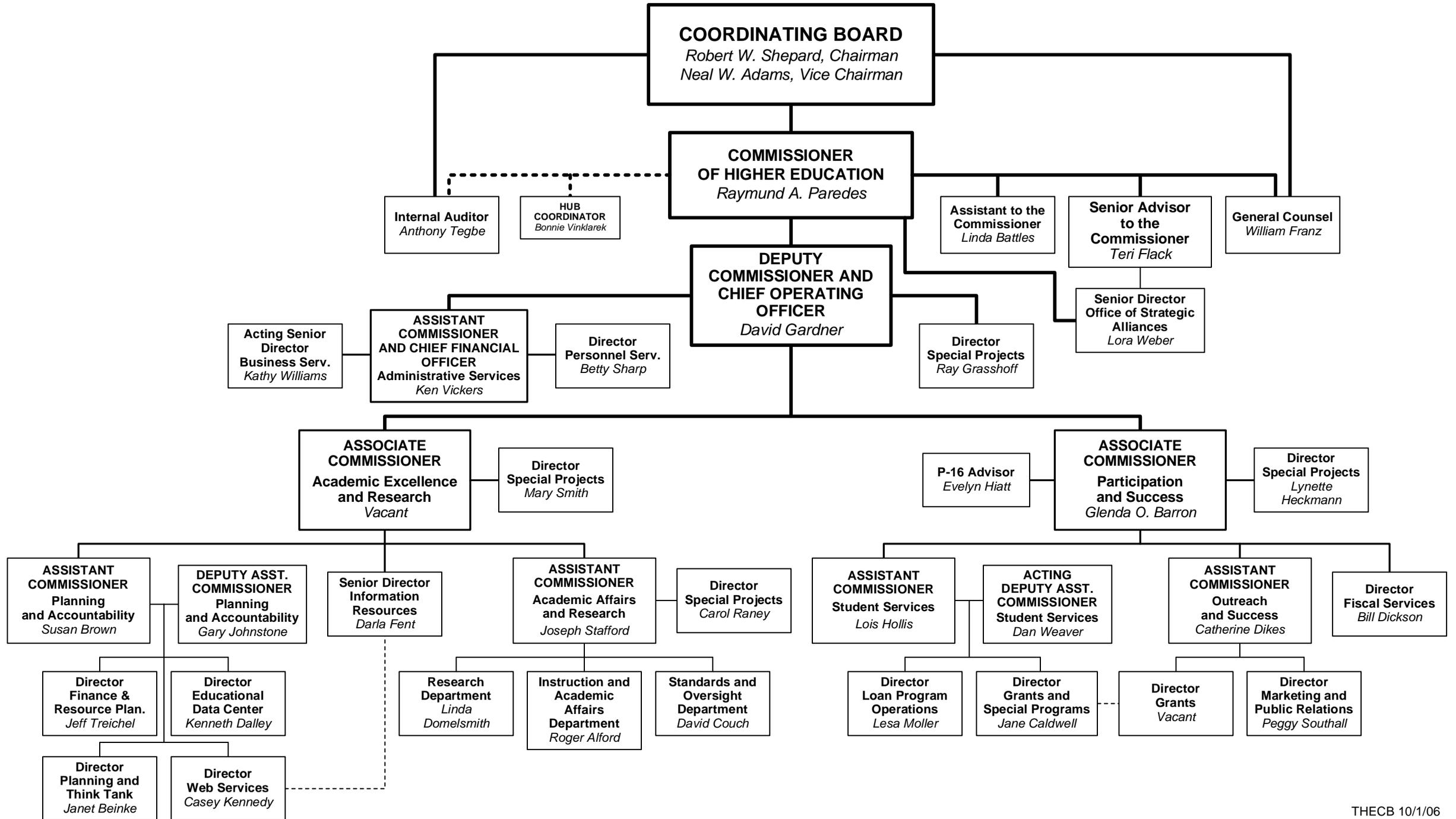
Texas Higher Education Coordinating Board



Texas Higher Education Coordinating Board

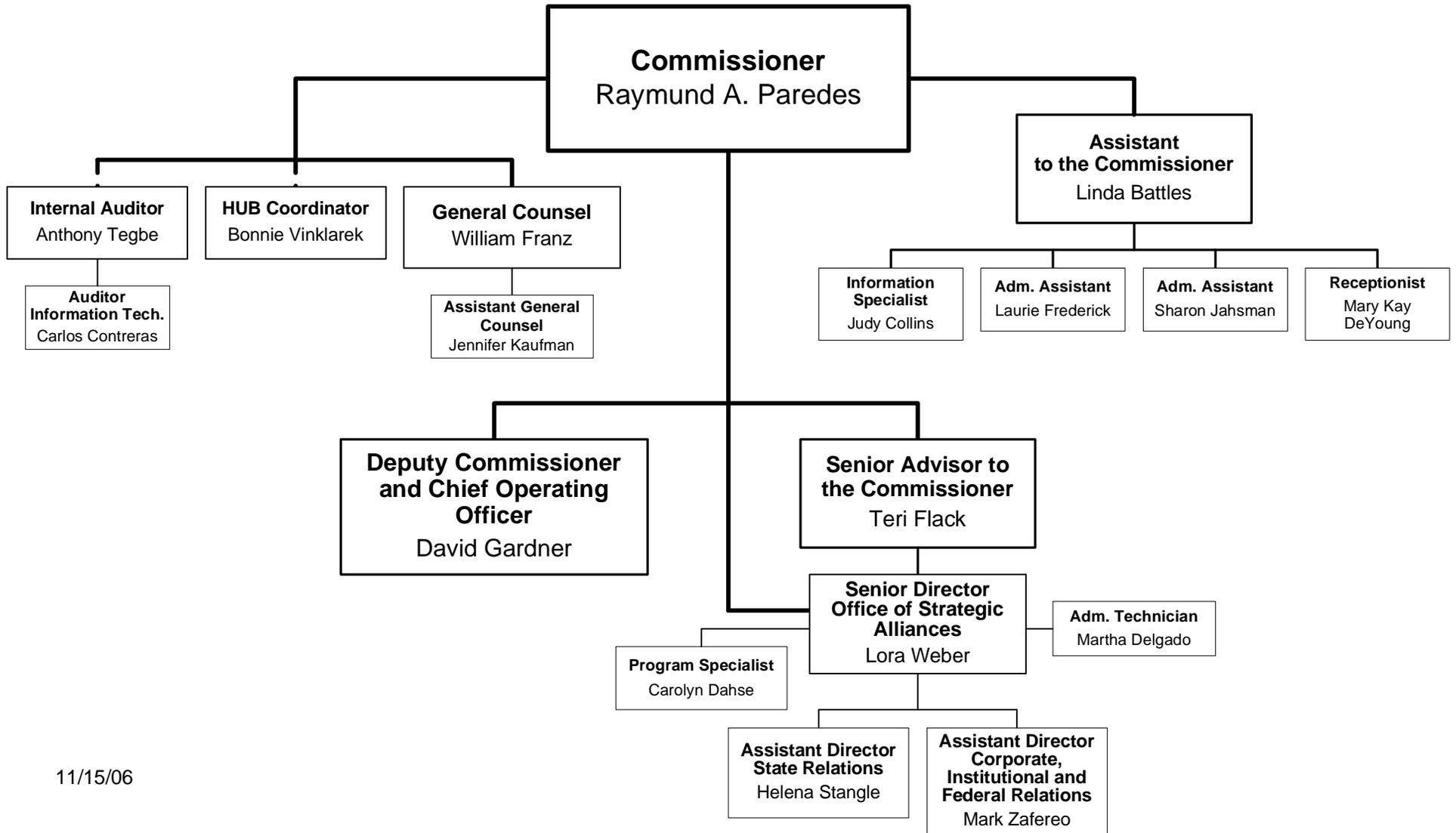


Texas Higher Education Coordinating Board



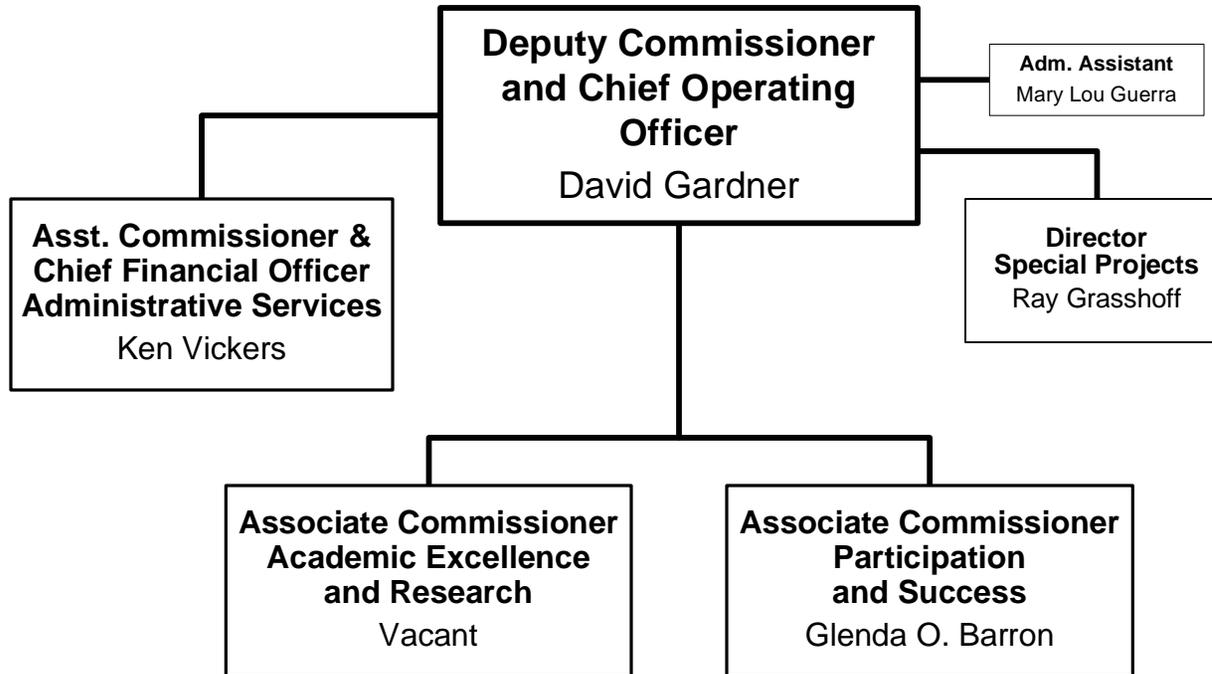
TEXAS HIGHER EDUCATION COORDINATING BOARD

Commissioner's Office



TEXAS HIGHER EDUCATION COORDINATING BOARD

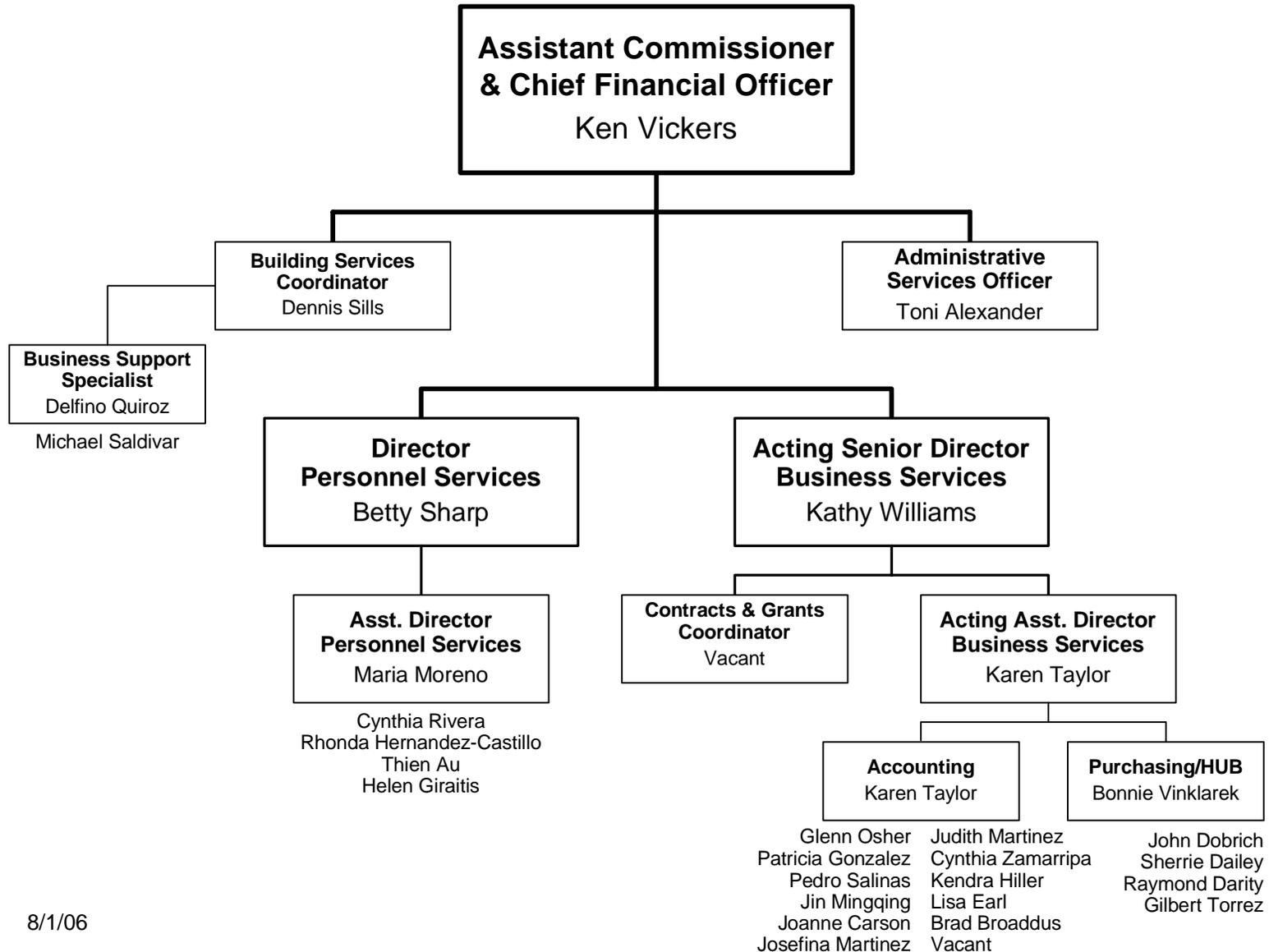
Deputy Commissioner's Office



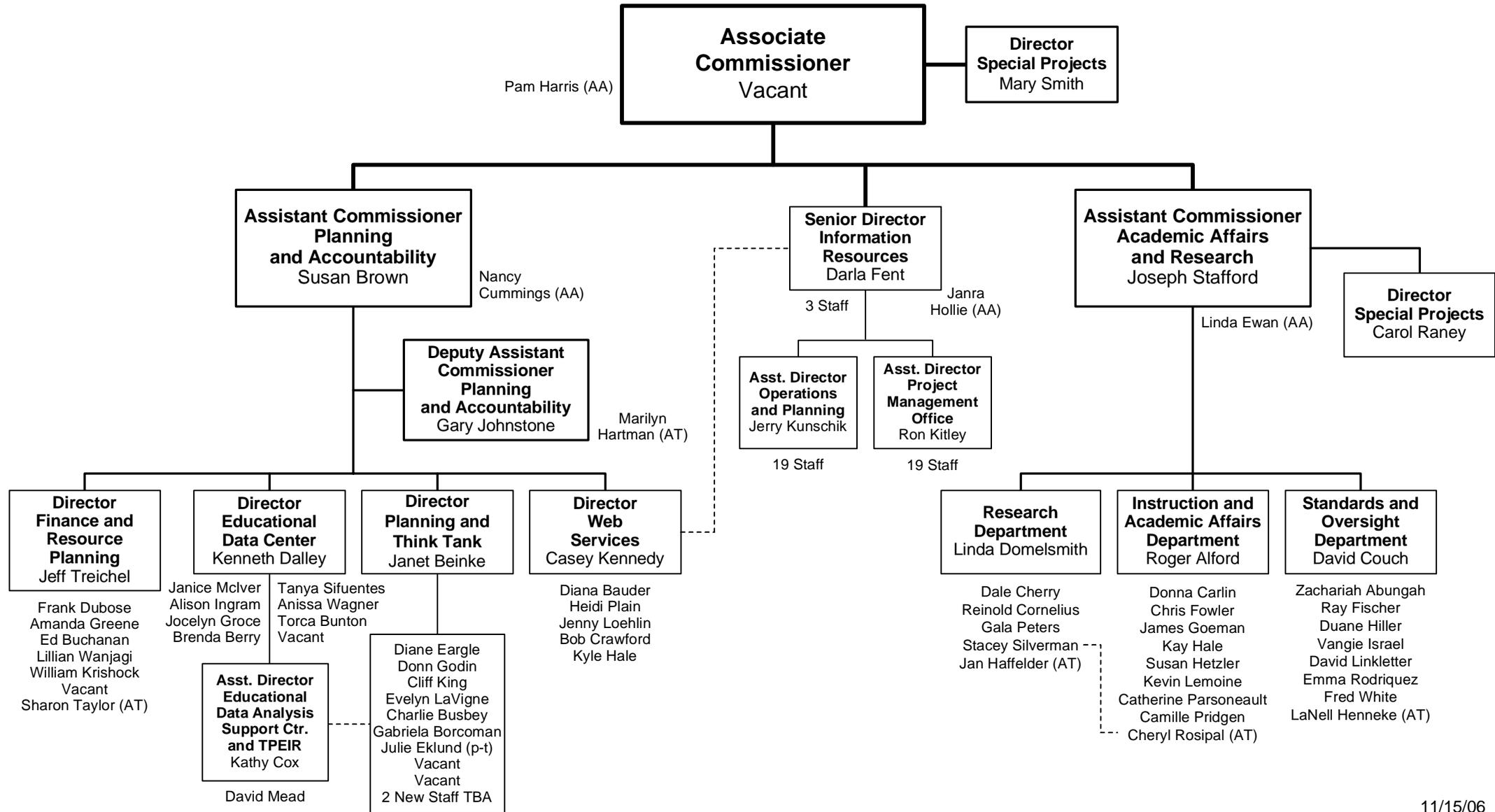
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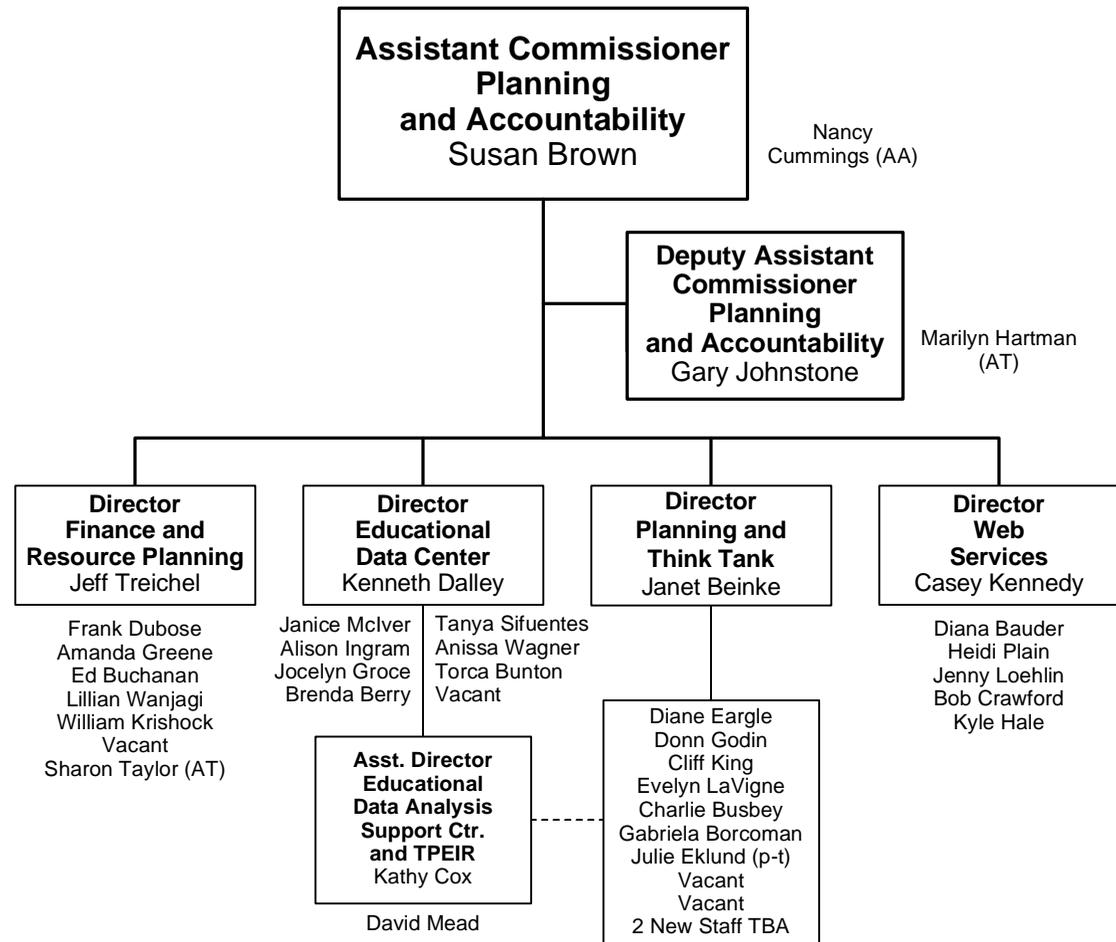


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Academic Excellence and Research



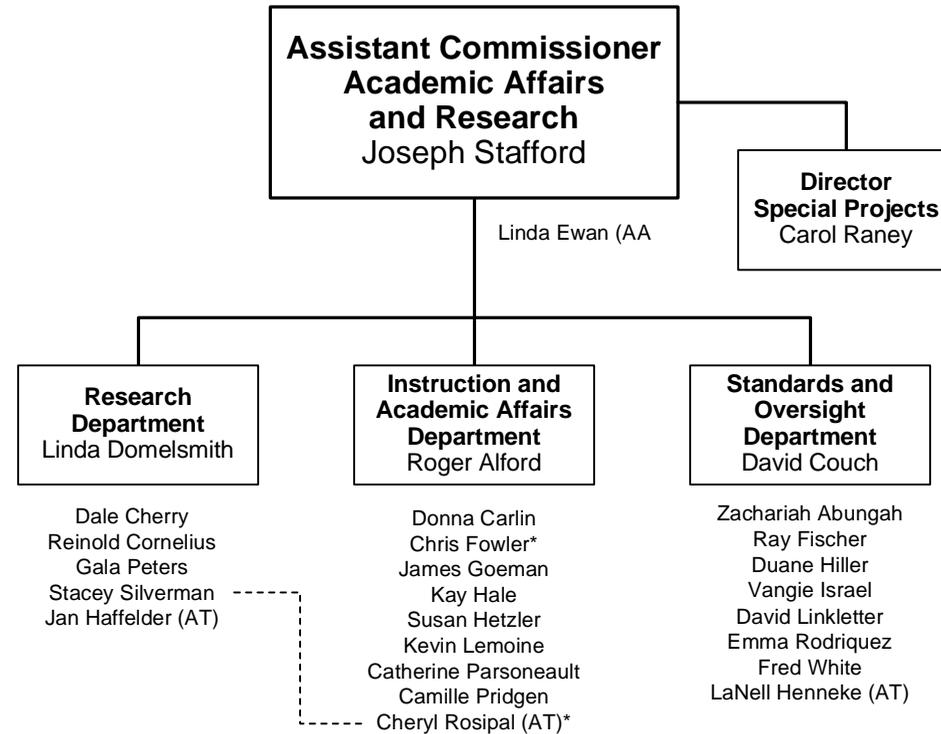
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Planning and Accountability Division
of Academic Excellence and Research



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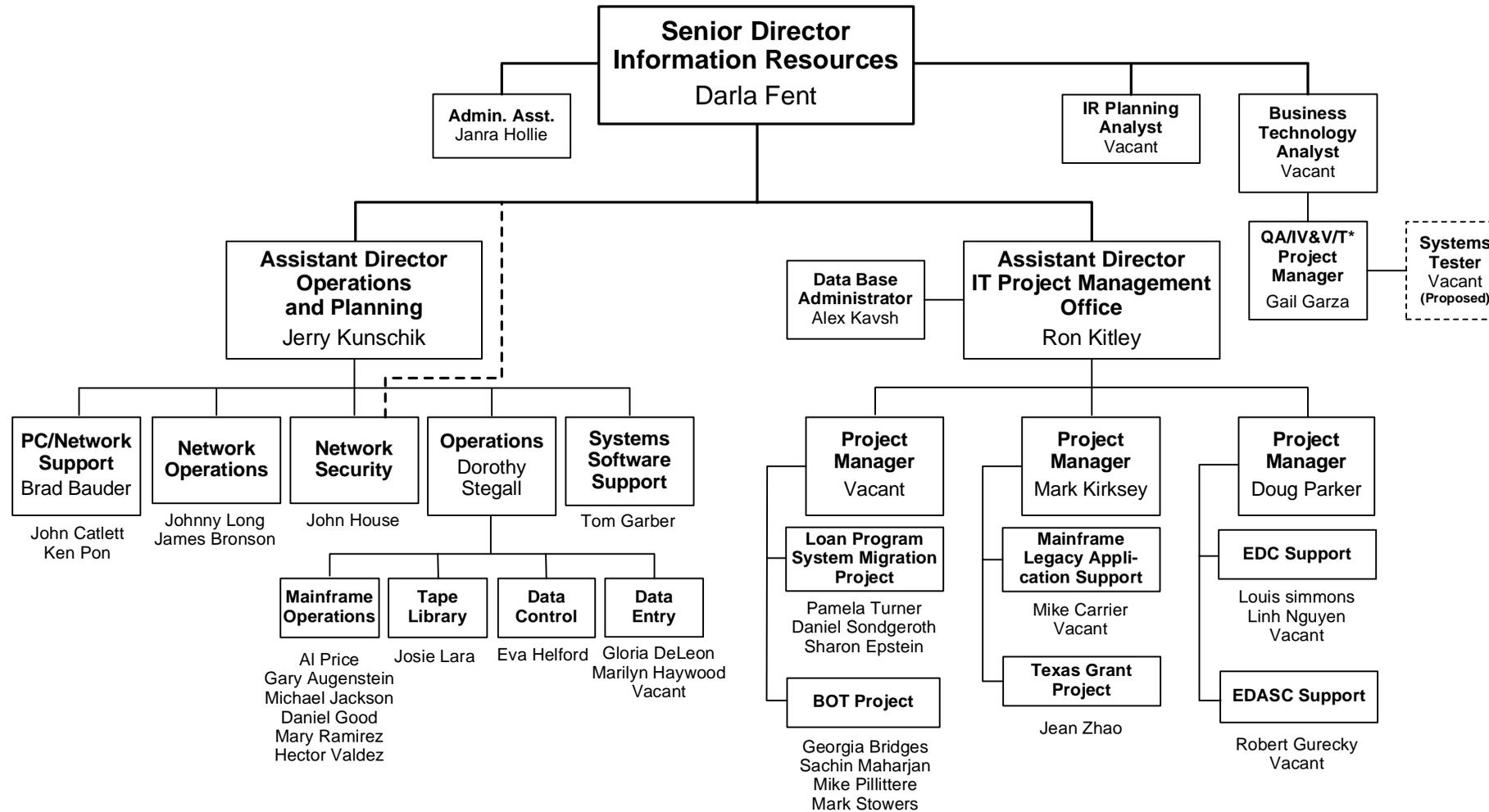
Academic Affairs and Research Division
of Academic Excellence and Research



*Funds management functions under the leadership of Linda Domelsmith

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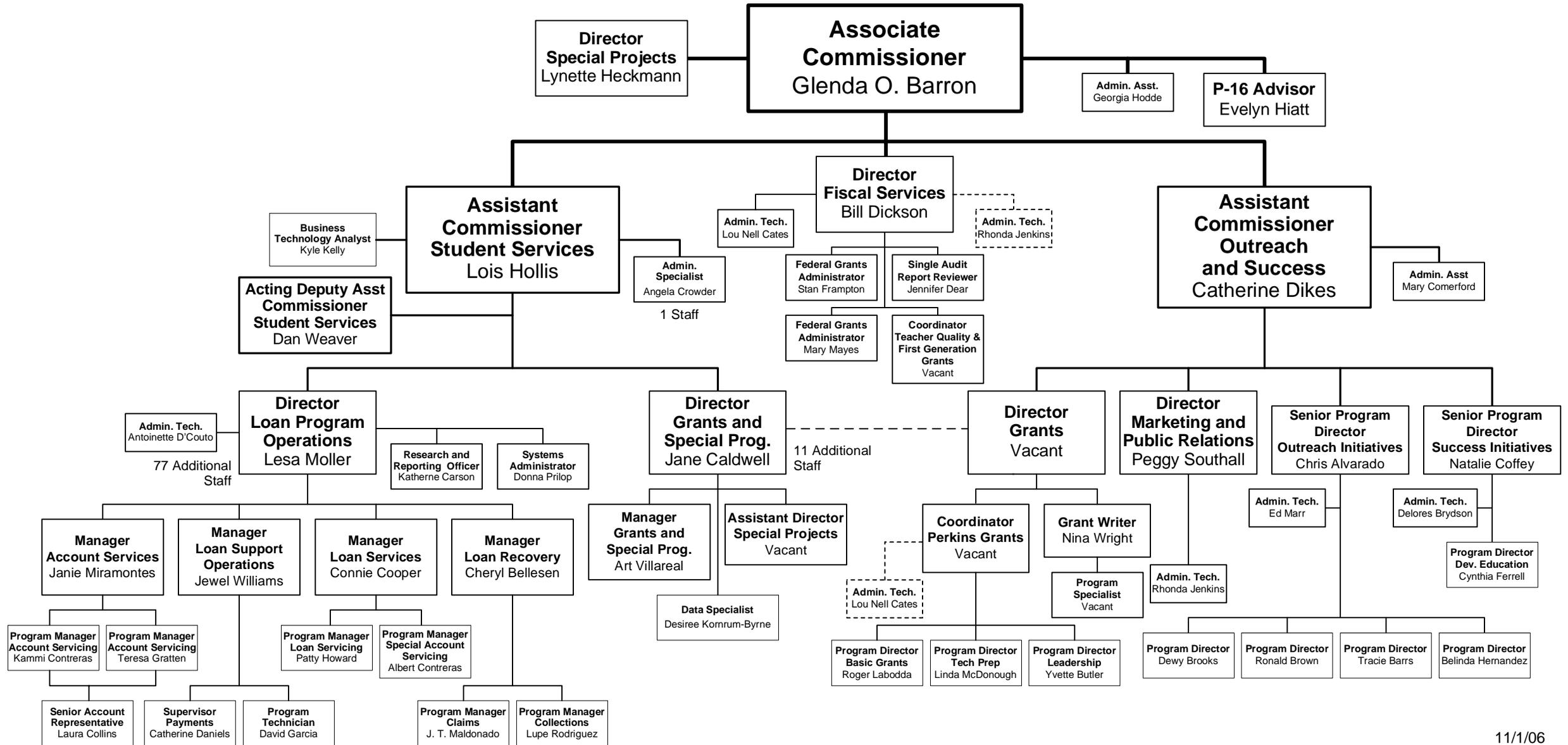
**Information Resources
of Academic Excellence and Research**



*Quality Assurance/Independent Verification and Validation/Testing

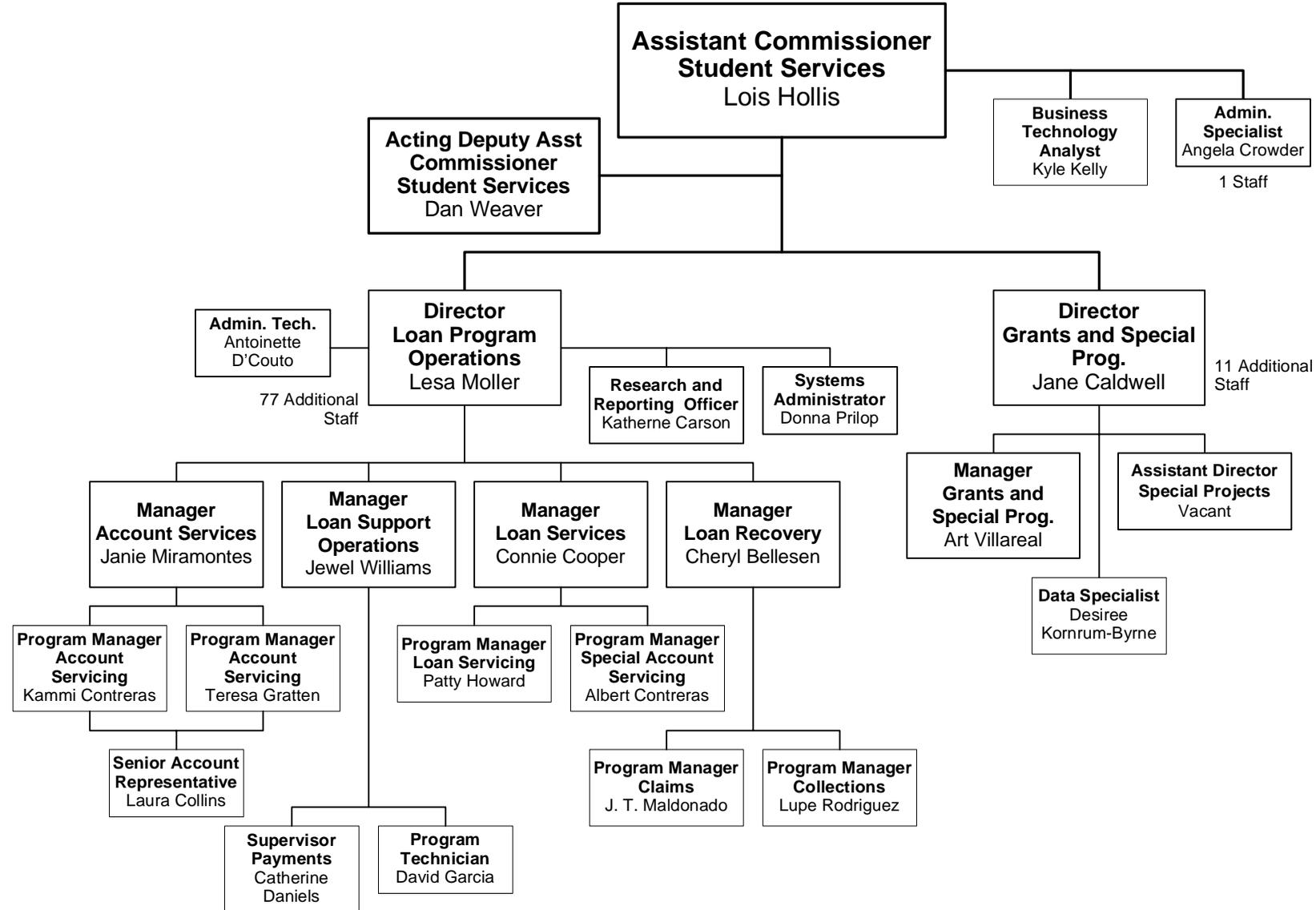
TEXAS HIGHER EDUCATION COORDINATING BOARD

Participation and Success



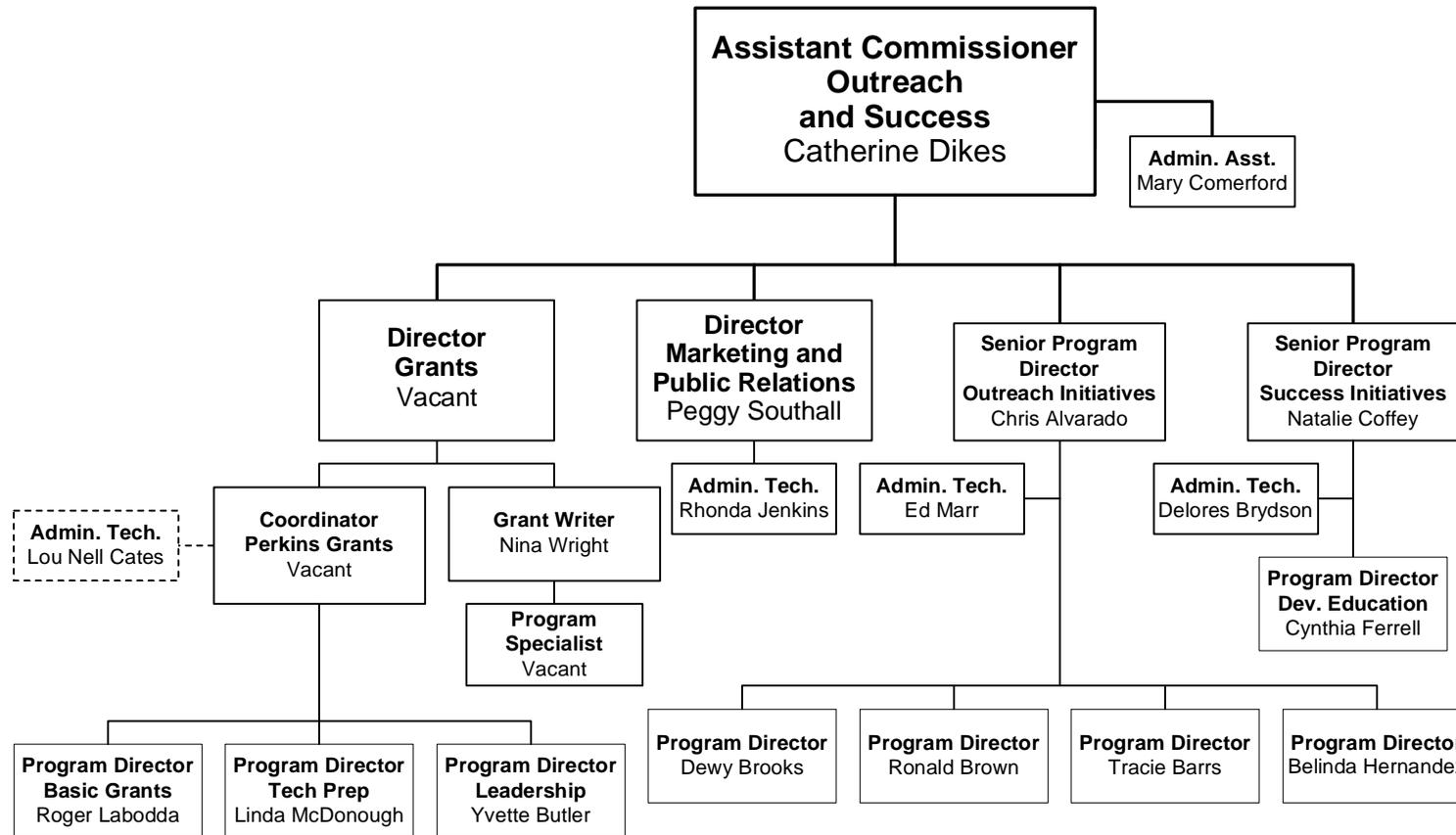
TEXAS HIGHER EDUCATION COORDINATING BOARD

**Student Services Division
of Participation and Success**



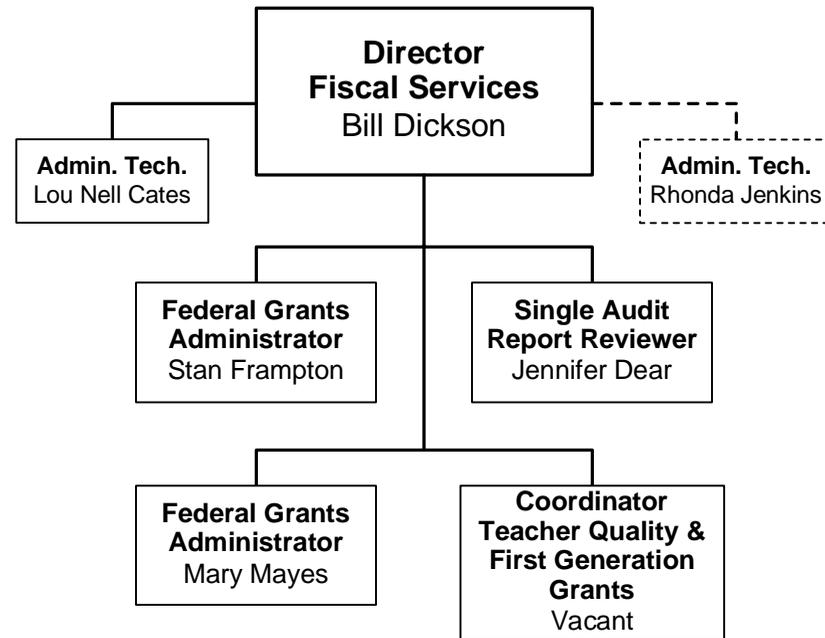
TEXAS HIGHER EDUCATION COORDINATING BOARD

**Outreach and Success Division
of Participation and Success**



TEXAS HIGHER EDUCATION COORDINATING BOARD

**Fiscal Services
of Participation and Success**



Attachment C

2005-06 Perkins Allocations to Eligible Recipients

Note: Reallocation funds include both 2004-05 and 2005-06 funds.

District Number	District Name	Original Allocation	Reallocation	Maximum Entitlement
001902	CAYUGA ISD	\$5,454	\$621	\$6,075
001903	ELKHART ISD	\$9,704	\$1,103	\$10,807
001904	FRANKSTON ISD	\$9,967	\$1,133	\$11,100
001906	NECHES ISD	\$2,320	\$264	\$2,584
001907	PALESTINE ISD	\$48,932	\$5,553	\$54,485
001908	WESTWOOD ISD	\$15,703	\$1,789	\$17,492
001909	SLOCUM ISD	\$3,739	\$425	\$4,164
002901	ANDREWS ISD	\$27,808	\$3,157	\$30,965
003902	HUDSON ISD	\$18,934	\$2,155	\$21,089
003903	LUFKIN ISD	\$107,685	\$12,245	\$119,930
003904	HUNTINGTON ISD	\$18,931	\$2,155	\$21,086
003905	DIBOLL ISD	\$25,179	\$2,857	\$28,036
003906	ZAVALLA ISD	\$6,446	\$733	\$7,179
003907	CENTRAL ISD	\$13,936	\$1,590	\$15,526
004901	ARANSAS COUNTY ISD	\$48,662	\$5,523	\$54,185
005901	ARCHER CITY ISD	\$3,960	\$448	\$4,408
005902	HOLLIDAY ISD	\$7,120	\$811	\$7,931
005903	MEGARGEL ISD	\$554	\$63	\$617
005904	WINDTHORST ISD	\$2,386	\$273	\$2,659
006902	CLAUDE ISD	\$3,267	\$372	\$3,639
007901	CHARLOTTE ISD	\$7,348	\$833	\$8,181
007902	JOURDANTON ISD	\$15,207	\$1,734	\$16,941
007904	LYTLE ISD	\$16,522	\$1,877	\$18,399
007905	PLEASANTON ISD	\$42,481	\$4,830	\$47,311
007906	POTEET ISD	\$22,272	\$2,528	\$24,800
008901	BELLVILLE ISD	\$16,988	\$1,938	\$18,926
008902	SEALY ISD	\$20,872	\$2,380	\$23,252
008903	BRAZOS ISD	\$7,633	\$869	\$8,502
009901	MULESHOE ISD	\$17,534	\$1,992	\$19,526
010901	MEDINA ISD	\$3,554	\$403	\$3,957
010902	BANDERA ISD	\$32,323	\$3,680	\$36,003
011901	BASTROP ISD	\$70,703	\$8,066	\$78,769
011902	ELGIN ISD	\$31,048	\$3,532	\$34,580
011904	SMITHVILLE ISD	\$19,178	\$2,179	\$21,357
012901	SEYMOUR ISD	\$8,828	\$1,003	\$9,831
013901	BEEVILLE ISD	\$59,349	\$6,749	\$66,098
013903	PETTUS ISD	\$4,431	\$506	\$4,937
013905	SKIDMORE-TYNAN ISD	\$8,261	\$938	\$9,199
014801	RICHARD MILBURN ACADEMY-KILLEEN	\$971	\$110	\$1,081
014802	TRANSFORMATIVE CHARTER ACADEMY	\$437	\$49	\$486
014901	ACADEMY ISD	\$7,241	\$825	\$8,066
014902	BARTLETT ISD	\$8,151	\$926	\$9,077
014903	BELTON ISD	\$66,066	\$7,520	\$73,586
014905	HOLLAND ISD	\$6,845	\$780	\$7,625
014906	KILLEEN ISD	\$309,757	\$35,253	\$345,010
014907	ROGERS ISD	\$8,740	\$993	\$9,733

014908	SALADO ISD	\$6,152	\$700	\$6,852
014909	TEMPLE ISD	\$112,578	\$12,792	\$125,370
014910	TROY ISD	\$9,726	\$1,111	\$10,837
015801	POR VIDA ACAD CHARTER H S	\$3,857	\$437	\$4,294
015802	GEORGE GERVIN ACADEMY	\$6,251	\$709	\$6,960
015806	SCHOOL OF EXCELLENCE IN EDUCATION	\$19,652	\$2,229	\$21,881
015807	SOUTHWEST PREPARATORY SCHOOL	\$15,738	\$1,785	\$17,523
015810	CAREER PLUS LEARNING ACADEMY	\$715	\$81	\$796
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	\$1,826	\$207	\$2,033
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	\$2,742	\$310	\$3,052
015815	RADIANCE ACADEMY OF LEARNING	\$4,021	\$457	\$4,478
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	\$4,958	\$562	\$5,520
015817	SAN ANTONIO CAN! HIGH SCHOOL	\$2,645	\$299	\$2,944
015819	SHEKINAH RADIANCE ACADEMY	\$4,779	\$542	\$5,321
015823	SAN ANTONIO TECHNOLOGY ACADEMY	\$1,650	\$187	\$1,837
015901	ALAMO HEIGHTS ISD	\$25,575	\$2,919	\$28,494
015904	HARLANDALE ISD	\$234,220	\$26,595	\$260,815
015905	EDGEWOOD ISD	\$242,751	\$27,600	\$270,351
015906	RANDOLPH FIELD ISD	\$4,213	\$482	\$4,695
015907	SAN ANTONIO ISD	\$1,073,920	\$121,996	\$1,195,916
015908	SOUTH SAN ANTONIO ISD	\$157,929	\$17,936	\$175,865
015909	SOMERSET ISD	\$42,650	\$4,837	\$47,487
015910	NORTH EAST ISD	\$470,856	\$53,669	\$524,525
015911	EAST CENTRAL ISD	\$75,885	\$8,624	\$84,509
015912	SOUTHWEST ISD	\$172,020	\$19,533	\$191,553
015913	LACKLAND ISD	\$2,162	\$246	\$2,408
015914	FT SAM HOUSTON ISD	\$7,047	\$803	\$7,850
015915	NORTHSIDE ISD	\$638,019	\$72,673	\$710,692
015916	JUDSON ISD	\$157,650	\$17,958	\$175,608
015917	SOUTHSIDE ISD	\$72,099	\$8,197	\$80,296
016901	JOHNSON CITY ISD	\$6,984	\$796	\$7,780
016902	BLANCO ISD	\$9,599	\$1,093	\$10,692
017901	BORDEN COUNTY ISD	\$1,427	\$163	\$1,590
018901	CLIFTON ISD	\$10,833	\$1,232	\$12,065
018902	MERIDIAN ISD	\$4,306	\$489	\$4,795
018903	MORGAN ISD	\$535	\$60	\$595
018904	VALLEY MILLS ISD	\$4,006	\$454	\$4,460
018905	WALNUT SPRINGS ISD	\$4,989	\$566	\$5,555
018906	IREDELL ISD	\$1,852	\$210	\$2,062
018907	KOPPERL ISD	\$3,475	\$395	\$3,870
018908	CRANFILLS GAP ISD	\$2,344	\$266	\$2,610
019901	DEKALB ISD	\$15,047	\$1,710	\$16,757
019902	HOOKS ISD	\$10,876	\$1,235	\$12,111
019903	MAUD ISD	\$4,373	\$499	\$4,872
019905	NEW BOSTON ISD	\$13,261	\$1,508	\$14,769
019906	REDWATER ISD	\$8,455	\$966	\$9,421
019907	TEXARKANA ISD	\$84,255	\$9,561	\$93,816
019908	LIBERTY-EYLAU ISD	\$33,661	\$3,826	\$37,487
019909	SIMMS ISD	\$6,307	\$719	\$7,026
019912	PLEASANT GROVE ISD	\$12,341	\$1,408	\$13,749
020901	ALVIN ISD	\$112,268	\$12,809	\$125,077
020902	ANGLETON ISD	\$61,801	\$7,048	\$68,849

020904	DANBURY ISD	\$5,989	\$678	\$6,667
020905	BRAZOSPORT ISD	\$120,009	\$13,653	\$133,662
020906	SWEENEY ISD	\$18,459	\$2,105	\$20,564
020907	COLUMBIA-BRAZORIA ISD	\$33,258	\$3,779	\$37,037
020908	PEARLAND ISD	\$77,192	\$8,823	\$86,015
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	\$2,812	\$319	\$3,131
021901	COLLEGE STATION ISD	\$66,361	\$7,578	\$73,939
021902	BRYAN ISD	\$176,231	\$20,048	\$196,279
022901	ALPINE ISD	\$14,146	\$1,612	\$15,758
022902	MARATHON ISD		\$3,644	\$3,644
023902	SILVERTON ISD	\$2,613	\$299	\$2,912
024901	BROOKS COUNTY ISD	\$30,862	\$3,503	\$34,365
025901	BANGS ISD	\$10,623	\$1,209	\$11,832
025902	BROWNWOOD ISD	\$52,767	\$5,992	\$58,759
025904	BLANKET ISD	\$2,828	\$320	\$3,148
025905	MAY ISD	\$2,721	\$308	\$3,029
025906	ZEPHYR ISD	\$2,000	\$225	\$2,225
025908	BROOKESMITH ISD	\$1,066	\$121	\$1,187
025909	EARLY ISD	\$9,740	\$1,106	\$10,846
026901	CALDWELL ISD	\$19,931	\$2,268	\$22,199
026902	SOMERVILLE ISD	\$8,957	\$1,021	\$9,978
026903	SNOOK ISD	\$6,386	\$724	\$7,110
027903	BURNET CONS ISD	\$29,848	\$3,391	\$33,239
027904	MARBLE FALLS ISD	\$43,436	\$4,948	\$48,384
028902	LOCKHART ISD	\$47,953	\$5,440	\$53,393
028903	LULING ISD	\$17,238	\$1,957	\$19,195
028906	PRAIRIE LEA ISD	\$2,325	\$264	\$2,589
029901	CALHOUN CO ISD	\$47,005	\$5,347	\$52,352
030901	CROSS PLAINS ISD	\$6,244	\$708	\$6,952
030902	CLYDE CONS ISD	\$15,116	\$1,722	\$16,838
030903	BAIRD ISD	\$5,296	\$603	\$5,899
030906	EULA ISD	\$5,557	\$632	\$6,189
031901	BROWNSVILLE ISD	\$808,616	\$91,863	\$900,479
031903	HARLINGEN CONS ISD	\$263,847	\$29,987	\$293,834
031905	LA FERIA ISD	\$52,325	\$5,939	\$58,264
031906	LOS FRESNOS CISD	\$157,455	\$17,861	\$175,316
031909	POINT ISABEL ISD	\$40,414	\$4,598	\$45,012
031911	RIO HONDO ISD	\$34,298	\$3,889	\$38,187
031912	SAN BENITO CONS ISD	\$174,846	\$19,852	\$194,698
031913	SANTA MARIA ISD	\$13,537	\$1,537	\$15,074
031914	SANTA ROSA ISD	\$25,067	\$2,849	\$27,916
031916	SOUTH TEXAS ISD	\$61,134	\$6,959	\$68,093
032902	PITTSBURG ISD	\$29,569	\$3,355	\$32,924
033901	GROOM ISD	\$1,396	\$159	\$1,555
033902	PANHANDLE ISD	\$6,514	\$744	\$7,258
033904	WHITE DEER ISD	\$3,202	\$366	\$3,568
034901	ATLANTA ISD	\$26,015	\$2,959	\$28,974
034902	AVINGER ISD	\$2,000	\$228	\$2,228
034903	HUGHES SPRINGS ISD	\$9,123	\$1,038	\$10,161
034905	LINDEN-KILDARE CONS ISD	\$11,452	\$1,304	\$12,756
034906	MCLEOD ISD	\$3,556	\$405	\$3,961
034907	QUEEN CITY ISD	\$11,234	\$1,280	\$12,514

034909	BLOOMBURG ISD	\$2,593	\$296	\$2,889
035901	DIMMITT ISD	\$19,931	\$2,265	\$22,196
035902	HART ISD	\$4,586	\$523	\$5,109
035903	NAZARETH ISD	\$1,236	\$140	\$1,376
036901	ANAHUAC ISD	\$13,393	\$1,522	\$14,915
036902	BARBERS HILL ISD	\$10,924	\$1,243	\$12,167
036903	EAST CHAMBERS ISD	\$12,426	\$1,415	\$13,841
037901	ALTO ISD	\$9,794	\$1,113	\$10,907
037904	JACKSONVILLE ISD	\$56,657	\$6,429	\$63,086
037907	RUSK ISD	\$26,614	\$3,023	\$29,637
037908	NEW SUMMERFIELD ISD	\$7,093	\$804	\$7,897
037909	WELLS ISD	\$3,560	\$404	\$3,964
038901	CHILDRESS ISD	\$16,244	\$1,845	\$18,089
039901	BYERS ISD	\$1,107	\$125	\$1,232
039902	HENRIETTA ISD	\$10,112	\$1,153	\$11,265
039903	PETROLIA ISD	\$4,682	\$534	\$5,216
039904	BELLEVUE ISD	\$1,843	\$209	\$2,052
039905	MIDWAY ISD	\$1,206	\$138	\$1,344
040901	MORTON ISD	\$8,846	\$1,005	\$9,851
040902	WHITEFACE CONS ISD	\$3,447	\$393	\$3,840
041901	BRONTE ISD	\$3,570	\$405	\$3,975
041902	ROBERT LEE ISD	\$3,184	\$362	\$3,546
042901	COLEMAN ISD	\$14,773	\$1,676	\$16,449
042903	SANTA ANNA ISD	\$3,336	\$378	\$3,714
042905	PANTHER CREEK CONS ISD	\$2,022	\$229	\$2,251
042906	NOVICE ISD	\$796	\$91	\$887
043901	ALLEN ISD	\$64,325	\$7,333	\$71,658
043902	ANNA ISD	\$6,956	\$793	\$7,749
043903	CELINA ISD	\$9,155	\$1,042	\$10,197
043904	FARMERSVILLE ISD	\$10,965	\$1,248	\$12,213
043905	FRISCO ISD	\$38,717	\$4,419	\$43,136
043907	MCKINNEY ISD	\$103,581	\$11,790	\$115,371
043910	PLANO ISD	\$378,450	\$43,461	\$421,911
043911	PRINCETON ISD	\$17,864	\$2,028	\$19,892
043912	PROSPER ISD	\$7,557	\$862	\$8,419
043914	WYLIE ISD	\$31,688	\$3,617	\$35,305
043917	BLUE RIDGE ISD	\$4,317	\$490	\$4,807
043918	COMMUNITY ISD	\$9,915	\$1,131	\$11,046
044902	WELLINGTON ISD	\$7,560	\$856	\$8,416
044904	SAMNORWOOD ISD	\$478	\$56	\$534
045902	COLUMBUS ISD	\$17,395	\$1,977	\$19,372
045903	RICE CONS ISD	\$16,959	\$1,925	\$18,884
045905	WEIMAR ISD	\$7,052	\$804	\$7,856
046801	NANCY NEY CHARTER SCHOOL	\$1,692	\$192	\$1,884
046901	NEW BRAUNFELS ISD	\$53,114	\$6,037	\$59,151
046902	COMAL ISD	\$91,886	\$10,466	\$102,352
047901	COMANCHE ISD	\$15,746	\$1,789	\$17,535
047902	DE LEON ISD	\$11,002	\$1,251	\$12,253
047903	GUSTINE ISD	\$2,682	\$305	\$2,987
047905	SIDNEY ISD	\$989	\$111	\$1,100
048901	EDEN C I S D	\$4,236	\$483	\$4,719
048903	PAINT ROCK ISD	\$1,450	\$165	\$1,615

049901	GAINESVILLE ISD	\$39,505	\$4,488	\$43,993
049902	MUENSTER ISD	\$3,705	\$423	\$4,128
049903	VALLEY VIEW ISD	\$5,858	\$667	\$6,525
049905	CALLISBURG ISD	\$10,728	\$1,222	\$11,950
049906	ERA ISD	\$3,722	\$424	\$4,146
049907	LINDSAY ISD	\$2,417	\$276	\$2,693
050901	EVANT ISD	\$3,669	\$417	\$4,086
050902	GATESVILLE ISD	\$26,455	\$3,009	\$29,464
050904	OGLESBY ISD	\$1,361	\$156	\$1,517
050909	JONESBORO ISD	\$1,868	\$211	\$2,079
050910	COPPERAS COVE ISD	\$70,986	\$8,069	\$79,055
051901	PADUCAH ISD	\$4,512	\$514	\$5,026
052901	CRANE ISD	\$7,663	\$870	\$8,533
053001	CROCKETT CO CISD	\$8,248	\$935	\$9,183
054901	CROSBYTON ISD	\$6,348	\$721	\$7,069
054902	LORENZO ISD	\$7,644	\$869	\$8,513
054903	RALLS ISD	\$9,607	\$1,092	\$10,699
055901	CULBERSON COUNTY-ALLAMOORE ISD	\$9,294	\$1,055	\$10,349
056901	DALHART ISD	\$16,071	\$1,830	\$17,901
056902	TEXLINE ISD	\$1,725	\$196	\$1,921
057803	NORTH HILLS SCHOOL	\$3,301	\$375	\$3,676
057804	DALLAS CAN ACADEMY CHARTER	\$10,108	\$1,147	\$11,255
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	\$12,186	\$1,382	\$13,568
057818	I AM THAT I AM ACADEMY	\$1,839	\$209	\$2,048
057825	HONORS ACADEMY	\$16,387	\$1,858	\$18,245
057828	WINFREE ACADEMY	\$6,734	\$764	\$7,498
057832	ALPHA CHARTER SCHOOL	\$1,451	\$165	\$1,616
057833	EDUCATION CENTER INTERNATIONAL ACA	\$781	\$89	\$870
057834	EVOLUTION ACADEMY CHARTER SCHOOL	\$1,619	\$184	\$1,803
057903	CARROLLTON-FARMERS BRANCH ISD	\$202,046	\$23,024	\$225,070
057904	CEDAR HILL ISD	\$58,363	\$6,653	\$65,016
057905	DALLAS ISD	\$2,453,966	\$278,638	\$2,732,604
057906	DESOTO ISD	\$62,659	\$7,125	\$69,784
057907	DUNCANVILLE ISD	\$99,470	\$11,336	\$110,806
057909	GARLAND ISD	\$398,721	\$45,340	\$444,061
057910	GRAND PRAIRIE ISD	\$215,457	\$24,513	\$239,970
057912	IRVING ISD	\$259,514	\$29,468	\$288,982
057913	LANCASTER ISD	\$44,368	\$5,050	\$49,418
057914	MESQUITE ISD	\$259,897	\$29,573	\$289,470
057916	RICHARDSON ISD	\$325,182	\$37,118	\$362,300
057920	WILMER-HUTCHINS ISD	\$54,267	\$6,159	\$60,426
057922	COPPELL ISD	\$39,724	\$4,549	\$44,273
058902	DAWSON ISD	\$1,531	\$174	\$1,705
058905	KLONDIKE ISD	\$2,089	\$238	\$2,327
058906	LAMESA ISD	\$33,686	\$3,824	\$37,510
058909	SANDS CISD	\$2,464	\$279	\$2,743
059901	HEREFORD ISD	\$53,734	\$6,102	\$59,836
060902	COOPER ISD	\$11,368	\$1,293	\$12,661
060914	FANNINDEL ISD	\$3,109	\$354	\$3,463
061901	DENTON ISD	\$154,863	\$17,639	\$172,502
061902	LEWISVILLE ISD	\$271,126	\$31,001	\$302,127
061903	PILOT POINT ISD	\$15,379	\$1,748	\$17,127

061905	KRUM ISD	\$9,996	\$1,140	\$11,136
061906	PONDER ISD	\$6,194	\$705	\$6,899
061907	AUBREY ISD	\$7,481	\$853	\$8,334
061908	SANGER ISD	\$17,081	\$1,944	\$19,025
061910	ARGYLE ISD	\$7,351	\$840	\$8,191
061911	NORTHWEST ISD	\$52,197	\$5,931	\$58,128
061912	LAKE DALLAS ISD	\$22,078	\$2,523	\$24,601
061914	LITTLE ELM ISD	\$17,905	\$2,036	\$19,941
062901	CUERO ISD	\$22,059	\$2,509	\$24,568
062902	NORDHEIM ISD	\$880	\$101	\$981
062903	YOAKUM ISD	\$21,993	\$2,501	\$24,494
062904	YORKTOWN ISD	\$7,967	\$905	\$8,872
063903	SPUR ISD	\$3,809	\$434	\$4,243
063906	PATTON SPRINGS ISD	\$1,205	\$136	\$1,341
064903	CARRIZO SPRINGS CISD	\$44,528	\$5,053	\$49,581
065901	CLARENDON ISD	\$7,152	\$814	\$7,966
065902	HEDLEY ISD	\$1,539	\$175	\$1,714
066901	BENAVIDES ISD	\$8,510	\$966	\$9,476
066902	SAN DIEGO ISD	\$24,148	\$2,740	\$26,888
066903	FREER ISD	\$12,339	\$1,400	\$13,739
067902	CISCO ISD	\$12,724	\$1,447	\$14,171
067903	EASTLAND ISD	\$13,171	\$1,498	\$14,669
067904	GORMAN ISD	\$4,536	\$514	\$5,050
067907	RANGER ISD	\$5,739	\$654	\$6,393
067908	RISING STAR ISD	\$3,518	\$400	\$3,918
068801	RICHARD MILBURN ACADEMY - ECTOR CO	\$1,502	\$171	\$1,673
068901	ECTOR COUNTY ISD	\$313,810	\$35,619	\$349,429
069901	ROCKSPRINGS ISD	\$5,784	\$654	\$6,438
069902	NUECES CANYON CISD	\$6,637	\$751	\$7,388
070801	WAXAHACHIE FAITH FAMILY ACADEMY	\$3,092	\$351	\$3,443
070901	AVALON ISD	\$2,277	\$260	\$2,537
070903	ENNIS ISD	\$55,437	\$6,296	\$61,733
070905	FERRIS ISD	\$16,693	\$1,898	\$18,591
070907	ITALY ISD	\$5,482	\$626	\$6,108
070908	MIDLOTHIAN ISD	\$28,186	\$3,213	\$31,399
070909	MILFORD ISD	\$2,479	\$283	\$2,762
070910	PALMER ISD	\$8,987	\$1,021	\$10,008
070911	RED OAK ISD	\$30,294	\$3,449	\$33,743
070912	WAXAHACHIE ISD	\$65,684	\$7,482	\$73,166
070915	MAYPEARL ISD	\$6,140	\$698	\$6,838
071803	PASO DEL NORTE ACADEMY	\$3,816	\$433	\$4,249
071804	EL PASO ACADEMY	\$6,753	\$765	\$7,518
071901	CLINT ISD	\$130,681	\$14,864	\$145,545
071902	EL PASO ISD	\$1,069,379	\$121,409	\$1,190,788
071903	FABENS ISD	\$52,834	\$5,989	\$58,823
071904	SAN ELIZARIO ISD	\$81,939	\$9,288	\$91,227
071905	YSLETA ISD	\$667,576	\$75,786	\$743,362
071906	ANTHONY	\$10,770	\$1,223	\$11,993
071907	CANUTILLO ISD	\$91,443	\$10,390	\$101,833
071908	TORNILLO ISD	\$19,022	\$2,158	\$21,180
071909	SOCORRO ISD	\$390,360	\$44,390	\$434,750
072801	PARADIGM ACCELERATED SCHOOL	\$1,175	\$134	\$1,309

072902	DUBLIN ISD	\$23,193	\$2,634	\$25,827
072903	STEPHENVILLE	\$29,957	\$3,412	\$33,369
072908	HUCKABAY ISD	\$2,313	\$264	\$2,577
072909	LINGLEVILLE ISD	\$4,173	\$475	\$4,648
073901	CHILTON ISD	\$6,928	\$787	\$7,715
073903	MARLIN ISD	\$25,607	\$2,907	\$28,514
073905	ROSEBUD-LOTT ISD	\$12,851	\$1,461	\$14,312
074903	BONHAM ISD	\$24,691	\$2,806	\$27,497
074904	DODD CITY ISD	\$2,131	\$242	\$2,373
074905	ECTOR ISD	\$1,904	\$218	\$2,122
074907	HONEY GROVE ISD	\$6,880	\$780	\$7,660
074909	LEONARD ISD	\$7,245	\$823	\$8,068
074911	SAVOY ISD	\$1,966	\$224	\$2,190
074912	TRENTON ISD	\$4,310	\$489	\$4,799
074917	SAM RAYBURN ISD	\$2,908	\$330	\$3,238
075901	FLATONIA ISD	\$8,007	\$911	\$8,918
075902	LA GRANGE ISD	\$14,288	\$1,624	\$15,912
075903	SCHULENBURG ISD	\$6,069	\$690	\$6,759
075906	FAYETTEVILLE ISD	\$1,841	\$210	\$2,051
075908	ROUND TOP-CARMINE ISD	\$1,896	\$216	\$2,112
076903	ROBY CONS ISD	\$2,688	\$306	\$2,994
076904	ROTAN ISD	\$5,129	\$584	\$5,713
077901	FLOYDADA ISD	\$17,062	\$1,938	\$19,000
077902	LOCKNEY ISD	\$6,387	\$726	\$7,113
078901	CROWELL ISD	\$3,665	\$417	\$4,082
079901	LAMAR CONSOLIDATED ISD	\$152,295	\$17,330	\$169,625
079906	NEEDVILLE ISD	\$21,607	\$2,464	\$24,071
079907	FORT BEND ISD	\$359,611	\$40,903	\$400,514
079910	STAFFORD MUNICIPAL SCHOOL DISTRICT	\$22,882	\$2,600	\$25,482
080901	MOUNT VERNON ISD	\$16,702	\$1,900	\$18,602
081902	FAIRFIELD ISD	\$14,480	\$1,646	\$16,126
081904	TEAGUE ISD	\$12,019	\$1,364	\$13,383
081905	WORTHAM ISD	\$4,018	\$458	\$4,476
082902	DILLEY ISD	\$18,375	\$2,086	\$20,461
082903	PEARSALL ISD	\$36,156	\$4,106	\$40,262
083901	SEAGRAVES ISD	\$9,373	\$1,065	\$10,438
083902	LOOP ISD	\$1,878	\$214	\$2,092
083903	SEMINOLE ISD	\$36,771	\$4,175	\$40,946
084901	DICKINSON ISD	\$77,027	\$8,762	\$85,789
084902	GALVESTON ISD	\$138,590	\$15,778	\$154,368
084903	HIGH ISLAND ISD	\$1,459	\$166	\$1,625
084904	LA MARQUE ISD	\$49,249	\$5,599	\$54,848
084906	TEXAS CITY ISD	\$55,162	\$6,273	\$61,435
084908	HITCHCOCK ISD	\$18,321	\$2,087	\$20,408
084909	SANTA FE ISD	\$36,170	\$4,120	\$40,290
084910	CLEAR CREEK ISD	\$183,834	\$21,065	\$204,899
084911	FRIENDSWOOD ISD	\$27,375	\$3,133	\$30,508
085902	POST ISD	\$11,526	\$1,310	\$12,836
085903	SOUTHLAND ISD	\$1,804	\$206	\$2,010
086901	FREDERICKSBURG ISD	\$27,000	\$3,068	\$30,068
086902	HARPER ISD	\$3,720	\$424	\$4,144
087901	GLASSCOCK COUNTY ISD	\$3,599	\$409	\$4,008

088902	GOLIAD ISD	\$13,593	\$1,548	\$15,141
089901	GONZALES ISD	\$29,644	\$3,371	\$33,015
089903	NIXON-SMILEY CONS ISD	\$15,542	\$1,763	\$17,305
089905	WAELDER ISD	\$5,164	\$587	\$5,751
090902	LEFORS ISD	\$752	\$86	\$838
090903	MCLEAN ISD	\$1,633	\$186	\$1,819
090904	PAMPA ISD	\$34,868	\$3,969	\$38,837
091901	BELLS ISD	\$5,826	\$664	\$6,490
091902	COLLINSVILLE ISD	\$4,081	\$463	\$4,544
091903	DENISON ISD	\$59,823	\$6,799	\$66,622
091905	HOWE ISD	\$6,934	\$789	\$7,723
091906	SHERMAN ISD	\$62,772	\$7,147	\$69,919
091908	VAN ALSTYNE ISD	\$10,986	\$1,247	\$12,233
091909	WHITESBORO ISD	\$18,928	\$2,156	\$21,084
091910	WHITEWRIGHT ISD	\$6,943	\$793	\$7,736
091913	POTTSBORO ISD	\$10,701	\$1,226	\$11,927
091914	S AND S CONS ISD	\$6,989	\$793	\$7,782
091917	GUNTER ISD	\$4,783	\$544	\$5,327
091918	TOM BEAN ISD	\$6,362	\$726	\$7,088
092801	EAST TEXAS CHARTER SCHOOLS	\$1,421	\$161	\$1,582
092901	GLADEWATER ISD	\$26,204	\$2,976	\$29,180
092902	KILGORE ISD	\$35,174	\$4,000	\$39,174
092903	LONGVIEW ISD	\$120,672	\$13,709	\$134,381
092904	PINE TREE ISD	\$49,045	\$5,593	\$54,638
092906	SABINE ISD	\$8,706	\$991	\$9,697
092907	SPRING HILL ISD	\$14,548	\$1,651	\$16,199
092908	WHITE OAK ISD	\$10,641	\$1,210	\$11,851
093901	ANDERSON-SHIRO CONS ISD	\$6,055	\$690	\$6,745
093903	IOLA ISD	\$2,933	\$336	\$3,269
093904	NAVASOTA ISD	\$38,400	\$4,368	\$42,768
093905	RICHARDS ISD	\$2,041	\$234	\$2,275
094901	SEGUIN ISD	\$93,910	\$10,684	\$104,594
094902	SCHERTZ-CIBOLO-U CITY ISD	\$50,035	\$5,696	\$55,731
094903	NAVARRO ISD	\$9,445	\$1,074	\$10,519
094904	MARION ISD	\$10,773	\$1,225	\$11,998
095901	ABERNATHY ISD	\$5,875	\$671	\$6,546
095902	COTTON CENTER ISD	\$2,016	\$229	\$2,245
095903	HALE CENTER ISD	\$8,159	\$928	\$9,087
095904	PETERSBURG ISD	\$5,577	\$634	\$6,211
095905	PLAINVIEW ISD	\$78,437	\$8,913	\$87,350
096904	MEMPHIS ISD	\$9,963	\$1,132	\$11,095
096905	TURKEY-QUITAQUE ISD	\$4,731	\$538	\$5,269
097902	HAMILTON INDEPENDENT SCHOOL DISTRI	\$10,886	\$1,238	\$12,124
097903	HICO ISD	\$6,208	\$707	\$6,915
099902	CHILLICOTHE ISD	\$2,320	\$265	\$2,585
099903	QUANAH ISD	\$7,172	\$814	\$7,986
100903	KOUNTZE ISD	\$17,475	\$1,990	\$19,465
100904	SILSBEE ISD	\$34,066	\$3,865	\$37,931
100905	HARDIN-JEFFERSON ISD	\$18,231	\$2,075	\$20,306
100907	LUMBERTON ISD	\$22,829	\$2,606	\$25,435
100908	WEST HARDIN COUNTY CONS ISD	\$6,651	\$754	\$7,405
101804	GEORGE I SANCHEZ CHARTER	\$6,930	\$787	\$7,717

101805	GIRLS & BOYS PREP ACADEMY	\$8,709	\$988	\$9,697
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	\$8,805	\$999	\$9,804
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	\$4,093	\$465	\$4,558
101813	KIPP INC CHARTER	\$12,745	\$1,446	\$14,191
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	\$3,221	\$364	\$3,585
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	\$2,120	\$241	\$2,361
101820	BENJI'S SPECIAL EDUCATIONAL ACADEM	\$6,867	\$780	\$7,647
101822	JAMIE'S HOUSE CHARTER SCHOOL	\$780	\$88	\$868
101827	CROSSROADS COMMUNITY ED CTR CHARTE	\$1,665	\$189	\$1,854
101831	JESSE JACKSON ACADEMY	\$3,503	\$398	\$3,901
101834	NORTH HOUSTON H S FOR BUSINESS	\$2,401	\$273	\$2,674
101837	CALVIN NELMS CHARTER SCHOOLS	\$1,291	\$148	\$1,439
101838	SOUTHWEST HIGH SCHOOL	\$4,064	\$461	\$4,525
101842	COMQUEST ACADEMY	\$1,699	\$193	\$1,892
101843	GULF SHORES ACADEMY	\$12,428	\$1,409	\$13,837
101845	YES COLLEGE PREPARATORY SCHOOL	\$9,527	\$1,081	\$10,608
101846	HARMONY SCIENCE ACADEMY	\$6,045	\$686	\$6,731
101852	JUAN B GALAVIZ CHARTER SCHOOL	\$1,112	\$126	\$1,238
101854	RICHARD MILBURN ACADEMY - SUBURBAN	\$1,951	\$221	\$2,172
101902	ALDINE ISD	\$648,536	\$73,775	\$722,311
101903	ALIEF ISD	\$488,776	\$55,632	\$544,408
101905	CHANNELVIEW ISD	\$77,127	\$8,770	\$85,897
101906	CROSBY ISD	\$31,393	\$3,569	\$34,962
101907	CYPRESS-FAIRBANKS ISD	\$403,365	\$46,092	\$449,457
101908	DEER PARK ISD	\$69,624	\$7,950	\$77,574
101909	NORTH FOREST ISD	\$222,488	\$25,243	\$247,731
101910	GALENA PARK ISD	\$211,788	\$24,083	\$235,871
101911	GOOSE CREEK CISD	\$194,816	\$22,143	\$216,959
101912	HOUSTON ISD	\$3,022,266	\$343,043	\$3,365,309
101913	HUMBLE ISD	\$149,957	\$17,138	\$167,095
101914	KATY ISD	\$183,087	\$20,927	\$204,014
101915	KLEIN ISD	\$202,371	\$23,071	\$225,442
101916	LA PORTE ISD	\$53,435	\$6,102	\$59,537
101917	PASADENA ISD	\$456,664	\$51,974	\$508,638
101919	SPRING ISD	\$171,053	\$19,501	\$190,554
101920	SPRING BRANCH ISD	\$353,562	\$40,216	\$393,778
101921	TOMBALL ISD	\$49,155	\$5,610	\$54,765
101924	SHELDON ISD	\$44,348	\$5,041	\$49,389
101925	HUFFMAN ISD	\$15,633	\$1,785	\$17,418
102901	KARNACK ISD	\$6,105	\$692	\$6,797
102902	MARSHALL ISD	\$75,990	\$8,629	\$84,619
102903	WASKOM ISD	\$8,511	\$968	\$9,479
102904	HALLSVILLE ISD	\$30,195	\$3,443	\$33,638
102905	HARLETON ISD	\$7,927	\$902	\$8,829
102906	ELYSIAN FIELDS ISD	\$11,766	\$1,341	\$13,107
103901	CHANNING ISD	\$1,053	\$120	\$1,173
103902	HARTLEY ISD	\$1,354	\$155	\$1,509
104901	HASKELL CISD	\$10,416	\$1,183	\$11,599
104903	RULE ISD	\$1,912	\$219	\$2,131
104907	PAINT CREEK ISD	\$1,145	\$131	\$1,276
105801	KATHERINE ANNE PORTER SCHOOL	\$763	\$87	\$850
105902	SAN MARCOS CONS ISD	\$82,117	\$9,337	\$91,454

105904	DRIPPING SPRINGS ISD	\$18,617	\$2,120	\$20,737
105905	WIMBERLEY ISD	\$11,092	\$1,265	\$12,357
105906	HAYS CISD	\$60,464	\$6,879	\$67,343
106901	CANADIAN ISD	\$4,540	\$517	\$5,057
107901	ATHENS ISD	\$45,208	\$5,134	\$50,342
107902	BROWNSBORO ISD	\$32,702	\$3,726	\$36,428
107904	CROSS ROADS ISD	\$6,533	\$741	\$7,274
107905	EUSTACE ISD	\$12,927	\$1,467	\$14,394
107906	MALAKOFF ISD	\$19,636	\$2,234	\$21,870
107907	TRINIDAD ISD	\$3,273	\$373	\$3,646
107910	LAPOYNOR ISD	\$4,541	\$515	\$5,056
108801	ONE STOP MULTISERVICE CHARTER SCHO	\$14,882	\$1,688	\$16,570
108802	TECHNOLOGY EDUCATION CHARTER HIGH	\$3,488	\$397	\$3,885
108902	DONNA INDEPENDENT SCHOOL DISTRICT	\$256,016	\$29,041	\$285,057
108903	EDCOUCH-ELSA ISD	\$110,154	\$12,504	\$122,658
108904	EDINBURG CONSOLIDATED	\$449,965	\$51,093	\$501,058
108905	HIDALGO ISD	\$57,084	\$6,480	\$63,564
108906	MCALLEN ISD	\$325,330	\$36,934	\$362,264
108907	MERCEDES ISD	\$105,085	\$11,922	\$117,007
108908	MISSION CONS ISD	\$246,833	\$28,038	\$274,871
108909	PHARR-SAN JUAN-ALAMO ISD	\$426,923	\$48,452	\$475,375
108910	PROGRESO ISD	\$41,670	\$4,729	\$46,399
108911	SHARYLAND ISD	\$69,320	\$7,881	\$77,201
108912	LA JOYA ISD	\$407,991	\$46,251	\$454,242
108913	WESLACO ISD	\$306,997	\$34,868	\$341,865
108914	LA VILLA ISD	\$14,584	\$1,657	\$16,241
108916	VALLEY VIEW ISD	\$48,847	\$5,540	\$54,387
109901	ABBOTT ISD	\$2,123	\$242	\$2,365
109902	BYNUM ISD	\$1,762	\$200	\$1,962
109903	COVINGTON ISD	\$3,623	\$413	\$4,036
109904	HILLSBORO ISD	\$28,451	\$3,235	\$31,686
109905	HUBBARD ISD	\$6,874	\$780	\$7,654
109907	ITASCA ISD	\$6,605	\$750	\$7,355
109911	WHITNEY ISD	\$19,376	\$2,198	\$21,574
109912	AQUILLA ISD	\$1,113	\$126	\$1,239
109913	BLUM ISD	\$3,709	\$422	\$4,131
109914	PENELOPE ISD	\$1,218	\$137	\$1,355
110901	ANTON ISD	\$5,416	\$616	\$6,032
110902	LEVELLAND ISD	\$34,737	\$3,944	\$38,681
110905	ROPES ISD	\$4,103	\$467	\$4,570
110906	SMYER ISD	\$4,644	\$529	\$5,173
110907	SUNDOWN ISD	\$3,577	\$406	\$3,983
110908	WHITHARRAL ISD	\$1,656	\$189	\$1,845
111901	GRANBURY ISD	\$61,932	\$7,046	\$68,978
111902	LIPAN ISD	\$2,261	\$258	\$2,519
111903	TOLAR ISD	\$4,531	\$517	\$5,048
112901	SULPHUR SPRINGS ISD	\$45,530	\$5,169	\$50,699
112905	CUMBY ISD	\$3,875	\$441	\$4,316
112906	NORTH HOPKINS ISD	\$3,413	\$389	\$3,802
112907	MILLER GROVE ISD	\$2,422	\$276	\$2,698
112908	COMO-PICKTON CISD	\$7,876	\$894	\$8,770
112909	SALTILLO ISD	\$3,245	\$369	\$3,614

112910	SULPHUR BLUFF ISD	\$2,885	\$328	\$3,213
113901	CROCKETT ISD	\$30,742	\$3,486	\$34,228
113902	GRAPELAND ISD	\$7,000	\$795	\$7,795
113903	LOVELADY ISD	\$3,581	\$408	\$3,989
113905	LATEXO ISD	\$4,679	\$532	\$5,211
113906	KENNARD ISD	\$5,899	\$672	\$6,571
114901	BIG SPRING ISD	\$60,367	\$6,852	\$67,219
114902	COAHOMA ISD	\$6,292	\$719	\$7,011
114904	FORSAN ISD	\$3,261	\$371	\$3,632
115901	FT HANCOCK ISD	\$10,497	\$1,190	\$11,687
115902	SIERRA BLANCA ISD	\$1,578	\$181	\$1,759
115903	DELL CITY ISD	\$1,956	\$222	\$2,178
116801	PHOENIX CHARTER SCHOOL	\$2,172	\$246	\$2,418
116901	CADDO MILLS ISD	\$10,678	\$1,218	\$11,896
116902	CELESTE ISD	\$4,015	\$458	\$4,473
116903	COMMERCE ISD	\$19,655	\$2,240	\$21,895
116905	GREENVILLE ISD	\$71,487	\$8,115	\$79,602
116906	LONE OAK ISD	\$5,820	\$666	\$6,486
116908	QUINLAN ISD	\$32,092	\$3,647	\$35,739
116909	WOLFE CITY ISD	\$7,255	\$826	\$8,081
116910	CAMPBELL ISD	\$3,837	\$437	\$4,274
116915	BLAND ISD	\$5,193	\$591	\$5,784
116916	BOLES ISD	\$1,709	\$195	\$1,904
117901	BORGER ISD	\$29,682	\$3,388	\$33,070
117903	SANFORD ISD	\$8,289	\$944	\$9,233
117904	PLEMONS-STINNETT-PHILLIPS CONS ISD	\$4,728	\$539	\$5,267
118902	IRION CO ISD	\$2,979	\$339	\$3,318
119901	BRYSON ISD	\$2,926	\$333	\$3,259
119902	JACKSBORO ISD	\$10,364	\$1,183	\$11,547
119903	PERRIN-WHITT CONS ISD	\$4,795	\$545	\$5,340
120901	EDNA ISD	\$18,579	\$2,117	\$20,696
120902	GANADO ISD	\$7,139	\$815	\$7,954
120905	INDUSTRIAL ISD	\$6,909	\$785	\$7,694
121902	BROOKELAND ISD	\$3,617	\$411	\$4,028
121903	BUNA ISD	\$12,642	\$1,440	\$14,082
121904	JASPER ISD	\$43,439	\$4,937	\$48,376
121905	KIRBYVILLE CISD	\$19,554	\$2,222	\$21,776
121906	EVADALE ISD	\$3,922	\$446	\$4,368
122902	VALENTINE ISD	\$566	\$65	\$631
123804	RICHARD MILBURN ACADEMY - BEAUMONT	\$2,440	\$277	\$2,717
123905	NEDERLAND ISD	\$30,289	\$3,456	\$33,745
123907	PORT ARTHUR ISD	\$163,995	\$18,616	\$182,611
123908	PORT NECHES-GROVES ISD	\$32,812	\$3,736	\$36,548
123910	BEAUMONT ISD	\$270,631	\$30,735	\$301,366
123913	SABINE PASS ISD	\$905	\$103	\$1,008
123914	HAMSHIRE-FANNETT ISD	\$11,815	\$1,352	\$13,167
124901	JIM HOGG COUNTY ISD	\$16,471	\$1,871	\$18,342
125901	ALICE ISD	\$76,181	\$8,655	\$84,836
125902	BEN BOLT-PALITO BLANCO ISD	\$6,998	\$797	\$7,795
125903	ORANGE GROVE ISD	\$19,991	\$2,276	\$22,267
125905	PREMONT ISD	\$16,619	\$1,888	\$18,507
126901	ALVARADO ISD	\$29,165	\$3,324	\$32,489

126902	BURLESON ISD	\$56,895	\$6,508	\$63,403
126903	CLEBURNE ISD	\$76,137	\$8,655	\$84,792
126904	GRANDVIEW ISD	\$8,340	\$951	\$9,291
126905	JOSHUA ISD	\$31,238	\$3,560	\$34,798
126906	KEENE ISD	\$6,244	\$711	\$6,955
126907	RIO VISTA ISD	\$6,610	\$754	\$7,364
126908	VENUS ISD	\$18,548	\$2,110	\$20,658
126911	GODLEY ISD	\$12,529	\$1,425	\$13,954
127901	ANSON ISD	\$8,249	\$939	\$9,188
127903	HAMLIN ISD	\$6,792	\$772	\$7,564
127904	HAWLEY ISD	\$7,785	\$887	\$8,672
127905	LUEDERS-AVOCA ISD	\$1,407	\$159	\$1,566
127906	STAMFORD ISD	\$12,680	\$1,440	\$14,120
128901	KARNES CITY ISD	\$11,557	\$1,313	\$12,870
128902	KENEDY ISD	\$12,225	\$1,390	\$13,615
128903	RUNGE ISD	\$5,123	\$581	\$5,704
128904	FALLS CITY ISD	\$2,491	\$284	\$2,775
129901	CRANDALL ISD	\$10,599	\$1,202	\$11,801
129902	FORNEY ISD	\$14,175	\$1,623	\$15,798
129903	KAUFMAN ISD	\$37,388	\$4,264	\$41,652
129904	KEMP ISD	\$19,454	\$2,206	\$21,660
129905	MABANK ISD	\$34,447	\$3,911	\$38,358
129906	TERRELL ISD	\$53,407	\$6,064	\$59,471
129910	SCURRY-ROSSER ISD	\$5,615	\$640	\$6,255
130901	BOERNE ISD	\$34,650	\$3,966	\$38,616
130902	COMFORT ISD	\$13,785	\$1,567	\$15,352
132902	JAYTON-GIRARD ISD	\$1,214	\$138	\$1,352
133901	CENTER POINT ISD	\$6,766	\$769	\$7,535
133903	KERRVILLE ISD	\$55,301	\$6,284	\$61,585
133904	INGRAM ISD	\$17,469	\$1,991	\$19,460
134901	JUNCTION ISD	\$9,855	\$1,120	\$10,975
135001	GUTHRIE CSD	\$560	\$64	\$624
136901	BRACKETT ISD	\$8,008	\$909	\$8,917
137901	KINGSVILLE ISD	\$67,263	\$7,647	\$74,910
137903	RIVIERA ISD	\$5,460	\$618	\$6,078
137904	SANTA GERTRUDIS ISD	\$1,473	\$165	\$1,638
138902	KNOX CITY-O'BRIEN CISD	\$4,302	\$489	\$4,791
138903	MUNDAY CISD	\$7,058	\$800	\$7,858
138904	BENJAMIN ISD	\$828	\$94	\$922
139905	CHISUM ISD	\$8,162	\$928	\$9,090
139908	ROXTON ISD	\$4,543	\$517	\$5,060
139909	PARIS ISD	\$58,373	\$6,633	\$65,006
139911	NORTH LAMAR ISD	\$36,628	\$4,170	\$40,798
139912	PRAIRILAND ISD	\$11,827	\$1,346	\$13,173
140901	AMHERST ISD	\$3,427	\$390	\$3,817
140904	LITTLEFIELD ISD	\$16,305	\$1,854	\$18,159
140905	OLTON ISD	\$9,571	\$1,088	\$10,659
140906	SPADE ISD	\$523	\$61	\$584
140907	SPRINGLAKE-EARTH ISD	\$5,928	\$674	\$6,602
140908	SUDAN ISD	\$5,005	\$568	\$5,573
141801	CEDAR RIDGE CHARTER SCHOOL	\$1,257	\$143	\$1,400
141901	LAMPASAS ISD	\$37,611	\$4,273	\$41,884

141902	LOMETA ISD	\$4,119	\$469	\$4,588
142901	COTULLA ISD	\$19,741	\$2,241	\$21,982
143901	HALLETTSVILLE ISD	\$11,984	\$1,365	\$13,349
143902	MOULTON ISD	\$3,184	\$364	\$3,548
143903	SHINER ISD	\$4,793	\$548	\$5,341
144901	GIDDINGS ISD	\$18,740	\$2,134	\$20,874
144902	LEXINGTON ISD	\$9,950	\$1,131	\$11,081
144903	DIME BOX ISD	\$1,896	\$216	\$2,112
145901	BUFFALO ISD	\$9,285	\$1,057	\$10,342
145902	CENTERVILLE ISD	\$7,145	\$813	\$7,958
145906	NORMANGEE ISD	\$5,322	\$607	\$5,929
145907	OAKWOOD ISD	\$3,795	\$432	\$4,227
145911	LEON ISD	\$9,370	\$1,067	\$10,437
146901	CLEVELAND ISD	\$42,354	\$4,818	\$47,172
146902	DAYTON ISD	\$50,933	\$5,798	\$56,731
146904	HARDIN ISD	\$17,983	\$2,046	\$20,029
146905	HULL-DAISETTA ISD	\$6,927	\$787	\$7,714
146906	LIBERTY ISD	\$26,307	\$2,987	\$29,294
146907	TARKINGTON ISD	\$14,234	\$1,622	\$15,856
147901	COOLIDGE ISD	\$4,103	\$466	\$4,569
147902	GROESBECK ISD	\$17,235	\$1,960	\$19,195
147903	MEXIA ISD	\$25,796	\$2,927	\$28,723
149901	GEORGE WEST ISD	\$13,741	\$1,564	\$15,305
149902	THREE RIVERS ISD	\$8,064	\$920	\$8,984
150901	LLANO ISD	\$21,550	\$2,447	\$23,997
152801	RICHARD MILBURN ACADEMY - LUBBOCK	\$1,569	\$178	\$1,747
152803	SOUTH PLAINS ACADEMY	\$5,530	\$627	\$6,157
152901	LUBBOCK ISD	\$360,008	\$40,893	\$400,901
152902	NEW DEAL ISD	\$8,980	\$1,020	\$10,000
152903	SLATON ISD	\$21,596	\$2,451	\$24,047
152906	LUBBOCK-COOPER ISD	\$22,483	\$2,561	\$25,044
152907	FRENSHIP ISD	\$63,658	\$7,254	\$70,912
152908	ROOSEVELT ISD	\$15,170	\$1,724	\$16,894
152909	SHALLOWATER ISD	\$11,544	\$1,318	\$12,862
152910	IDALOU ISD	\$6,178	\$704	\$6,882
153903	O'DONNELL ISD	\$3,964	\$451	\$4,415
153904	TAHOKA ISD	\$8,747	\$993	\$9,740
153905	NEW HOME ISD	\$2,072	\$236	\$2,308
153907	WILSON ISD	\$2,784	\$316	\$3,100
154901	MADISONVILLE CONS ISD	\$28,416	\$3,232	\$31,648
154903	NORTH ZULCH ISD	\$3,253	\$370	\$3,623
155901	JEFFERSON ISD	\$24,391	\$2,770	\$27,161
156902	STANTON ISD	\$10,846	\$1,231	\$12,077
156905	GRADY ISD	\$1,444	\$162	\$1,606
157901	MASON ISD	\$7,913	\$900	\$8,813
158901	BAY CITY ISD	\$56,877	\$6,447	\$63,324
158902	TIDEHAVEN ISD	\$7,398	\$844	\$8,242
158905	PALACIOS ISD	\$21,294	\$2,415	\$23,709
158906	VAN VLECK ISD	\$7,562	\$857	\$8,419
159901	EAGLE PASS ISD	\$245,652	\$27,883	\$273,535
160901	BRADY ISD	\$19,989	\$2,272	\$22,261
160904	ROCHELLE ISD	\$2,357	\$266	\$2,623

161901	CRAWFORD ISD	\$3,588	\$412	\$4,000
161903	MIDWAY ISD	\$28,535	\$3,269	\$31,804
161906	LA VEGA ISD	\$31,707	\$3,597	\$35,304
161907	LORENA ISD	\$7,700	\$881	\$8,581
161908	MART ISD	\$9,807	\$1,111	\$10,918
161909	MCGREGOR ISD	\$9,702	\$1,105	\$10,807
161910	MOODY ISD	\$7,115	\$807	\$7,922
161912	RIESEL ISD	\$4,635	\$527	\$5,162
161914	WACO ISD	\$284,370	\$32,312	\$316,682
161916	WEST ISD	\$16,512	\$1,877	\$18,389
161918	AXTELL ISD	\$4,158	\$475	\$4,633
161919	BRUCEVILLE-EDDY ISD	\$9,076	\$1,034	\$10,110
161920	CHINA SPRING ISD	\$9,061	\$1,030	\$10,091
161921	CONNALLY ISD	\$30,299	\$3,443	\$33,742
161922	ROBINSON ISD	\$9,193	\$1,050	\$10,243
161923	BOSQUEVILLE ISD	\$2,999	\$342	\$3,341
162904	MCMULLEN COUNTY ISD	\$972	\$110	\$1,082
163901	DEVINE ISD	\$21,687	\$2,469	\$24,156
163902	D'HANIS ISD	\$3,693	\$420	\$4,113
163903	NATALIA ISD	\$15,155	\$1,723	\$16,878
163904	HONDO ISD	\$26,614	\$3,019	\$29,633
163908	MEDINA VALLEY ISD	\$30,408	\$3,458	\$33,866
164901	MENARD ISD	\$5,749	\$653	\$6,402
165801	RICHARD MILBURN ACADEMY - MIDLAND	\$2,085	\$237	\$2,322
165901	MIDLAND ISD	\$233,706	\$26,547	\$260,253
165902	GREENWOOD ISD	\$13,319	\$1,514	\$14,833
166901	CAMERON ISD	\$21,545	\$2,442	\$23,987
166903	MILANO ISD	\$3,239	\$371	\$3,610
166904	ROCKDALE ISD	\$23,685	\$2,695	\$26,380
166905	THORNDALE ISD	\$4,831	\$549	\$5,380
166907	BUCKHOLTS ISD	\$2,633	\$299	\$2,932
167901	GOLDTHWAITE ISD	\$6,049	\$685	\$6,734
167902	MULLIN ISD	\$2,655	\$301	\$2,956
167903	STAR ISD	\$2,007	\$228	\$2,235
167904	PRIDDY ISD	\$757	\$86	\$843
168901	COLORADO ISD	\$12,710	\$1,443	\$14,153
168902	LORAIN ISD	\$3,265	\$371	\$3,636
168903	WESTBROOK ISD	\$1,498	\$171	\$1,669
169901	BOWIE ISD	\$17,279	\$1,964	\$19,243
169902	NOCONA ISD	\$9,353	\$1,063	\$10,416
169906	GOLD BURG ISD	\$1,452	\$166	\$1,618
169909	PRAIRIE VALLEY ISD	\$802	\$92	\$894
169910	FORESTBURG ISD	\$2,280	\$259	\$2,539
169911	SAINT JO ISD	\$3,806	\$432	\$4,238
170902	CONROE ISD	\$323,927	\$36,940	\$360,867
170903	MONTGOMERY ISD	\$32,745	\$3,726	\$36,471
170904	WILLIS ISD	\$45,254	\$5,156	\$50,410
170906	MAGNOLIA ISD	\$57,471	\$6,532	\$64,003
170907	SPLENDORA ISD	\$29,106	\$3,308	\$32,414
170908	NEW CANEY ISD	\$67,708	\$7,699	\$75,407
171901	DUMAS ISD	\$39,037	\$4,434	\$43,471
171902	SUNRAY ISD	\$5,602	\$638	\$6,240

172902	DAINGERFIELD-LONE STAR ISD	\$19,056	\$2,166	\$21,222
172905	PEWITT ISD	\$11,363	\$1,294	\$12,657
173901	MOTLEY COUNTY ISD	\$2,828	\$322	\$3,150
174901	CHIRENO ISD	\$4,068	\$463	\$4,531
174902	CUSHING ISD	\$5,589	\$636	\$6,225
174903	GARRISON ISD	\$6,827	\$777	\$7,604
174904	NACOGDOCHES ISD	\$95,923	\$10,905	\$106,828
174906	WODEN ISD	\$5,267	\$598	\$5,865
174908	CENTRAL HEIGHTS ISD	\$5,544	\$627	\$6,171
174909	MARTINSVILLE ISD	\$2,197	\$251	\$2,448
175902	BLOOMING GROVE ISD	\$5,513	\$627	\$6,140
175903	CORSICANA ISD	\$77,190	\$8,789	\$85,979
175904	DAWSON ISD	\$7,496	\$851	\$8,347
175905	FROST ISD	\$4,198	\$479	\$4,677
175907	KERENS ISD	\$8,261	\$938	\$9,199
175910	MILDRED ISD	\$2,891	\$328	\$3,219
175911	RICE ISD	\$5,210	\$594	\$5,804
176901	BURKEVILLE ISD	\$4,969	\$565	\$5,534
176902	NEWTON ISD	\$18,447	\$2,094	\$20,541
176903	DEWEYVILLE ISD	\$9,113	\$1,036	\$10,149
177901	ROSCOE ISD	\$5,903	\$670	\$6,573
177902	SWEETWATER ISD	\$32,896	\$3,738	\$36,634
177903	BLACKWELL CONS ISD	\$2,105	\$238	\$2,343
177905	HIGHLAND ISD	\$1,973	\$226	\$2,199
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	\$3,761	\$427	\$4,188
178804	RICHARD MILBURN ALTER HIGH SCHOOL	\$2,777	\$316	\$3,093
178901	AGUA DULCE ISD	\$4,262	\$486	\$4,748
178902	BISHOP CONS ISD	\$12,085	\$1,373	\$13,458
178903	CALLEN ISD	\$34,629	\$3,939	\$38,568
178904	CORPUS CHRISTI ISD	\$527,769	\$59,960	\$587,729
178908	PORT ARANSAS ISD	\$5,014	\$571	\$5,585
178909	ROBSTOWN ISD	\$78,107	\$8,857	\$86,964
178912	TULOSO-MIDWAY ISD	\$29,448	\$3,341	\$32,789
178913	BANQUETE ISD	\$10,483	\$1,189	\$11,672
178914	FLOUR BLUFF ISD	\$49,435	\$5,622	\$55,057
178915	WEST OSO ISD	\$28,258	\$3,211	\$31,469
179901	PERRYTON ISD	\$18,860	\$2,148	\$21,008
180901	BOYS RANCH ISD	\$14,467	\$1,647	\$16,114
180902	VEGA ISD	\$2,991	\$341	\$3,332
180903	ADRIAN ISD	\$949	\$108	\$1,057
181901	BRIDGE CITY ISD	\$22,952	\$2,619	\$25,571
181905	ORANGFIELD ISD	\$10,339	\$1,179	\$11,518
181906	WEST ORANGE-COVE CONS ISD	\$57,603	\$6,535	\$64,138
181907	VIDOR ISD	\$53,655	\$6,113	\$59,768
181908	LITTLE CYPRESS-MAURICEVILLE CISD	\$31,932	\$3,632	\$35,564
182901	GORDON ISD	\$1,337	\$152	\$1,489
182902	GRAFORD ISD	\$3,482	\$398	\$3,880
182903	MINERAL WELLS ISD	\$52,230	\$5,938	\$58,168
182905	STRAWN ISD	\$1,523	\$174	\$1,697
183901	BECKVILLE ISD	\$4,383	\$498	\$4,881
183902	CARTHAGE ISD	\$25,344	\$2,879	\$28,223
183904	GARY ISD	\$3,209	\$366	\$3,575

184901	POOLVILLE ISD	\$7,173	\$817	\$7,990
184902	SPRINGTOWN ISD	\$34,640	\$3,952	\$38,592
184903	WEATHERFORD ISD	\$74,482	\$8,479	\$82,961
184904	MILLSAP ISD	\$7,035	\$802	\$7,837
184907	ALEDO ISD	\$14,814	\$1,690	\$16,504
184908	PEASTER ISD	\$4,734	\$542	\$5,276
184909	BROCK ISD	\$3,548	\$407	\$3,955
185901	BOVINA ISD	\$5,985	\$680	\$6,665
185902	FARWELL ISD	\$5,400	\$616	\$6,016
185903	FRIONA ISD	\$11,457	\$1,305	\$12,762
185904	LAZBUDDIE ISD	\$2,374	\$270	\$2,644
186902	FT STOCKTON ISD	\$33,107	\$3,759	\$36,866
186903	IRAAN-SHEFFIELD ISD	\$4,105	\$469	\$4,574
187901	BIG SANDY ISD	\$5,950	\$679	\$6,629
187903	GOODRICH ISD	\$4,043	\$460	\$4,503
187904	CORRIGAN-CAMDEN ISD	\$16,908	\$1,925	\$18,833
187906	LEGGETT ISD	\$3,631	\$414	\$4,045
187907	LIVINGSTON ISD	\$52,159	\$5,931	\$58,090
187910	ONALASKA ISD	\$12,413	\$1,412	\$13,825
188801	RICHARD MILBURN ACADEMY - AMARILLO	\$1,529	\$174	\$1,703
188901	AMARILLO ISD	\$380,102	\$43,214	\$423,316
188902	RIVER ROAD ISD	\$11,158	\$1,279	\$12,437
188903	HIGHLAND PARK ISD	\$7,498	\$856	\$8,354
188904	BUSHLAND ISD		\$354	\$354
189901	MARFA ISD	\$5,953	\$678	\$6,631
189902	PRESIDIO ISD	\$22,097	\$2,505	\$24,602
190903	RAINS ISD	\$20,575	\$2,338	\$22,913
191901	CANYON ISD	\$52,862	\$6,030	\$58,892
192901	REAGAN COUNTY ISD	\$6,523	\$742	\$7,265
193801	BIG SPRINGS CHARTER SCHOOL	\$977	\$111	\$1,088
193902	LEAKEY ISD	\$3,903	\$443	\$4,346
194902	AVERY ISD	\$3,048	\$347	\$3,395
194903	RIVERCREST ISD	\$8,312	\$944	\$9,256
194904	CLARKSVILLE ISD	\$20,932	\$2,378	\$23,310
194905	DETROIT ISD	\$5,509	\$625	\$6,134
195901	PECOS-BARSTOW-TOYAH ISD	\$38,183	\$4,335	\$42,518
195902	BALMORHEA ISD	\$2,638	\$300	\$2,938
196901	AUSTWELL-TIVOLI ISD	\$2,230	\$253	\$2,483
196902	WOODSBORO ISD	\$5,904	\$672	\$6,576
196903	REFUGIO ISD	\$8,032	\$910	\$8,942
198901	BREMOND ISD	\$5,031	\$573	\$5,604
198902	CALVERT ISD	\$7,409	\$841	\$8,250
198903	FRANKLIN ISD	\$8,219	\$937	\$9,156
198905	HEARNE ISD	\$21,246	\$2,414	\$23,660
198906	MUMFORD ISD	\$851	\$97	\$948
199901	ROCKWALL ISD	\$60,771	\$6,935	\$67,706
199902	ROYSE CITY ISD	\$16,010	\$1,827	\$17,837
200901	BALLINGER ISD	\$12,004	\$1,364	\$13,368
200902	MILES ISD	\$3,995	\$454	\$4,449
200904	WINTERS ISD	\$11,450	\$1,300	\$12,750
201902	HENDERSON ISD	\$34,817	\$3,948	\$38,765
201903	LANEVILLE ISD	\$4,361	\$496	\$4,857

201904	LEVERETTS CHAPEL ISD	\$962	\$109	\$1,071
201907	MOUNT ENTERPRISE ISD	\$3,542	\$403	\$3,945
201908	OVERTON ISD	\$4,997	\$567	\$5,564
201910	TATUM ISD	\$7,810	\$888	\$8,698
201913	CARLISLE ISD	\$4,216	\$479	\$4,695
201914	WEST RUSK ISD	\$13,701	\$1,555	\$15,256
202903	HEMPHILL ISD	\$12,678	\$1,437	\$14,115
202905	WEST SABINE ISD	\$7,942	\$904	\$8,846
203901	SAN AUGUSTINE ISD	\$16,505	\$1,874	\$18,379
203902	BROADDUS ISD	\$5,765	\$654	\$6,419
204901	COLDSPRING-OAKHURST CONS ISD	\$28,373	\$3,228	\$31,601
204904	SHEPHERD ISD	\$23,989	\$2,730	\$26,719
205901	ARANSAS PASS ISD	\$25,850	\$2,936	\$28,786
205902	GREGORY-PORTLAND ISD	\$33,215	\$3,780	\$36,995
205903	INGLESIDE ISD	\$18,539	\$2,109	\$20,648
205904	MATHIS ISD	\$39,451	\$4,475	\$43,926
205905	ODEM-EDROY ISD	\$13,902	\$1,579	\$15,481
205906	SINTON ISD	\$28,248	\$3,205	\$31,453
205907	TAFT ISD	\$20,904	\$2,373	\$23,277
206901	SAN SABA ISD	\$10,682	\$1,211	\$11,893
206902	RICHLAND SPRINGS ISD	\$1,991	\$225	\$2,216
206903	CHEROKEE ISD	\$2,279	\$259	\$2,538
207901	SCHLEICHER ISD	\$6,622	\$752	\$7,374
208901	HERMLEIGH ISD	\$1,677	\$189	\$1,866
208902	SNYDER ISD	\$32,559	\$3,703	\$36,262
208903	IRA ISD	\$1,125	\$128	\$1,253
209901	ALBANY ISD	\$5,191	\$592	\$5,783
209902	MORAN ISD	\$806	\$90	\$896
210901	CENTER ISD	\$29,944	\$3,402	\$33,346
210902	JOAQUIN ISD	\$8,384	\$953	\$9,337
210903	SHELBYVILLE ISD	\$4,488	\$509	\$4,997
210904	TENAHA ISD	\$7,830	\$891	\$8,721
210905	TIMPSON ISD	\$10,037	\$1,137	\$11,174
211902	STRATFORD ISD	\$5,578	\$635	\$6,213
212901	ARP ISD	\$6,958	\$796	\$7,754
212902	BULLARD ISD	\$14,691	\$1,670	\$16,361
212903	LINDALE ISD	\$25,270	\$2,872	\$28,142
212904	TROUP ISD	\$9,437	\$1,073	\$10,510
212905	TYLER ISD	\$232,331	\$26,409	\$258,740
212906	WHITEHOUSE ISD	\$29,166	\$3,320	\$32,486
212909	CHAPEL HILL ISD	\$34,967	\$3,967	\$38,934
212910	WINONA ISD	\$6,881	\$784	\$7,665
213801	BRAZOS RIVER CHARTER SCHOOL	\$1,737	\$197	\$1,934
213901	GLEN ROSE ISD	\$12,535	\$1,429	\$13,964
214901	RIO GRANDE CITY CISD	\$190,921	\$21,654	\$212,575
214902	SAN ISIDRO ISD	\$4,172	\$474	\$4,646
214903	ROMA ISD	\$143,013	\$16,243	\$159,256
215901	BRECKENRIDGE ISD	\$21,177	\$2,403	\$23,580
216901	STERLING CITY ISD	\$3,098	\$354	\$3,452
217901	ASPERMONT ISD	\$2,689	\$307	\$2,996
218901	SONORA ISD	\$9,103	\$1,037	\$10,140
219901	HAPPY ISD	\$1,663	\$189	\$1,852

219903	TULIA ISD	\$16,006	\$1,819	\$17,825
219905	KRESS ISD	\$4,466	\$508	\$4,974
220803	ERATH EXCELS ACADEMY INC	\$887	\$100	\$987
220804	FORT WORTH CAN ACADEMY	\$5,206	\$591	\$5,797
220806	THERESA B LEE ACADEMY	\$2,450	\$278	\$2,728
220812	RICHARD MILBURN ACADEMY - FORT WOR	\$961	\$109	\$1,070
220901	ARLINGTON ISD	\$569,706	\$64,828	\$634,534
220902	BIRDVILLE ISD	\$161,308	\$18,398	\$179,706
220904	EVERMAN ISD	\$41,078	\$4,676	\$45,754
220905	FORT WORTH ISD	\$1,141,404	\$129,804	\$1,271,208
220906	GRAPEVINE-COLLEYVILLE ISD	\$69,133	\$7,892	\$77,025
220907	KELLER ISD	\$87,988	\$10,014	\$98,002
220908	MANSFIELD ISD	\$104,119	\$11,853	\$115,972
220910	LAKE WORTH ISD	\$29,481	\$3,345	\$32,826
220912	CROWLEY ISD	\$59,975	\$6,822	\$66,797
220914	KENNEDALE ISD	\$17,236	\$1,970	\$19,206
220915	AZLE ISD	\$43,196	\$4,909	\$48,105
220916	HURST-EULESS-BEDFORD ISD	\$145,105	\$16,544	\$161,649
220917	CASTLEBERRY ISD	\$41,721	\$4,737	\$46,458
220918	EAGLE MT-SAGINAW ISD	\$43,342	\$4,937	\$48,279
220919	CARROLL ISD	\$28,860	\$3,297	\$32,157
220920	WHITE SETTLEMENT ISD	\$41,769	\$4,754	\$46,523
221901	ABILENE ISD	\$217,225	\$24,688	\$241,913
221904	MERKEL ISD	\$17,423	\$1,980	\$19,403
221905	TRENT ISD	\$1,000	\$114	\$1,114
221911	JIM NED CONS ISD	\$8,548	\$978	\$9,526
221912	WYLIE ISD	\$12,002	\$1,371	\$13,373
222901	TERRELL COUNTY ISD	\$2,150	\$244	\$2,394
223901	BROWNFIELD ISD	\$31,193	\$3,542	\$34,735
223902	MEADOW ISD	\$2,771	\$316	\$3,087
223904	WELLMAN-UNION CONS ISD	\$2,070	\$237	\$2,307
224901	THROCKMORTON ISD	\$2,305	\$264	\$2,569
224902	WOODSON ISD	\$1,188	\$134	\$1,322
225902	MOUNT PLEASANT ISD	\$59,258	\$6,742	\$66,000
225906	CHAPEL HILL ISD	\$6,448	\$734	\$7,182
226901	CHRISTOVAL ISD	\$3,549	\$404	\$3,953
226903	SAN ANGELO ISD	\$189,280	\$21,525	\$210,805
226905	WATER VALLEY ISD	\$3,483	\$394	\$3,877
226906	WALL ISD	\$10,143	\$1,153	\$11,296
226907	GRAPE CREEK ISD	\$10,891	\$1,238	\$12,129
226908	VERIBEST ISD	\$2,804	\$318	\$3,122
227801	AMERICAN YOUTH WORKS CHARTER SCHOO	\$3,049	\$346	\$3,395
227816	HARMONY SCIENCE ACADEMY - AUSTIN	\$2,050	\$232	\$2,282
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	\$2,369	\$270	\$2,639
227901	AUSTIN ISD	\$857,295	\$97,425	\$954,720
227904	PFLUGERVILLE ISD	\$76,509	\$8,757	\$85,266
227906	TEXAS SCH FOR THE DEAF	\$3,527	\$400	\$3,927
227907	MANOR ISD	\$26,554	\$3,015	\$29,569
227909	EANES ISD	\$41,522	\$4,765	\$46,287
227910	DEL VALLE ISD	\$96,028	\$10,930	\$106,958
227912	LAGO VISTA ISD	\$5,012	\$572	\$5,584
227913	LAKE TRAVIS ISD	\$22,244	\$2,537	\$24,781

228901	GROVETON ISD	\$10,703	\$1,218	\$11,921
228903	TRINITY ISD	\$17,153	\$1,951	\$19,104
228904	CENTERVILLE ISD	\$1,343	\$153	\$1,496
228905	APPLE SPRINGS ISD	\$4,229	\$481	\$4,710
229901	COLMESNEIL ISD	\$6,998	\$798	\$7,796
229903	WOODVILLE ISD	\$20,538	\$2,333	\$22,871
229904	WARREN ISD	\$9,919	\$1,129	\$11,048
229905	SPURGER ISD	\$5,257	\$599	\$5,856
229906	CHESTER ISD	\$2,365	\$269	\$2,634
230901	BIG SANDY ISD	\$7,795	\$883	\$8,678
230902	GILMER ISD	\$28,661	\$3,253	\$31,914
230903	ORE CITY ISD	\$12,857	\$1,460	\$14,317
230904	UNION HILL ISD	\$3,217	\$366	\$3,583
230905	HARMONY ISD	\$12,461	\$1,417	\$13,878
230906	NEW DIANA ISD	\$7,290	\$828	\$8,118
230908	UNION GROVE ISD	\$5,940	\$676	\$6,616
231901	MCCAMEY ISD	\$4,212	\$477	\$4,689
231902	RANKIN ISD	\$2,803	\$318	\$3,121
232801	GABRIEL TAFOLLA CHARTER SCHOOL	\$1,894	\$215	\$2,109
232901	KNIPPA ISD	\$3,037	\$346	\$3,383
232902	SABINAL ISD	\$7,005	\$796	\$7,801
232903	UVALDE CONS ISD	\$91,718	\$10,401	\$102,119
232904	UTOPIA ISD	\$1,971	\$225	\$2,196
233901	SAN FELIPE-DEL RIO CONS ISD	\$150,599	\$17,099	\$167,698
233903	COMSTOCK ISD	\$851	\$97	\$948
234801	RANCH ACADEMY	\$200	\$24	\$224
234902	CANTON ISD	\$15,371	\$1,750	\$17,121
234903	EDGEWOOD ISD	\$9,649	\$1,098	\$10,747
234904	GRAND SALINE ISD	\$15,835	\$1,797	\$17,632
234905	MARTINS MILL ISD	\$5,454	\$618	\$6,072
234906	VAN ISD	\$22,040	\$2,502	\$24,542
234907	WILLS POINT ISD	\$30,158	\$3,428	\$33,586
234909	FRUITVALE ISD	\$5,474	\$621	\$6,095
235901	BLOOMINGTON ISD	\$11,780	\$1,339	\$13,119
235902	VICTORIA ISD	\$161,950	\$18,437	\$180,387
236801	RAVEN SCHOOL	\$3,639	\$413	\$4,052
236901	NEW WAVERLY ISD	\$10,419	\$1,187	\$11,606
236902	HUNTSVILLE ISD	\$72,991	\$8,322	\$81,313
237902	HEMPSTEAD ISD	\$19,312	\$2,188	\$21,500
237904	WALLER ISD	\$40,310	\$4,582	\$44,892
237905	ROYAL ISD	\$19,116	\$2,177	\$21,293
238902	MONAHANS-WICKETT-PYOTE ISD	\$20,537	\$2,339	\$22,876
238904	GRANDFALLS-ROYALTY ISD	\$1,685	\$191	\$1,876
239901	BRENHAM ISD	\$50,540	\$5,754	\$56,294
239903	BURTON ISD	\$4,124	\$471	\$4,595
240801	GATEWAY ACADEMY	\$5,697	\$646	\$6,343
240901	LAREDO ISD	\$482,537	\$54,802	\$537,339
240903	UNITED ISD	\$413,262	\$46,921	\$460,183
241901	BOLING ISD	\$9,090	\$1,035	\$10,125
241902	EAST BERNARD ISD	\$7,191	\$817	\$8,008
241903	EL CAMPO ISD	\$39,880	\$4,532	\$44,412
241904	WHARTON ISD	\$26,948	\$3,058	\$30,006

241906	LOUISE ISD	\$4,244	\$486	\$4,730
242902	SHAMROCK ISD	\$6,234	\$707	\$6,941
242903	WHEELER ISD	\$2,985	\$338	\$3,323
242906	FORT ELLIOTT CISD	\$953	\$109	\$1,062
243901	BURKBURNETT ISD	\$29,445	\$3,353	\$32,798
243902	ELECTRA ISD	\$8,728	\$992	\$9,720
243903	IOWA PARK CONS ISD	\$20,287	\$2,304	\$22,591
243905	WICHITA FALLS ISD	\$157,933	\$17,943	\$175,876
243906	CITY VIEW ISD	\$9,158	\$1,044	\$10,202
244901	HARROLD ISD	\$643	\$73	\$716
244903	VERNON ISD	\$26,793	\$3,046	\$29,839
244905	NORTHSIDE ISD	\$1,269	\$144	\$1,413
245902	LYFORD CISD	\$24,823	\$2,820	\$27,643
245903	RAYMONDVILLE ISD	\$47,503	\$5,387	\$52,890
245904	SAN PERLITA ISD	\$5,762	\$654	\$6,416
246902	FLORENCE ISD	\$9,064	\$1,033	\$10,097
246904	GEORGETOWN ISD	\$68,853	\$7,848	\$76,701
246905	GRANGER ISD	\$5,234	\$594	\$5,828
246906	HUTTO ISD	\$9,233	\$1,057	\$10,290
246907	JARRELL ISD	\$5,842	\$666	\$6,508
246908	LIBERTY HILL ISD	\$10,586	\$1,206	\$11,792
246909	ROUND ROCK ISD	\$224,511	\$25,717	\$250,228
246911	TAYLOR ISD	\$39,314	\$4,463	\$43,777
246912	THRALL ISD	\$3,979	\$453	\$4,432
246913	LEANDER ISD	\$91,841	\$10,465	\$102,306
247901	FLORESVILLE ISD	\$39,833	\$4,537	\$44,370
247903	LA VERNIA ISD	\$10,822	\$1,235	\$12,057
247904	POTH ISD	\$6,171	\$701	\$6,872
247906	STOCKDALE ISD	\$8,277	\$942	\$9,219
248901	KERMIT ISD	\$14,151	\$1,612	\$15,763
248902	WINK-LOVING ISD	\$2,507	\$285	\$2,792
249901	ALVORD ISD	\$5,248	\$599	\$5,847
249902	BOYD ISD	\$9,615	\$1,096	\$10,711
249903	BRIDGEPORT ISD	\$21,531	\$2,446	\$23,977
249904	CHICO ISD	\$4,959	\$565	\$5,524
249905	DECATUR ISD	\$21,007	\$2,393	\$23,400
249906	PARADISE ISD	\$9,044	\$1,032	\$10,076
249908	SLIDELL ISD	\$4,401	\$503	\$4,904
250902	HAWKINS ISD	\$10,561	\$1,198	\$11,759
250903	MINEOLA ISD	\$19,574	\$2,220	\$21,794
250904	QUITMAN ISD	\$12,023	\$1,371	\$13,394
250905	YANTIS ISD	\$3,915	\$444	\$4,359
250906	ALBA-GOLDEN ISD	\$9,814	\$1,115	\$10,929
250907	WINNSBORO ISD	\$14,737	\$1,676	\$16,413
251901	DENVER CITY ISD	\$12,039	\$1,371	\$13,410
251902	PLAINS ISD	\$5,564	\$632	\$6,196
252901	GRAHAM ISD	\$27,032	\$3,074	\$30,106
252902	NEWCASTLE ISD	\$1,973	\$224	\$2,197
252903	OLNEY ISD	\$9,345	\$1,064	\$10,409
253901	ZAPATA COUNTY ISD	\$55,708	\$6,316	\$62,024
254901	CRYSTAL CITY ISD	\$42,220	\$4,795	\$47,015
254902	LA PRYOR ISD	\$8,828	\$1,002	\$9,830

		\$47,201,676	\$5,371,318	\$52,572,994

Appendix D

2005-2006 Carl Perkins TEA Discretionary Funding/Projects

Professional Development Program Grants	Project Total	Projects	Project Amounts
	\$780,000		
		Agricultural Science and Technology Education <ul style="list-style-type: none"> • Sam Houston State University • Texas Tech University • Texas A&M University 	\$130,000
		Business and Marketing Education <ul style="list-style-type: none"> • University of North Texas 	\$130,000
		Family and Consumer Sciences Education <ul style="list-style-type: none"> • Texas Tech University 	\$130,000
		Health Science Technology Education <ul style="list-style-type: none"> • University of North Texas 	\$130,000
		Technology Education <ul style="list-style-type: none"> • University of Texas at Tyler • University of Houston 	\$130,000
		Trade and Industrial Education <ul style="list-style-type: none"> • Texas A&M University-Corpus Christi 	\$130,000

Educational Excellence Grants	Project Total	Projects	Project Amounts
	\$1,950,000		
		Agricultural Science and Technology Education <ul style="list-style-type: none"> • Texas A&M University 	\$325,000
		Business and Marketing Education <ul style="list-style-type: none"> • University of Houston-University Park 	\$325,000
		Family and Consumer Sciences Education <ul style="list-style-type: none"> • Texas Tech University 	\$325,000
		Health Science Technology Education <ul style="list-style-type: none"> • University of North Texas 	\$325,000
		Technology Education <ul style="list-style-type: none"> • University of Houston-University Park 	\$325,000
		Trade and Industrial Education <ul style="list-style-type: none"> • University of North Texas 	\$325,000

Other Special Project Grants	Project Total	Projects	Project Amounts
	\$850,000		
		Advanced Technical Credit (ATC) Program Professional Development Accountability System <ul style="list-style-type: none"> • Stephen F. Austin State University 	\$200,000
		Career Pathways – A Framework for Career Planning and Preparation in the 21 st Century <ul style="list-style-type: none"> • Texas Tech University 	\$250,000
		Special Populations Resource Center for Career and Technology Education <ul style="list-style-type: none"> • Texas A&M University 	\$250,000
		Project Lead The Way (PLTW) <ul style="list-style-type: none"> • University of Houston 	\$200,000

Contract	Project Total	Projects
Texas Workforce Commission	\$78,682	Career Development Resource (CDR) Center Toll Free Career Hotline

Career and Technology Student Organizations	Project Total	Projects	Amounts
	\$215,006		
		BPA (Business Professionals of America)	\$28,087.00
		DECA (Association for Marketing Education)	\$0.00
		FCCLA (Family, Career and Community Leaders of America)	\$30,3139.00
		FFA (Future Farmers of America)	\$41,2190.00
		FBLA (Future Business Leaders of America)	\$26,977.00
		HOSA (Health Occupations Students of America)	\$29,344.00
		Skills USA (Trade and Industrial Education)	\$29,453.00
		TSA (Technology Students Association)	\$28,8652.00

Memberships	Project Total	Projects	Project Amounts
	\$74,856		
		Computing Technology Industrial Association (CompTIA)	\$9,000
		Marketing Education Resource Center (MarkED)	\$9,150
		Multi-State Vocational Curriculum Consortium (MAVCC)	\$20,000
		National Alliance for Partnerships in Equity (NAPE)	\$9,400
		National Association of State Directors of Career Technical Education Consortium (NASDCTEc)	\$16,106
		National Consortium on Health Science and Technology Education (NCHSTE)	\$1,500
		Southern Region Education Board (SREB)	\$8,500
		Triangle Coalition for Math, Science and Technology	\$1,200

ESC Leadership	Project Total	Projects	Project Amounts
	\$512,330		
		ESC Professional Development (20@ \$10,000)	\$200,000
		ESC Nontraditional (20@\$4,350)	\$87,330
		ESC 5 HSTW Technical Assistance	\$150,000
		ESC 5 HSTW Fall Institute & State Conference	\$25,000
		CTEA State Conference ESC 6	\$50,000

Correctional Institutions	Project Total	Projects	Amounts
	\$957,540		
		Windham School System	\$742,611
		Texas Youth Commission	\$214,929

Attachment E

Perkins Postsecondary Eligible Recipients, 2005-06

Total Grants - \$34,382,276

Total Number of Grants - 57

Alamo CCD	\$ 2,848,811
Alvin Community College	\$ 182,265
Amarillo College	\$ 789,749
Angelina College	\$ 557,144
Austin Community College	\$ 873,265
Blinn College	\$ 353,455
Brazosport College	\$ 144,923
Central Texas College	\$ 736,779
Cisco Junior College	\$ 262,164
Clarendon College	\$ 57,820
Coastal Bend College	\$ 500,713
College of the Mainland	\$ 224,111
Collin County CCD	\$ 165,445
Dallas County CCD	\$ 2,598,025
Del Mar College	\$ 988,207
El Paso County CCD	\$ 1,435,244
Frank Phillips College	\$ 137,317
Galveston College	\$ 182,237
Grayson County College	\$ 344,671
Hill College	\$ 319,456
Houston Community College System	\$ 1,809,545
Howard County Jr College District	\$ 298,046
Kilgore College	\$ 527,183
Lamar Institute of Technology	\$ 371,720
Lamar State College - Orange	\$ 255,276
Lamar State College - Port Arthur	\$ 236,532
Laredo Community College	\$ 807,309
Lee College	\$ 461,376
McLennan Community College	\$ 712,035
Midland College	\$ 411,198
Navarro College	\$ 475,447
North Central Texas College	\$ 242,461
North Harris Montgomery CCD	\$ 964,513
Northeast Texas Community College	\$ 211,457
Odessa College	\$ 374,519
Panola College	\$ 170,930
Paris Junior College	\$ 393,785
Ranger College	\$ 74,492
San Jacinto College District	\$ 990,548

South Plains College	\$ 864,593
South Texas College	\$ 1,557,257
Southwest Texas Junior College	\$ 481,876
Tarrant County College District	\$ 628,230
Temple College	\$ 237,737
Texarkana College	\$ 395,928
Texas Southmost College	\$ 883,592
TSTC - Harlingen	\$ 1,029,235
TSTC - Marshall	\$ 210,815
TSTC - Waco	\$ 1,412,496
TSTC - West Texas	\$ 711,648
Trinity Valley Community College	\$ 536,481
Tyler Junior College	\$ 753,430
Vernon College	\$ 354,470
Victoria College, The	\$ 306,244
Weatherford College	\$ 233,071
Western Texas College	\$ 72,518
Wharton County Junior College	\$ 222,482

Attachment F

Perkins Postsecondary Discretionary Projects, 2005-06 Total State Leadership Grants - \$3,505,321 Total Number of Grants - 31

THECB	\$ 405,319
Institutional Effectiveness	
Dallas County CCD	\$ 124,208
STARLINK	
Midland College	\$ 210,000
'Workforce Education Course Manual (WECM)	
TSTC - System	\$ 21,575
FORECASTING TECHNICAL PROGRAM NEEDS	
Weatherford College	\$ 100,000
Texas Counselors Network	
ACCD- Northwest Vista College	\$ 130,000
Accelerated Learning/Developmental Mathematics and Reading	
Houston Community College System	\$ 44,993
Establishment of State Committee to Look at Texas Apprenticeship Programs	
Central Texas College	\$ 75,000
Texas Assessing Student Learning (TASL)	
Del Mar College	\$ 274,992
The Texas Collaborative for Teaching Excellence	
El Paso CCD	\$ 113,727
Texas State Leadership Consortium for Professional Development	
University of Texas Health Center at Tyler	\$ 68,775
Texas Leadership Alliance & Academy	
Tyler Junior College	\$ 98,000
Online Student Support at Every College	
Stephen F. Austin State University	\$ 140,000
Texas P-16 State Leadership Consortium	
North Harris Montgomery CCD	\$ 120,000
Professional Development For Advanced Technical Credit Faculty	
Stephen F. Austin State University	\$ 95,000
East Texas TWO STEP Project	
Tarleton State University	\$ 95,000
West Central TWO-STEP	
Temple College	\$ 45,000
Virtual Community College to University Transfer Informational Center	
UT at Brownsville / TX Southmost College	\$ 95,000
Rio Grande TWO STEP	
Weatherford College	\$ 60,000
Technical Dual Credit Through Distance Education	
Weatherford College	\$ 186,159

North Central Texas TWO-STEP Project	
Dallas County CCD - Brookhaven College	\$ 149,356
Texas State Leadership Consortium for Curriculum Development	
Dallas County CCD - Cedar Valley College	\$ 50,000
Cedar Valley College Energy Efficient Green Building Institute	
North Harris Montgomery CCD	\$ 75,000
LOGISTICS MANAGEMENT CURRICULUM PROJECT	
South Plains College	\$ 109,800
Economic Development in Rural Colleges	
TSTC - Waco	\$ 40,316
Intensive English for Specific Technical Occupations	
TSTC - Waco	\$ 75,000
Curriculum Development in Computer Forensics	
Coastal Bend College	\$ 138,811
State Leadership Consortium for Recruitment and Retention	
Collin County Community College District	\$ 57,527
Northeast Texas Workforce Consortium for Health Professional	
TSTC- Marshall	\$ 100,000
Dual Credit Outreach for Economically Disadvantaged Students	
North Harris Montgomery CCD - Tomball College	\$ 99,863
IONS: Innovations for On-Line Nursing Students	
North Harris Montgomery CCD - Tomball College	\$ 106,900
Rx for ER: Prescriptions for Effective Retention	

Attachment G

Perkins Title II Tech-Prep Consortia, 2005-06 Total Tech-Prep Consortia Grants - \$8,206,192 Total Number of Consortia - 26

Alamo Community College District	Alamo Tech-Prep	\$ 461,259
Amarillo College	Panhandle Tech-Prep	\$ 255,901
Angelina College	Deep East Tech-Prep	\$ 242,480
Austin Community College	Capital Area Tech-Prep	\$ 374,944
Blinn College	Brazos Valley Tech-Prep	\$ 227,923
Collin County CCD	Global Edge Tech-Prep	\$ 285,957
Dallas County CCD	North Central Texas Tech-Prep	\$ 704,972
Del Mar College	Coastal Bend Tech-Prep	\$ 280,332
Grayson College	Texoma Tech-Prep	\$ 275,101
Howard County Junior College	Concho Valley Tech-Prep	\$ 218,151
Lamar State College - Orange	Southeast Texas Tech-Prep	\$ 252,678
Laredo Community College	South Texas Tech-Prep	\$ 236,767
North Harris Montgomery CCD	Gulf Coast Tech-Prep	\$ 955,686
Midland College	Permian Basin Tech-Prep	\$ 257,916
Paris Junior College	Upper East Texas Tech-Prep	\$ 234,164
Region 19 Education Service Center	Upper Rio Grande Valley Tech-Prep	\$ 322,524
South Plains College	South Plains Tech-Prep	\$ 251,780
Southwest Texas Junior College	Star Tech-Prep	\$ 226,127
Temple College	Central Texas Tech-Prep	\$ 298,911
TSTC - Harlingen	Lower Rio Grande Valley Tech-Prep	\$ 367,781
TSTC - Waco	Heart of Texas Tech-Prep	\$ 257,075
TSTC - West Texas	West Central Texas Tech-Prep	\$ 240,126
University of Texas - Tyler	East Texas Tech-Prep	\$ 299,013
Vernon College	North Texas Tech-Prep	\$ 225,660
Victoria College, The	Golden Crescent Tech-Prep	\$ 222,838
Weatherford College	Weatherford Area	\$ 230,126



TEA SAS - Schedule Summary

[Search](#) | [TEA Workflow](#) | [Certify Apps](#) | [List of Districts to Certify](#)
[Schedule Summary](#) | [View NOGA](#) | [Certification History](#)
[Void Schedule](#) | [Change NOGA Dates](#) | [Change Stamp in Dates](#)
[Job Aid](#) | [Perkins User Manual](#)
[Schedule 4D Instructions 2005-2006 Admin Guide for Perkins Grant](#)

Name:

Role:

Exit WEBSAS

Program Area: Career and Technology
Fund Year: 2006

You are viewing the combined amounts of FA District #
 Region :

ISD - ESC

Schedule: 1 - General Information	
Change Fund Sources	

Schedule: 1A - Amendment to 2004-2005 Data		
Fund Source	Amend	Status
Carl D. Perkins, Title I, Part C	00	F

Schedule: 2 - Shared Services Arrangements		
Fund Source	Amend	Status
Carl D. Perkins, Title I, Part C	00	F

Schedule: 3 - Budget Summary				
Fund Source	Amend	Status	Amend	Status
Carl D. Perkins, Title I, Part C	00	F	NEW	

Schedule: 3B - Payroll Costs		
Fund Source	Amend	Status
Carl D. Perkins, Title I, Part C	00	F

Schedule: 3F - Debt Service	
Fund Source	

Schedule: 3G - Capital Outlay		
Fund Source	Amend	Status
Carl D. Perkins, Title I, Part C	00	F

[CLICK HERE to allow NEW Program Schedules](#)

Schedule: 4C - Program Description		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 4D - Equitable Access and Participation		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 4F - Regional Workforce Planning Information		
Fund Source	Amend	Status
Program Pages - 4F for FA	00	F
Program Pages - 4F for MBR	00	F

Schedule: 4G - Career Preparation (Work-Based Learning)		
Fund Source	Amend	Status
Program Pages - 4G for FA	00	F
Program Pages - 4G for MBR	00	F

Schedule: 4H - Certifications and Licenses		
Fund Source	Amend	Status
Program Pages - 4H for FA	00	F
Program Pages - 4H for MBR	00	F

Schedule: 5A - Request for Approval of Adult Courses		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 6A - Provisions and Assurances		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 6B - Debarment and Suspension Certification		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 6C - Lobbying Certification		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 6D - Disclosure of Lobbying Activities		
Fund Source	Amend	Status
Program Pages	00	F

Schedule: 6E - Special Provisions and Assurances		
Fund Source	Amend	Status
Program Pages	00	F

Exit WEBSAS

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[Job Aid](#) | [Perkins User Manual](#)
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TEA Standard Application System (SAS) - Career and Technology Education
Schedule #1 - General Information

District Name:
School Year: 2005-2006

ESC Region:
County District:

Name:
Role:

Applicant Agency:

Name:
Address:
City:
State:
Zip:
Phone:
Fax:

Primary CATE Contact Person:

Name: *
Title: *
Address: *
City: * State: TX
Zip: *
Phone: * Fax: *
Email: *

LEA Program Area Info:

Name:
Title:
Address:
City:
State:
Zip:
Phone:
Fax:

Alternate CATE Contact Person:

Name:
Title:
Address:
City: State:
Zip:
Phone: Fax:
Email:

Program Authority	Tentative/ Maximum	Entitlement Amount	Check only if fiscal agent of shared services arrangement
<input type="checkbox"/> Carl D. Perkins, Title I, Part C*	T		<input type="checkbox"/>

Notes: (Save and Return to Re-Display Notes for Printing)

Save **Cancel**

* Fields are Required.

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education			Name: Role:
	Schedule #1A - Amendment to 2004-2005 Data Amendment #00			
	District Name:		Budget Status: Final Approved	
	School Year: 2005-2006	County District:	ESC Region No:	

No Change
from Last
Year

Amended

- | | | |
|----------------------------------|----------------------------------|--|
| <input type="radio"/> | <input checked="" type="radio"/> | 4C - Program Description |
| <input checked="" type="radio"/> | <input type="radio"/> | 4D - Equitable Access and Participation |
| <input type="radio"/> | <input checked="" type="radio"/> | 4F - Regional Workforce Planning Information |
| <input type="radio"/> | <input checked="" type="radio"/> | 4G - Career Preparation (Work-Based Learning) |
| <input type="radio"/> | <input checked="" type="radio"/> | 4H - Certifications and Licenses |
| <input checked="" type="radio"/> | <input type="radio"/> | 5A - Request for Approval of Adult Career and Technology Education Courses |

I Accept

Notes: (Save and Return to Re-Display Notes for Printing)

Cancel

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education			
	Schedule #2 - Certification for Shared Services Arrangements			
	Amendment #00			
	District Name:		Budget Status:	Final Approved
	School Year: 2005-2006	County District:	ESC Region No:	

Name:
 Role:

Fund Source: Carl D. Perkins, Title I, Part C (244/331)

(Not for Regular Special Education Shared Services Arrangements or Regional Day School Programs for the Deaf)

I certify that to the best of my knowledge, the information contained in this application is correct and complete, that the local education agency (LEA) that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the agency's board meeting. The participating or intermediate education agency named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds, including payments to members of the shared services arrangement, are expended in accordance with applicable laws and regulations. All participating agencies have entered into a written shared services agreement which describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits, and final disposition of equipment, facilities, and materials purchased for this project from funds specified below. It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the written **SHARED SERVICES AGREEMENT**, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred. All funds are released when the **tentative entitlement** is released, i.e., any additional funds that result from the maximum entitlement or from reallocation will not require additional member LEA authorization code(s). **Each member identified below acknowledges accountability for the requirements contained in Schedules #6A through #6E as applicable.**

L i n e #	D e l e t e	County District Number	Legal Name of Agency	Name/Title of Authorized Representative	Authorization Code	Entitlement Amt	Released Amount of Funds
		(A)	(B)	(C)	(D)	(E)	
01			Designated Fiscal Agent:				\$
02	<input type="checkbox"/>		Member LEA:				\$
03	<input type="checkbox"/>		Member LEA: N/A	N/A			\$
04	<input type="checkbox"/>		Member LEA: N/A	N/A			\$
05	<input type="checkbox"/>		Member LEA: N/A	N/A			\$
06	<input type="checkbox"/>		Member LEA: N/A	N/A			\$
07	<input type="checkbox"/>		Member LEA: N/A	N/A			\$
Total							\$

Delete Selected Items

Notes:

(Save and Return to Re-Display Notes for Printing)

Cancel

SAS-A309-06

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TEA Standard Application System (SAS) - Career and Technology Education

**Schedule #3 - Budget Summary
Amendment #00**

Name:

Role:

District Name:		Budget Status:	Program Approved
School Year:	2005-2006	County District:	
		ESC Region No.:	

Section A: Budget Summary

Line No.	Fund Code/Shared Services Arrangement Code	Carl D. Perkins, Title I, Part C	Carl D. Perkins, Title I, Part C
	Class/Object Description	C/Obj	244/331
01	Payroll Costs (Sch 3B)	6100	\$ 0
02	Professional and Contracted Services	6200	\$ 0
03	Supplies and Materials	6300	\$ 0
04	Other Operating Costs	6400	\$ 0
05	Debt Service (Sch 3F)	6500	\$ 0
06	Capital Outlay - (Exclusive of 6619 and 6629) (Sch 3G)	6600	\$ 0
07	Building, Purchase, Construction, or Improvements	6629	
08	Operating Transfers Out*	8911	\$ 0
09	Total Direct Costs (Sum of lines 1-8)		
10	Indirect Costs, Calculated at 1.668% ***	Use Recalculate before Indirect Cost Calculate Indirect Costs	\$ 0
11	Total Costs (Sum of lines 9 and 10)		
12	Payments to Member Districts of Shared Services Arrangements **	6493	\$ 0
13	Current FY Entitlement (FOR TEA USE ONLY)		

Recalculate

Section B: Additional Funding Information

Amount of federal career and technology education funds budgeted for adult career and technology education programs, services, and activities.	\$ 0
Amount of federal career and technology education funds budgeted for guidance and counseling.	\$ 0

Section C: Rural Sparsely Populated Area Waiver/Charter School Waiver

_____ School District is hereby applying for a waiver from the minimum \$15,000 statutory requirement. (a) The high school campus is 0 highway miles (minimum 30) from _____ High School, which is the nearest neighbor, and is unable to enter into a consortium for purposes of providing programs, services, and/or activities. authorized under Secondary School Career and Technology; or (b) _____ has been approved as a charter school.

* LEAs must report expenditures to each federal fund source combined in a schoolwide campus budget according to generally accepted accounting principles and *Financial Accounting and Reporting (FAR)*.

** Line 12 serves as a footnote only. These costs must be budgeted in lines 01-10 above.

*** Administrative Costs, including indirect costs, may not exceed 5% of total grant expenditures.

Notes: *(Save and Return to Re-Display Notes for Printing)*

Save

Cancel

SAS-A309-06



TEA Standard Application System (SAS) - Career and Technology Education

**Support Schedule #3B - Payroll Costs 6100
Amendment #00**

Name:

Role:

District Name: Budget Status: Program Approved

School Year: 2005-2006 County District: ESC Region No:

Line No.	Description of Payroll Costs	Carl D. Perkins, Title I, Part C Number of Positions
01	Aides [033] (6129)	<input type="text" value="0"/>
02	Clerical Staff (6129)	<input type="text" value="0"/>
03	Counselors [008] (6119)	<input type="text" value="0"/>
04	Career Placement Coordinator(s) [058/080] (6119)	<input type="text" value="0"/>
05	Administrator(s) [012] (6119)	<input type="text" value="0"/>
06	Work Study (6129)	<input type="text" value="0"/>
07	Supervisor(s) [080] (6119)	<input type="text" value="0"/>
08	Support Center Staff (6119)/(6129)	<input type="text" value="0"/>
09	Special Populations Coordinator(s)(6119)/(6129)	<input type="text" value="0"/>
10	<input type="text"/>	<input type="text" value="0"/>
11	<input type="text"/>	<input type="text" value="0"/>
12	<input type="text"/>	<input type="text" value="0"/>
13	<input type="text"/>	<input type="text" value="0"/>
14	<input type="text"/>	<input type="text" value="0"/>
15	<input type="text"/>	<input type="text" value="0"/>
	DESCRIPTION	SELECT
16	Schoolwide Program Personnel (not coded to 8911)	<input type="checkbox"/>
17	Beyond Normal Work Hours/Extra Duty Pay for Personnel Not Listed Above (6119) (6121)	<input type="checkbox"/>
18	Substitutes for Public and Charter School Personnel for Positions Not Listed Above [047] (6112)	<input type="checkbox"/>

Notes: *(Save and Return to Re-Display Notes for Printing)*

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	TEA Standard Application System (SAS) - Career and Technology Education			Name: Role:
	Support Schedule #3F - Debt Service 6500 Amendment #00			
	District Name:	Budget Status:	Program Approved	
	School Year: 2005-2006	County District:	ESC Region No:	

Part A:

Line No.	Description of Expense Item	Class/Obj Code	Carl D. Perkins, Title I, Part C - \$0
01	Capital Lease Principal	6512	0
02	Capital Lease Interest	6522	0
03	Interest on Debt	6523	0
04	TOTAL COSTS		0

Description of Property - Capital Lease Principal on Lines 1, 2, 3 above	Campus No.	Contract Dates		Total Value of Property
		Begin (MM/DD/YYYY)	End (MM/DD/YYYY)	
A				0
B				0
C				0
D				0

NOTE: Definition for Allowable Expense Items for Class/Object Code 6500

Lease-purchase of instructional equipment means new state-of-the-art equipment that is used for instructional purposes.

For each item requested, explain in the narrative space below how these items will support the program from which they are funded.

ACCESS BY PERSONS WITH DISABILITIES

Applicant shall require the lease-purchased facility to comply with the American with Disabilities Act (ADA) 28 CFR Part 35, or the Uniform Federal Accessibility Standards and other applicable Federal requirements. In addition, the applicant shall require the facility to comply with the Texas Accessibility Standards (TAS) promulgated by the Texas Department of Licensing and Regulation. The applicant shall be responsible for conducting inspections to ensure compliance with these specifications by the contractor.

I Accept

Narrative:

Notes:

(Save and Return to Re-Display Notes for Printing)

Save

Cancel

SAS-A309-06



TEA Standard Application System (SAS) - Career and Technology Education

**Support Schedule #3G - Capital Outlay 6600
Amendment #00**

Name:
Role:

District Name:	Budget Status:	Program Approved
School Year: 2005-2006	County District:	ESC Region No.:

On lines 2 - 14, list only an article of equipment having an acquisition cost of \$5,000 or more and a useful life of more than one year (663X).

I have reviewed this schedule and there will be no single article of equipment having an acquisition cost of \$5,000 or more (663X).

Line No.	Generic Description of Expense Items	PEIMS Code	Quantity	Campus	Cost
01	Improvements which materially increase the value or useful life of equipment or other capital assets.		0		\$ 0
02			0		
03			0		
04			0		
05			0		
06			0		
07			0		
08			0		
09			0		
10			0		
11			0		
12					

Carl D. Perkins,
Title I, Part C -
\$0

13			0					
14			0					
15	Capital Outlay > \$5,000 per article for schoolwide programs (not coded to 8911) (check the box)						<input type="checkbox"/>	

Narrative: Briefly describe how the capital outlay requested on this support schedule will be used to accomplish the objectives of the project if different from the general uses described in the instructions.

Notes: (Save and Return to Re-Display Notes for Printing)

Save Cancel

	TEA Standard Application System (SAS) - Career and Technology Education			Name: Role:
	Schedule #4C - Program Description Amendment #00			
	District Name:		Budget Status: Program Approved	
	School Year: 2005-2006	County District:	ESC Region No.:	

SHARED SERVICES ARRANGEMENTS: Submit one composite copy for members of the shared services arrangement.

Section 1: Integration of Foundation and Career and Technology Education

A. Extent of Integration

Indicate if integration has taken place to date. Place a check in each box that is appropriate. Column 1 indicates the curriculum areas. Columns 2-6 indicate those involved in integration activities.

Line No	Column 1 CURRICULUM AREAS	Column 2 FOUNDATION AREA TEACHERS	Column 3 CAREER AND TECHNOLOGY TEACHERS	Column 4 BUSINESS AND INDUSTRY REPRESENTATIVES	Column 5 ADMINISTRATORS	Column 6 GUIDANCE COUNSELOR(S)
1	English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Agricultural Science and Technology Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Business and Marketing Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	Trade and Industrial Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	Health Science Technology Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	Family and Consumer Sciences Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	Technology Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	Personal and Public Services Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

B. Methods of Integration

Indicate the methods used to achieve integration.

Line No.	Method Used	Description
1	<input type="checkbox"/>	Foundation area competencies in basic and higher-order skills have been identified by career and technology education teachers and incorporated into the curriculum, including instructional activities

		that lead students from theory to application.
2	<input type="checkbox"/>	Foundation area teachers have identified, developed, and implemented classroom activities that provide real world career applications.
3	<input type="checkbox"/>	Foundation area and career and technology education teachers collaborate in the development, revision, and utilization of curriculum and instructional materials designed to achieve integration.
4	<input type="checkbox"/>	Foundation area and career and technology education teachers are provided joint planning times and coordinated teaching schedules to integrate instruction.
5	<input type="checkbox"/>	Foundation area and career and technology education teachers participate in jointly planned staff development activities, including business and industry training.
6	<input type="checkbox"/>	Foundation area competencies have been incorporated into career and technology education courses either through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.
7	<input type="checkbox"/>	Foundation area teachers have strengthened the foundation area components of career and technology education curriculum.
8	<input type="checkbox"/>	Foundation area teachers, in some instances, teach individual lessons or modules for career and technology education courses, help career and technology education teachers to develop their own foundation area exercises, or provide additional opportunities for career and technology education students to develop foundation area skills.
9	<input type="checkbox"/>	The foundation area curriculum has been modified to incorporate career and technology education applications and examples so the curriculum is more relevant to students.
10	<input type="checkbox"/>	Both foundation area curriculum and career and technology education curriculum have been aligned and linked by using more practical instructional applications in foundation area courses and more foundation area skills in career and technology education courses.
11	<input type="checkbox"/>	This has been done by teachers from both the foundation area and career and technology education sides by coordinating the content of what they teach at a particular time or by jointly developing the curriculum for both foundation area and career and technology education courses. This has created sequences of academic and career and technology education courses that reinforce each other.
12	<input type="checkbox"/>	School-Within-A-School - Foundation area teachers in English, math, and science are paired with career and technology education teachers and focus on a particular career concentration such as health science technology. These teacher teams remain with the same group of students over two or three years and coordinate course content and sequence instruction. In some instances, close relationships have been established with business and industry operating in career concentrations, thereby providing students with additional motivation, mentors, and internships.
13	<input type="checkbox"/>	Career Concentration Cluster - Courses (may be from a variety of career and technology education programs and foundation area areas) have been organized around occupational clusters facilitating cooperation among foundation area and career and technology education teachers. Teachers from each of the disciplines provide emphasis appropriate to each student's career goal.
14	<input type="checkbox"/>	Labor market-driven career concentrations have been implemented as a means to deliver coherent sequences of courses for integrating foundation area and career and technology education instruction, for addressing all aspects of the industries within each career concentration, and for providing career guidance and counseling.
15	<input type="checkbox"/>	Career academies have been developed and implemented in one or more career concentrations. A strong business and industry component supports identified skills and knowledge integrated into the instruction of all teachers in the academy.
16	<input type="checkbox"/>	
17	<input type="checkbox"/>	
18	<input type="checkbox"/>	

C. Extent of Professional Development

Professional development has been/is provided to teachers of foundation area and/or career and technology education.

Check each item that is appropriate. If other professional development has been done, add additional items describing the professional development.

Line No	Professional Development Area	Local	Consultants	State Conference	Regional/National	Tech-Prep Consortium	College	ESC
1	Coherent Sequence of Courses	<input type="checkbox"/>						
2	Career Clusters	<input type="checkbox"/>						
3	Integration of Foundation and Career and Technology Education	<input type="checkbox"/>						
4	Instructional Modifications for Special Populations	<input type="checkbox"/>						
5	Nontraditional Career Information	<input type="checkbox"/>						
6	All Aspects of Industry	<input type="checkbox"/>						
7	Learning Styles	<input type="checkbox"/>						
8	Work Based Learning	<input type="checkbox"/>						
9	Educational Technology	<input type="checkbox"/>						
10	Pre-Service	<input type="checkbox"/>						

Section 2: Coherent Sequence of Courses/Career Clusters

A. Cluster Characteristics

Line No.	Select	Description
1	<input type="checkbox"/>	Students and parents are given the opportunity to choose a career cluster with an identified coherent sequence of courses.
2	<input type="checkbox"/>	Includes graduation plan.
3	<input type="checkbox"/>	Includes transition beyond high school.
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	

Section 3: Career Guidance and Counseling

A. Guidance and Counseling

Indicate what types of career guidance are provided to all students in the district/shared services arrangement.

Line No.	Select	Description
1	<input type="checkbox"/>	The Career Investigation course is offered at the middle/junior high school.
2	<input type="checkbox"/>	Career Investigation is provided through classroom instruction by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
3	<input type="checkbox"/>	Career interest and aptitude assessment is conducted for all students in the seventh or eighth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to occupational and educational success.
4	<input type="checkbox"/>	The Career Connections course is offered in grades 9-10.
5	<input type="checkbox"/>	Career interest and aptitude assessment is conducted for all students in the ninth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to occupational and educational success.
6	<input type="checkbox"/>	A graduation plan is developed for each student pursuing a career and technology education career concentration. The graduation plan identifies an appropriate coherent sequence of courses that includes appropriate academic and career and technology education leading to a career goal.
7	<input type="checkbox"/>	A career resource center is provided on all high school campuses.
8	<input type="checkbox"/>	A career resource center is provided on all middle school campuses.
9	<input type="checkbox"/>	A career placement coordinator(s) assists students who have completed their career pathway to secure employment or continue their education and training.
10	<input type="checkbox"/>	Students are provided information on careers that are nontraditional for their gender and necessary support leading to success in such careers.
11	<input type="checkbox"/>	Students are provided access to career and technology education based on the results of career interest and aptitude assessments.
12	<input type="checkbox"/>	Students are provided opportunities to understand and appreciate nontraditional career opportunities.
13	<input type="checkbox"/>	
14	<input type="checkbox"/>	

Section 4: Coordination with Other Fund Sources

A. Coordinating Fund Sources

Check each appropriate funding source category to indicate funding sources with which the district/shared services arrangement has coordinated to provide non-duplicated services that address the individual needs of the students who are members of special populations as indicated by the local needs assessment.

Line No.	Select	Description
1	<input type="checkbox"/>	Special Education
2	<input type="checkbox"/>	Compensatory Education
3	<input type="checkbox"/>	JTPA

4	<input type="checkbox"/>	Adult
5	<input type="checkbox"/>	ESL
6	<input type="checkbox"/>	Migrant Education
7	<input type="checkbox"/>	Mental Health/Mental Retardation
8	<input type="checkbox"/>	Juvenile Probation Office
9	<input type="checkbox"/>	Rehabilitation Services
10	<input type="checkbox"/>	
11	<input type="checkbox"/>	

Section 5: Participatory Planning

A. Participatory Planning

Check to indicate the activities and participants that were involved in planning the application.

Line No.	Group	Development	Implementation	Evaluation
1	Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Business and Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Labor Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Representatives of Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Community Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Participatory Planning and Parental and Student Involvement

Line No.	Will Provide	Description
1	<input type="checkbox"/>	Written procedures have been established to provide individuals interested in the education and training of students who are members of special populations with the opportunity for participation in decisions that influence career and technology education and the services provided and/or available to students who are members of special populations.
2	<input type="checkbox"/>	Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of career and technology education programs and services provided to students who are members of special populations.
3	<input type="checkbox"/>	An expedited appeals procedure has been established by which parents, students, teachers, and local residents will be able to participate in local decisions regarding programs and services for

		students who are members of special programs.
4	<input type="checkbox"/>	Parent-teacher conferences are held regularly to discuss students' progress and placement.
5	<input type="checkbox"/>	Parent training is provided by the district/shared services arrangement.
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	

Section 6: Nontraditional Activities

A. Nontraditional Activities

Check each activity that the district/shared services arrangement has utilized to encourage students to pursue nontraditional occupations.

Line No.	Selection	Description
1	<input type="checkbox"/>	Provide materials.
2	<input type="checkbox"/>	Presentation(s) by counselors.
3	<input type="checkbox"/>	Presentation(s) by individuals in nontraditional occupations.
4	<input type="checkbox"/>	Professional Development Activities
5	<input type="checkbox"/>	

Section 7: Career Clusters

A. Career Clusters

Check each career cluster being offered.

Line No.	Career Cluster	Description	Selected
1	Agriculture, Food, and Natural Resources	Producing, processing, marketing, distributing, financing, and developing agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	<input type="checkbox"/>
2	Architecture and Construction	Designing, planning, managing, building, and maintaining the built environment.	<input type="checkbox"/>
3	Arts, A/V Technology, and Communication	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism,	<input type="checkbox"/>

		and entertainment services.	
4	Business, Management, and Administration	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.	<input type="checkbox"/>
5	Education and Training	Planning, managing and providing education and training services, and related learning support services.	<input type="checkbox"/>
6	Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	<input type="checkbox"/>
7	Government and Public Administration	Executing governmental functions including governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.	<input type="checkbox"/>
8	Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	<input type="checkbox"/>
9	Hospitality and Tourism	Managing, marketing and operating restaurants and other foodservices, lodging, attractions, recreation events and travel related services.	<input type="checkbox"/>
10	Human Services	Career pathways relating to families and human needs.	<input type="checkbox"/>
11	Information Technology	Entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.	<input type="checkbox"/>
12	Law, Public Safety, and Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	<input type="checkbox"/>
13	Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.	<input type="checkbox"/>
14	Marketing, Sales, and Services	Planning, managing, and performing marketing activities to reach organizational objectives.	<input type="checkbox"/>
15	Science, Technology, Engineering, and Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	<input type="checkbox"/>
16	Transportation, Distribution, and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	<input type="checkbox"/>

Notes: Career and Technology Education Monitoring 2004-2005 Stage 1 Intervention schools should enter improvement activities in Schedule 4C-Notes.

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TEA Standard Application System (SAS) - Career and Technology Education
Schedule #4D - Equitable Access and Participation for Students, Teachers, and Other Program Beneficiaries
Amendment #00

Name:

Role:

District Name:		Budget Status:	Program Approved
School Year:	2005-2006	County District:	
		ESC Region No:	

A **barrier** is something that impedes, obstructs, or limits participation in a program or program activities.

Districts are encouraged to consult district and campus improvement plans for identified barriers to equitable participation and improved performance. Texas Education Code, Section 11.252 and 11.253, requires that appropriate objectives for special needs populations and strategies for improvement of student performance be identified in district and campus improvement plans.

In accordance with the General Education Provisions Act, Section 427, an applicant is required to develop and describe the steps it proposes to take to ensure equitable access to, and equitable participation in, the project(s) or activity(ies) to be conducted under this program, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation. This includes barriers based on gender, race, color, national origin, disability, and age. Refer to the instructions to this schedule for additional information about "barriers."

In each section (i.e., Students, Teachers, and Other Beneficiaries), for each barrier identified, **check the numbers corresponding to the strategies** that the LEA proposes to take to ensure equitable access to, and equitable participation in career and technology projects and activities. **Refer to the instructions** for this schedule for the narrative associated with each number.

Program Authority: Public Law 105-332, Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Part C

I. Student	II. Teachers	III. Other Beneficiaries
<input type="checkbox"/> 000	<input type="checkbox"/> 000	<input type="checkbox"/> 000
<input type="checkbox"/> A01 <input type="checkbox"/> A02 <input type="checkbox"/> A03 <input type="checkbox"/> A04 <input type="checkbox"/> A05 <input type="checkbox"/> A06 <input type="checkbox"/> A99	<input type="checkbox"/> A01 <input type="checkbox"/> A02 <input type="checkbox"/> A03 <input type="checkbox"/> A04 <input type="checkbox"/> A05 <input type="checkbox"/> A06 <input type="checkbox"/> A99	<input type="checkbox"/> A01 <input type="checkbox"/> A02 <input type="checkbox"/> A03 <input type="checkbox"/> A04 <input type="checkbox"/> A05 <input type="checkbox"/> A06 <input type="checkbox"/> A99
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<input type="checkbox"/> Q01 <input type="checkbox"/> Q02 <input type="checkbox"/> Q03 <input type="checkbox"/> Q99	<input type="checkbox"/> Q01 <input type="checkbox"/> Q02 <input type="checkbox"/> Q03 <input type="checkbox"/> Q99	<input type="checkbox"/> Q01 <input type="checkbox"/> Q02 <input type="checkbox"/> Q03 <input type="checkbox"/> Q99
<input type="checkbox"/> Z99	<input type="checkbox"/> Z99	<input type="checkbox"/> Z99

IV. Specify any number sequence ending in "99" to identify any other barriers and/or strategies:

Notes: *(Save and Return to Re-Display Notes for Printing)*

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education				Name: Role:
	Schedule #4F - Regional Workforce Planning Information Amendment #00				
	District Name:		Budget Status:	Program Approved	
	School Year:	2005-2006	County District:	ESC Region No:	

County District No. of SSA Member:

A. Labor Market Information Providers

Check all that apply from the following list of labor market information providers used by the district/shared services arrangement to determine targeted occupations for student career planning, counseling, and development of career clusters.

- Career Development Resources of the Texas Workforce Commission (CDR)
- SOCRATES-CARES-OSCAR-DECIDE
- Local Workforce Development Board
- Quality Workforce Planning Information
- Local Private Industry Council
- Occupational Outlook Quarterly (DOL-BLS)
- Texas Department of Rehabilitation
- Community College/Technical School
- Other (please explain)

B. Use of Regional Labor Market Information

Did the district/shared services arrangement use regional labor market information for the district's program planning process for course offerings?

- Yes
- No

C. Use of Targeted Occupations Information

If question #B is "Yes", did the district use regional labor market information to:

A) Evaluate current course offerings, but not change any course offerings.

- Yes
- No

B) Evaluate current course offerings and add the following courses:

Line No.	PEIMS Course Code	Course Title
01	<input style="width: 100px;" type="text"/>	<input style="width: 400px;" type="text"/>
02	<input style="width: 100px;" type="text"/>	<input style="width: 400px;" type="text"/>

03		
04		
05		
06		
07		
08		

C) Evaluate current course offerings and drop the following courses:

Line No.	PEIMS Course Code	Course Title
01		
02		
03		
04		
05		
06		
07		
08		

NOTE: A separate 4F should be completed and submitted for each member of a shared services arrangement.

Notes: (*Save and Return to Re-Display Notes for Printing*)

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education				Name: Role:
	Schedule #4G - Career Preparation (Work-Based Learning)				
	Amendment #00				
	District Name:		Budget Status:		
	School Year: 2005-2006		County District:		
		ESC Region No:			

County District No. of SSA Member:

A. Number of Involved Students

You must fill out this section unless this schedule is not applicable (N/A)

- N/A - Check if NOT APPLICABLE
- Participating in Work Based Learning

Estimate the number of students involved in each of the following instructional arrangements.

Line No	Instructional Arrangement	Agricultural Science & Technology Education	Business & Marketing Education	Trade and Industrial Education	Health Science Technology Education	Family and Consumer Sciences Education	Technology Education	Total
		1	2	3	4	5	6	
1	Career Preparation (Paid)	0	0	0	0	0	0	0
2	Career Preparation (UnPaid)	0	0	0	0	0	0	0
3	Internship	0	0	0	0	0	0	0
4	Preceptorship	0	0	0	0	0	0	0
5	Apprenticeship(B.A.T. Approved)	0	0	0	0	0	0	0
6	Clinical Rotation	0	0	0	0	0	0	0
7	School Based Enterprises	0	0	0	0	0	0	0
8	Job Shadowing(16 hours or more)	0	0	0	0	0	0	0
9	Volunteer(16 hours or more)	0	0	0	0	0	0	0
Other, Not Career and Technology Education (may include students in grades 7-8)								
10		0	0	0	0	0	0	0
11		0	0	0	0	0	0	0
12		0	0	0	0	0	0	0
Total :								0

Note: A separate Schedule 4G should be completed and submitted for each member of a shared services arrangement.

Notes: (Save and Return to Re-Display Notes for Printing)

Save

Cancel

SAS-A309-06

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	TEA Standard Application System (SAS) - Career and Technology Education			Name: Role:
	Schedule #4H - Certifications and Licenses Amendment #00			
	District Name:		Budget Status: Program Approved	
	School Year: 2005-2006	County District:	ESC Region No.:	

County District No. of SSA Member:

1. Schedule Availability

You must fill out section 2 unless this schedule is not applicable (N/A)

- N/A - Check if no student received a certification
- One or more students did receive a certification, and I will fill out SECTION 2
- Will file by October 15, 2005

2A Agricultural Science and Technology Education

Line No	Description	Number of Students
1	Certified Landscape Technician	0
2	Certified Veterinary Assistant	0
3	Environmental Technician	0
4	Landscape Irrigator License	0
5	Pesticide Handling	0
6	Private Pesticide Applicators License	0
7	Texas Master Gardener	0
8		0
9		0

2B Business Education

Line No	Description	Number of Students
1	A+ Certification	0
2	Adobe Certified Expert	0
3	C+ Certification	0
4	Certified Cisco Network Associate	0
5	Certified Internet Webmaster	0
6	Certified Microsoft Professional	0
7	Certified Novell Administrator	0
8	Certified Web Designer	0
9	Certified Web Technician	0

10	Corel Certified Expert	0
11	Corel Certified Proficient User	0
12	e-Biz	0
13	IC ³ Certification	0
14	i-Net+ Certification	0
15	jCert JAVA Programmer Certification	0
16	Linux+	0
17	Macromedia Certified Dreamweaver Developer Certification	0
18	MOUS (Microsoft Office Users Specialist) Certification	0
19	Network+	0
20	Networking Cabling Specialist	0
21	OPAC (Office Proficiency Assessment) Certification	0
22	Oracle Certified Database Associate	0
23	Server+	0
24	Student Network Technician	0
25		0
26		0

2C Family and Consumer Sciences Education

Line No	Description	Number of Students
1	Certified Food Manager	0
2	Child Development Associate Certification	0
3	Concierge	0
4	Educational Aide Certification I	0
5	Educational Aide Certification II	0
6	Front Desk Representative	0
7	Lodging Management Program Certification I	0
8	Lodging Management Program Certification II	0
9	ProStart Certification	0
10	Reservationist	0
11	ServSafe Certification	0
12		0
13		0

2D Health Science Technology Education

Line No	Description	Number of Students
1	Certified Coding Associate (CCA)	0
2	Certified Medical Assistant (CMA)	0
3	Certified Nurse Aide (CNA)	0
4	Dental Assistant (CDA)	0
5	Dental Radiography (RHS)	0
6	Emergency Care Attendant (ECA)	0
7	Emergency Medical Dispatcher (EMD)	0
8	Emergency Medical Technician (EMT)	0
9	Licensed Vocational Nurse (LVN)	0
10	Massage Therapist (RMT)	0
11	National Health Care Foundation Skill Standards Certification	0
12	Pharmacy Technician (CPhT)	0
13	Phlebotomy Technician (CPT)	0
14		0
15		0

2E Marketing Education

Line No	Description	Number of Students
1	Certified Customer Service Specialist	0
2	Certified e-Marketing Associate	0
3	Certified Professional Salesperson	0
4	Certified Travel Associate	0
5	Lodging Management Passport	0
6	Real Estate License	0
7	SABRE System Certification	0
8		0
9		0

2F Technology Education

Line No	Description	Number of Students
1	3D Studio Max Certification	0
2	Auto CAD	0
3	Certified Electronics Associate	0
4	Macromedia Director Certification	0
5	MOUS Certification	

		0
6	Pro Engineer Certification	0
7		0
8		0

2G Trade and Industrial Education

Line No	Description	Number of Students
1	Associated Builders and Contractors	0
2	Automotive Service Technician (ASE)	0
3	Certified Access Culinarian	0
4	Certified Protection Officer	0
5	CMI Custodial Technician	0
6	Computer Maintenance Technician	0
7	Cosmetology Beautician	0
8	County Jailer	0
9	Criminal Justice	0
10	Forklift Operator	0
11	Mobile Refrigerant Recovery	0
12	NCCER Carpentry	0
13	NCCER Electrical	0
14	NCCER HVAC	0
15	NCCER Industrial Maintenance	0
16	NCCER Masonry	0
17	NCCER Painting	0
18	NCCER Plumbing	0
19	NCCER Sheet Metal	0
20	NCCER Welding	0
21	Outdoor Power Equipment Technician	0
22	Refrigerant Handling	0
23	Refrigeration Technician	0
24	Security Service	0
25	Shampoo and Conditioning Specialist	0
26	Small Engine Repair	0
27	Telecommunications Operator	0

28	Texas Commercial Drivers License	0
29	Welding Technician	0
30		0
31		0

Total certifications received by gender

Male	0
Female	0

Total certifications received by grade level

9th Grade	0
10th Grade	0
11th Grade	0
12th Grade	0
Total	0

Notes: (Save and Return to Re-Display Notes for Printing)

Note: All shared services arrangement members must fill out schedule #4H by either checking N/A or completing the schedule. If the data are not available by due date, and/or upon submission of this application, then file application without this schedule completed. File this schedule as soon as the data are available but no later than October 15, 2005.

SAS-A309-06



TEA Standard Application System (SAS) - Career and Technology Education

**Schedule #5A - Request for approval of adult courses
Amendment #00**

Name:

Role:

District Name:		Budget Status:	Final Approved
School Year:	2005-2006	County District:	
		ESC Region No.:	

Line No	County District	Course Number	Course Title	Estimated Total Number of Students to be Enrolled in Program	Estimated Number Identified as Special Populations Students	Identify targeted courses to be supported with Carl D. Perkins Grant Funds	Identify courses targeted in Prior Year
1				0	0	<input type="checkbox"/>	<input type="checkbox"/>
2				0	0	<input type="checkbox"/>	<input type="checkbox"/>
3				0	0	<input type="checkbox"/>	<input type="checkbox"/>
4				0	0	<input type="checkbox"/>	<input type="checkbox"/>
5				0	0	<input type="checkbox"/>	<input type="checkbox"/>
6				0	0	<input type="checkbox"/>	<input type="checkbox"/>
Total				0	0		

Narrative: (Save and Return to Re-Display Notes for Printing)

Notes: (Save and Return to Re-Display Notes for Printing)

Cancel

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education			
	Schedule #6A - Provisions and Assurances			
	Amendment #00			
	District Name: <input type="text"/>		Budget Status: <input type="text"/>	Program Approved <input type="checkbox"/>
School Year: 2005-2006	County District: <input type="text"/>	ESC Region No.: <input type="text"/>		
				Name: Role:

Statement of provisions and assurances for the program(s) in this application:

Statement of provisions and assurances for the program(s) in this application:

- A. Terms defined:** As used in these Provisions and Assurances,
 "Contract" means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;;
 "Agency" or "TEA" means the Texas Education Agency;
 "Contractor" means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
 "Project Administrator" means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
 "Contract Project" means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
 "Applicant" means the same as "Contractor;"
 "SAS" means the Standard Application System of which the application document is a part;
 "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
 "Amendment" means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
 "Works" means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract ("Works" includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
 "Intellectual Property Rights" means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
 "Grant" means the same as "Contract;"
 "Grantee" means the same as "Contractor;"
 "Grantor" means the same as "Agency;" and
 "DCC" means the Document Control Center of Agency.
- B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.
- C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.
- D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes

although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System are incorporated herein by reference.

- E. **Signature Authority:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.

- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:**
For Discretionary Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.
For Formula Programs: All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. "Obligations" mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the contractor during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.
- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).

- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. The final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.
- Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.
- For School Districts and Nonprofit Organizations:** The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors.
- For Education Service Centers (ESCs):** The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If

an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from TEA Legal Division.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. Colleges and universities are prohibited, however, from advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works, that are created or conceived under this Contract, without the express written permission of TEA Legal Division.

- S. Unfair Business Practices: Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.
- Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.
- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective (s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.
- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$300,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA.

Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Grants Administration. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;
 5. **the Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
 6. **the Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students (34 CFR Part 99)**, if Contractor is an educational institution (20 USC 1232g);
 7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
 8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
 9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
 10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-2).
 11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and
 12. General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs):** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies:** 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).
2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not 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 purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

EE. Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

FF. Family Code Applicability: By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

GG. Interpretation: In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

HH. Registered Lobbyists: No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

Rev. 04/05

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

Certification by applicant indicates acceptance of all requirements described on this schedule.

I Accept

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SAS-A309-06

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	TEA Standard Application System (SAS) - Career and Technology Education				Name: Role:
	Schedule #6B - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions Amendment #00				
	District Name:		Budget Status:	Program Approved	
	School Year:	2005-2006	County District:	ESC Region No:	

Required for all federally funded grants regardless of the dollar amount.

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal to:

Texas Education Agency
Division of Formula Funding
1701 North Congress Avenue
Austin, Texas 78701-1494

Certification by applicant indicates acceptance of all requirements described on this schedule.

I Accept

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)
As amended by the Texas Education Agency (04/02)

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SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education			
	Schedule #6C - Lobbying Certification Amendment #00			
	District Name:		Budget Status:	Program Approved
	School Year:	2005-2006	County District:	ESC Region No:
Name: _____ Role: _____				

(Required for all federally funded grants greater than \$100,000.)

Submission of this certification covers all federal programs in this application and is required by the U.S. Department of Education and Section 1352, Title 31 of the United States Code. It is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by use of the required authorization code, 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D-Disclosure of Lobbying Activities.**)

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U.S. Department of Education and the Texas Education Agency relied when it made or entered into this grant or contract. Any organization that 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.

Certification by applicant indicates acceptance of all requirements described on this schedule.

I Accept

N/A - Check if NOT APPLICABLE

Dept. of Education form #ED 80-0008
As amended by the Texas Education Agency

11/89
01/00

SAS-A309-06

	TEA Standard Application System (SAS) - Career and Technology Education			Name: Role:
	Schedule #6D - Disclosure of Lobbying Activities Amendment #00			
	District Name:	Budget Status:	Program Approved	
	School Year: 2005-2006	County District:	ESC Region No:	

N/A - Check if NOT APPLICABLE

Disclosing lobbying activities

Complete this schedule to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure schedule is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.) **Do not sign and submit this disclosure schedule unless lobbying activities are being disclosed.**

Federal Program Name: <input type="text"/>		
1. Type of Federal Action <input type="radio"/> a. Contract <input type="radio"/> b. Grant	2. Status of Federal Action: <input type="radio"/> a. Bid/Offer/Application <input type="radio"/> b. Initial award <input type="radio"/> c. Post-award	3. Report Type: <input type="radio"/> a. Initial filing <input type="radio"/> b. Material change For Material Change Only: year <input type="text"/> quarter <input type="text"/> date of last report <input type="text" value="0"/>

4. Name and Address of Reporting Entity: Name: <input type="text"/> Address: <input type="text"/> City/State: <input type="text"/> Zip: <input type="text"/> <input type="checkbox"/> Subawardee Tier <input type="text"/> , if known: Congressional District, if known: <input type="text"/>	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701-1494 Congressional District, if known: <input type="text" value="10"/>
6. Federal Department/Agency: <input type="text"/>	7. Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="0"/>
10.a. Name and Address of Registrant: <i>(if individual, last name, first name, MI):</i>	10.b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>

Last Name: <input type="text"/> First Name: <input type="text"/> MI: <input type="text"/> Address: <input type="text"/> City/State: <input type="text"/> <input type="text"/> Zip: <input type="text"/>	Last Name: <input type="text"/> First Name: <input type="text"/> MI: <input type="text"/> Address: <input type="text"/> City/State: <input type="text"/> <input type="text"/> Zip: <input type="text"/>
<p>11. Information requested through this schedule 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>	*Authorization Code: <input type="text"/> Name: <input type="text"/> Title: <input type="text"/> Telephone No: <input type="text"/> Date: 0 <input type="text"/>
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SAS-A309-06



TEA Standard Application System (SAS) - Career and Technology Education

Schedule #6D - Disclosure of Lobbying Activities

District Name:

District:

School Year: 2005-2006 Amendment: 00

N/A - Check if NOT APPLICABLE

Disclosing lobbying activities

Complete this schedule to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure schedule is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure schedule unless lobbying activities are being disclosed.

Federal Program Name:

<p>1.Type of Federal Action</p> <p><input type="radio"/> a. Contract</p> <p><input type="radio"/> b. Grant</p>	<p>2.Status of Federal Action:</p> <p><input type="radio"/> a. Bid/Offer/Application</p> <p><input type="radio"/> b. Initial award</p> <p><input type="radio"/> c. Post-award</p>	<p>3. Report Type:</p> <p><input type="radio"/> a. Initial filing</p> <p><input type="radio"/> b. Material change</p> <p>For Material Change Only: year quarter date of last report 0</p>
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<p>4. Name and Address of Reporting Entity:</p> <p>Name: Address: City/State: Zip:</p> <p>Subawardee Tier , if known: Congressional District, if known:</p>	<p>5. If Reporting Entity In No. 4 Is Subawardee, Enter Name and Address of Prime:</p> <p>Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701-1494</p> <p>Congressional District, if known: 10</p>
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<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description: CFDA Number, if applicable:</p>
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<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$ 0</p>
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<p>10.a. Name and Address of Registrant: <i>(if individual, last name, first name, MI):</i></p> <p>Last Name: First Name: MI: Address: City/State: Zip:</p>	<p>10.b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i></p> <p>Last Name: First Name: MI: Address: City/State: Zip:</p>
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<p>11. Information requested through this schedule 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>Name: Title: Telephone No: Date: "0"</p>
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SAS-A309-06

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	TEA Standard Application System (SAS) - Career and Technology Education				Name: Role:
	Schedule #6E - Special Provisions and Assurances Amendment #00				
	District Name:	<input type="text"/>	Budget Status:	Program Approved	
	School Year:	2005-2006	County District:	ESC Region No:	

The following Special Provisions and Assurances apply to all programs funded under the Public Law 105-332, Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Part C.

The applicant agrees to:

1. Organize, develop and operate career and technology education programs, services, and activities in accordance with federal and state statutes, rules, and regulations, and the guidelines and instructions for completing this application, and where necessary, describe the manner in which the applicant will comply with the requirements specified.
2. Provide that, to the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the career and technology education programs assisted under the basic grant.
3. Ensure that students who participate in career and technology education programs are taught to the same challenging academic proficiencies as are taught to all other students.
4. Make this application available for review and comment by interested parties, including the appropriate administrative entity under the Workforce Investment Act (WIA) where appropriate.
5. Submit descriptive, statistical, financial, and evaluative reports as may be required by the Texas Education Agency following approval of the career and technology education programs, services, and activities described in this application.
6. Obtain written approval from the Texas Education Agency prior to the expenditure of federal funds for equipment having an acquisition cost of \$5,000 or more.
7. Ensure that federal career and technology education funds shall be used to supplement, not supplant, nonfederal funds and in no case replace nonfederal funds that would have, in the absence of such federal funds, been used to support career and technology education programs.
8. Maintain documentation in support of the assurances and other information provided in this application and, upon request, make such documentation available to the Texas Education Agency.
9. Provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency; students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women; displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.
10. Provide a career and technology education program that is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school or consortium.
11. Cooperate with the regional entity providing programs services, and activities designed to prepare students for occupations that are nontraditional for their gender.
12. Ensure that none of the Carl D. Perkins funds received under this application will be used to carry out activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this application

serve only those participants eligible to participate in programs funded under the Carl D. Perkins Act.

13. Assure that the eligible recipient shall: (1) assist students who are members of special populations to enter career and technology education programs and, with respect to students with disabilities, assist in fulfilling the transitional service requirements of **Sections 1412, 1414, and 1415 of the Individuals With Disabilities Education Act**; (2) assess the special needs of students participating in programs receiving assistance under this application with respect to their successful completion of the career and technology education program in the most integrated setting possible; (3) provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; (4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and (5) provide counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.
14. Ensure that the programs funded under this application shall be carried out according to the criteria for serving each special population.
15. Ensure that individuals with disabilities will be provided career and technology education programs, services, and activities in the least restrictive environment and, whenever appropriate, such programs, services, and activities will be included as a component of each student's individualized education plan; that students with disabilities who have individualized education plans shall, be afforded with respect to career and technology education programs, the rights and protections guaranteed such students under **Sections 1412, 1414, and 1415 of the Individuals With Disabilities Education Act**; that students with disabilities who do not have individualized education plans, or who are not eligible to have such a program shall with respect to career and technology education be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973, and for the purpose of this application, such rights and protections shall include making career and technology education programs readily accessible to eligible individuals with disabilities through the provision of supplementary services, and state vocational rehabilitation agencies.
16. Provide relevant career and technology education programs, services, and activities to all students who desire to enter occupations that are not traditionally associated with their gender.
17. Provide individuals who are members of special populations with equal access to the full range of career and technology education programs available, to individuals who are not members of special populations, including occupationally-specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and such individuals shall not be discriminated against on the basis of their status as members of special populations.
18. Ensure that none of the Carl D. Perkins funds received under this application will be expended below the seventh grade.
19. Ensure compliance with requirements of the No Child Left Behind Act of 2001 (PL 107-110) as it relates to students in Career and Technology Education.

Certification by applicant indicates acceptance of all requirements described on this schedule.

I Accept

Save

Cancel

SAS-A309-06



ANNUAL APPLICATION FOR BASIC GRANT

**THE CARL D. PERKINS VOCATIONAL AND
TECHNICAL EDUCATION ACT OF 1998**

Program Year September 1, 2005 - August 31, 2006

**The Texas Higher Education Coordinating Board
Community and Technical Colleges Division
P.O. Box 12788, Capitol Station
Austin, Texas 78711-2788**

Table of Contents

Overview of the Annual Application	i
Application Cover Page	ii
Section 1: Background Information	1-1
Perkins Core Indicators	1-1
Perkins Measures & Standards	1-3
Program Evaluation	1-6
Section 2: General Instructions	2-1
Annual Application.....	2-1
Funding Process.....	2-1
Forming Consortium	2-2
Continuing Education	2-4
Administrative Costs.....	2-4
Section 3: Local Plan Requirements - 2005-2006.....	3-1
Section 4: Self Evaluation	4-1
Perkins Measures & Standards and Selected Programs for Improvement	
Section 5: Budget Sheets.....	5-1
Instructions for Preparing Cost Category Schedules.....	5-1
Cost Category Schedules	5-6
Budget Summary Pages	5-14
CB 100 - Budget Summary Page	5-15
CB 320 - Budget Summary by Activity.....	5-17
Section 6: Contract Provisions	6-2
Provisions and Assurances	6-2
Special Provisions and Assurances.....	6-7
Schedule 1: Reporting Requirements.....	6-9
Schedule 2: Revisions of Program Plans and Budget.....	6-11
Certifications.....	6-12
Section 7: General Definitions.....	7-1

The Carl D. Perkins Vocational And Technical Education Act of 1998

Overview of the Annual Application

All applications must be prepared and submitted according to Coordinating Board instructions.

Number of Copies - One hard copy of the Application Cover Page with original signatures. The Cover Page, Local Plan, Self-Evaluation and Budget Sheets are submitted electronically to the Coordinating Board through the on-line *Perkins Annual Application*.

Application Due Date and Time - All electronic submissions and paper documents are due at the Coordinating Board **Monday, May 16, 2005.**

Application Contents - The annual application includes:

- Application Cover Page
- Local Plan for 2004-2005 (Section 3)
- Self Evaluation (Section 4)
- Budget Sheets - Cost Category Schedules A-G, CB-100 & CB-320 (Section 5)

Submission Addresses

The signed Application Cover Page should be sent to one of the following addresses:

Post Office Address

Roger Labodda
Program Director
Texas Higher Education Coordinating Board
Community and Technical Colleges Division
P. O. Box 12788
Austin, Texas 78711-2788

Delivery Address

Roger Labodda
Program Director
Texas Higher Education Coordinating Board
Community and Technical Colleges Division
1200 East Anderson Lane
Austin, Texas 78752-1508

The *Annual Application for Basic Grant* document and the on-line *Perkins Annual Application* and all accompanying documents and instructions are available on the World Wide Web at <http://www.thecb.state.tx.us/ctc/perkins/>

Any questions related to the on-line *Perkins Annual Application* should be sent via e-mail to Clifford King at Clifford.King@thecb.state.tx.us. Questions on program issues related to the annual application should be sent via e-mail to Roger Labodda at Roger.Labodda@thecb.state.tx.us

APPLICATION COVER PAGE

Go to next page to view a sample

The Application Cover Page is prepared in the on-line *Perkins Annual Application*

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
Application Cover Page**

Project Title: Annual Application**Category:** 42 Basic Grant**Classification:** Continuation**Application Number:****Applicant Institution:**

Name:

FICE Code:

Mailing Address:

City, State, Zip:

Budget Request:

Salaries and Fringe Benefits

Travel (Staff Only)

Capital Outlay/Equipment

Consultant Fees

Subgrants and Subcontracts

Miscellaneous

Project Director:

Name:

Phone:

Fax:

E-mail:

Contact Person:*Perkins Contact where applicable*

Name:

Phone:

Fax:

E-mail:

Subtotal - Direct

Administration

Total Grant Request

We hereby certify that the information contained in this application is, to the best of our knowledge, correct and that the institution named above has authorized us as its representatives to obligate this institution. We further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, applications guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Certifications, Drug-Free Workplace requirements, Special Provisions and Assurances, and the schedules as applicable. It is understood that this application constitutes an offer and, if accepted by the Coordinating Board or renegotiated to acceptance, will form a binding agreement.

Name/Title of Chancellor/President/CEO from Applicant Institution

Signature

Date

Name/Title of Chief Financial Officer

Signature

Date

Name/Title of Contact Person (Perkins Contact where applicable)

Signature

Date

SECTION 1

BACKGROUND INFORMATION

The Carl D. Perkins Vocational-Technical Education Act of 1998 requires states to develop core indicators of performance for postsecondary career and technology education programs and postsecondary workforce education programs. These core indicators of performance appear below. The state is accountable for measuring these indicators and achieving the standard of each measure. The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) staff will collect and report data on these indicators to the U. S. Department of Education, Office of Vocational and Adult Education. These indicators are subject to approval from U. S. Department of Education.

Postsecondary Performance Measures for Perkins Core Indicators

Indicator #1:

ACHIEVEMENT: student attainment of challenging State established academic, vocational and technical skill proficiencies.

90.11 percent of postsecondary students completing 24 semester credit hours during the academic year will achieve a 2.0 GPA or better.

Indicator #2:

COMPLETION: student attainment of high school diploma, equivalent, or postsecondary degree or credential.

35.08 percent of all full-time first time in college (FTIC) students will graduate or transfer in four years.

The number of completers (AAS/Certificate) will increase every year.

Indicator #3:

PLACEMENT: placement in, retention in, and completion of postsecondary education or advanced training, the military, or employment.

91.00 percent of postsecondary workforce education program graduates (including Tech-Prep) will be employed or pursuing additional education with one year of graduation.

88.72 percent of employed graduates will be retained in employment for six months. (This is state-level aggregated data)

Indicator #4:

NONTRADITIONAL EMPLOYMENT: participation in and completion of programs leading to nontraditional employment.

The percentage of male/female students enrolled in programs leading to non-traditional occupations for their gender is 25 percent or improving at the rate of one percent a year until it reaches 25 percent.

The percentage of male/female graduates in programs leading to non-traditional occupations for their gender is 25 percent or improving at the rate of one percent a year until it reaches 25 percent.

If a state fails to meet its performance levels (the State as an aggregate) and does not establish a plan to improve, the department can withhold all or part of a state's vocational education funding. Conversely, this new incentive program is also created to reward states that exceed their performance levels. For 2005-2006 this will be an improvement to 11.92 percent.

Texas must take bold steps for the future success of its people. The State Higher Education Master Plan (*Closing the Gaps By 2015*, Texas Higher Education Coordinating Board, October 2001) outlines the goals of closing the gaps in higher education participation and success in educational excellence, and in funded research over the next 15 years. It is by no means a list of all desirable actions in Texas higher education, but rather outlines the four challenges which are the most critical to overcome for the future well-being of our state.

Goal 1: Close the Gaps in Participation

By 2015, close the gaps in participation rates across Texas to add 500,000 more students

Goal 2: Close the Gaps in Success

By 2015, increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs.

Goal 3: Close the Gaps in Excellence

By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.

Goal 4: Close the Gaps in Research

By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to \$1.3 billion.

Performance Measures and Standards for Postsecondary Vocational and Technical Education Programs

Each of the following is a performance measure (outcome) included in the statewide evaluation system for Texas' postsecondary technical programs. Following each measure is the desired standard (goal) as determined by the Advisory Committee for Program Quality and Standards. The four core indicators of performance and the state measures and standards will help Texas evaluate whether its workforce career and technology programs are meeting the needs of Texas students. These should meet the same high academic performance standards that are expected of all Texas students.

MEASURE I - COMPLETION OF FULL-TIME STUDENTS

Measure: Completion Rates for All Full-Time Students
Standard: 35.08 percent of all full-time first-time-in-college students receive a degree or certificate or transfer within four years. There is no significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards or transferring.

Measure: Completion Rates for Full-Time Students Not Receiving Remediation
Standard: 35.08 percent of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within three years. There is no significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards or transferring.

Measure: Completion Rates for Full-Time Students Receiving Remediation
Standard: 35.08 percent of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within four years. There is no significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards or transferring.

Measure: Number of Completers (AAS/Certificates)
Standard: The number of completers (AAS/Certificates) will increase every year.

MEASURE II - COMPLETION OF PART-TIME STUDENTS

Measure: Completion Rates for Part-Time Students Not Receiving Remediation
Standard: 15 percent of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within five years. There is no significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards or transferring.

Measure: Completion Rates for Part-Time Students Receiving Remediation
Standard: 15 percent of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within seven years. There is no significant difference between the proportions of each group (gender, ethnicity and special populations) receiving awards or transferring.

MEASURE III - ACCESS TO TECHNICAL PROGRAMS

Measure: Access and Equity of Women, Minorities and Special Populations
Standard: Proportion of women, minorities and special populations in all semester/quarter credit hour technical education enrollment is comparable (\pm 5 percent) to overall college enrollment or shows improvement compared to overall college enrollment.

MEASURE IV - REMEDIATION AND RETENTION

Measure: Retention Rates from Fall to Spring of Full-time First-time-in-college Students (Taking 12 Semester Credit Hours [SCH])
Standard: Retention from Fall to Spring of students who did and did not receive remediation is not more than five percentage points below the state average.

Measure: Retention from Fall to Spring of Part-time First-time-in-college Students (Taking 6 to 11 Semester Credit Hours [SCH])
Standard: Retention from Fall to Spring of part-time students who did and did not receive remediation is not more than five percentage points below the state average.

MEASURE V - PROGRAM CONTENT

Measure: Compliance with THECB Workforce Education Guidelines
Standard: 100 percent compliance for AAS and Certificate Awards

MEASURE VI - EMPLOYMENT AND EDUCATION OUTCOMES

Measure: Placement of Program Graduates Over Three Year Period
Standard: 91.0 percent of post-secondary workforce education program graduates (including Tech Prep) will be employed or pursuing additional education within one year of graduation.

Standard: 88.72 percent of employed graduates will be retained in employment for six months. (For state aggregated data only)

Measure: Employer and Student Satisfaction
Standard: College measures and documents employer and student satisfaction and uses results for program improvement.

Measure: Licensure Pass Rate
Standard: 90 percent of students tested on a specific licensure exam pass or the percentage of students who take licensure exams and pass is not more than five percentage points below the state average for last three years for the specific licensure exam.

Measure: Professional Program Credentials
Standard: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency.

MEASURE VII - ADULT AND WORKFORCE CONTINUING EDUCATION

Measure: Quality of State-Funded Continuing Education Courses
Standard: Quality of state-funded CEU courses is documented based on SACS criteria.

MEASURE VIII - DEGREE ATTAINMENT

Measure: 15 Graduates Over Three Year Period
Standard: 100 percent compliance (except new programs which received CB approval or were first offered within last three years), including programs leading to non-traditional occupations.

MEASURE IX - STUDENT ATTAINMENT

Measure: Student Attainment of Academic and Career/Technical Skills Proficiencies
Standard: 90.11 percent of postsecondary students completing 24 semester credit hours during the academic year will achieve a 2.0 GPA or better.

MEASURE X - NON-TRADITIONAL

Measure: Non-Traditional (Enrollment and Completion)
Standard: The percentage of male/female students enrolled in programs leading to non-traditional occupations for their gender is 25 percent or improving at the rate of one percent per year until it reaches 25 percent.

AND

The percentage of male/female graduates in programs leading to non-traditional occupations for their gender is 25 percent or improving at the rate of one percent per year until it reaches 25 percent.

Program Evaluation

Section 403.191(a)(1) of the final regulations to the *Carl D. Perkins Vocational and Technical Education Act of 1990* required that a recipient under Title II, Part C evaluate annually the effectiveness of the program conducted with assistance under this act based on measures and standards developed in accordance with §§403.201, 403.202, and 403.203.

The Carl D. Perkins Vocational and Technical Education Act of 1998 supports this previous regulation in Section 123 by requiring that each eligible agency shall evaluate annually, using the State adjusted levels of performance, the vocational and technical education activities of each eligible recipient receiving funds under this Act.

Performance Measures and Core Standards for Postsecondary Technical Education Programs were developed and disseminated to postsecondary institutions for implementation in fall 1992. The measures and standards were revised by the Committee of Practitioners in May 1995 and were re-assessed in December 1998 and January 2000 by the CTC's Advisory Committee for Program Quality and Standards. Information and data contained in each institution's Annual Application and Annual Data Profile will enable institutions and the Coordinating Board staff to determine compliance with the published measures and standards.

If it is determined that a postsecondary institution is not making substantial progress in meeting the four Perkins Core Indicators, the institution will be provided assistance by the Coordinating Board staff in developing a joint program improvement plan, in accordance with §403.204 of the Final Regulations and Section 123 of Perkins 1998 Act. This plan must:

- (A) conduct an assessment of the educational needs that the eligible recipient shall address to overcome local performance deficiencies;
- (B) enter into an improvement plan based on the results of the assessment; the plan shall include instructional and other programmatic innovations of demonstrated effectiveness, and where necessary, strategies for appropriate staffing and staff development; and
- (C) the Coordinating Board staff, in conjunction with the institution, shall annually review and revise the joint plan and provide appropriate assistance, until the institution adequately fulfills the requirement of state and local standards and measures for more than one year.

Monitoring by the Texas Higher Education Coordinating Board Staff

As a part of its assessment responsibilities, the Coordinating Board, beginning in program year 1992-1993, implemented a system for state-level review of Texas' community and technical colleges. The focus of the system is to:

- identify institutional and programmatic strengths and concerns;
- verify institutional outcomes and improvement efforts;
- confirm institutional commitment in meeting the eight required uses of Perkins funds;
- review compliance and improvement toward meeting the state's standards and measures as outlined in the annual application.

The Coordinating Board staff shall continue to monitor and assess the effectiveness of all career and technical education programs for compliance with applicable laws, regulations, guidelines, and policies. The evaluation is conducted in accordance with a monitoring and assessment instrument which is available for review by the postsecondary institutions. Unannounced visits may be made at the discretion of the Coordinating Board. In addition to federal laws and regulations, state law (TEC 61.051f) as well as Coordinating Board rules and regulations, Chapter 10, establish a legal framework for these activities.

SECTION 2

GENERAL INSTRUCTIONS

The Annual Application for Postsecondary Workforce Education Programs is intended to assist in the planning and implementation of improvements to career and technical education as prescribed in Title I of the *Carl D. Perkins Vocational and Technical Education Act of 1998* (Perkins III).

Annual Application

The Annual Application submitted to the Coordinating Board staff shall cover the same time-frame as the State Plan for administering federal career and technical education funds as required under the Perkins Act. The State Plan is effective from FY 2000 to FY2004, with updates and revisions thereafter.

Funding Process

The effective date of the grant will be September 1, 2005, or the date the application is approved by the staff of the Community and Technical Colleges Division of the Texas Higher Education Coordinating Board, whichever is later. Each institution will be provided a notice of midyear reallocation of previous fiscal year's carryover funds on the Coordinating Board's website.

The following methodology, recommended by the CTC Advisory Committee for Program Quality and Standards, will be used:

1. Match the Pell recipient social security numbers with those collected on the Financial Aid Database (FAD) to the 001/00A.
2. For all technical majors (including tech-prep and workforce continuing education), calculate the contact hours for all courses (developmental courses as well as academic). Note: type major is reported in item #13C on the CBM001 and the CBM00A.
3. For all academic majors, calculate the contact hours in technical courses.
4. If a student declares a technical major at any point during the year, the student will be counted as technical.
5. All included contact hours at a college will be added and the respective Full Time Equivalent (FTE) calculated. The FTE will be summed for all public two-year institutions (including Texas State Technical College and Lamar). A dollar funding amount for each FTE will be established. Each college will receive the same dollar amount for each FTE based on its contact hours.
6. The only contact hours that will not be used in this formula are academic courses taken by academic majors. All others will contribute to the Pell count.

Forming Consortium

Perkins permits federal fund allocations to eligible institutions and consortia for postsecondary programs under Section 132 of Perkins III.

To be eligible for funding as a consortium, the consortium must operate joint projects that provide services to all postsecondary institutions participating in the consortium. These projects must also have sufficient size, scope, and quality to be effective, and must fulfill the other applicable requirements of Section 135 of Perkins III. Individual institutions must qualify for a grant of at least \$50,000 to receive an allocation. If an institution qualifies for a consortium, it must submit the Consortium Certification form in this section to the Texas Higher Education Coordinating Board for approval.

The fiscal agent of a consortium must subgrant to the participating postsecondary institution the exact amount allocated to the consortium. It is mandatory that the fiscal agent and each consortium member maintain individual consortium member budgets and accounting records to support the fiscal agent summary. These records are auditable and must reflect expenditures as approved in the application for the consortium. Each member of the consortium must evaluate its own program. The results shall be included in each year's application. Each consortium member is considered a subgrantee and all contractual promises and conditions of the grant are binding upon the subgrantee. The consortium must have a signed agreement by all participants detailing how the consortium will function. The agreement must contain:

- identification of the entity that will be the administrative and fiscal agent authorized to receive and expend funds for the conduct of the project;
- membership of the consortium;
- description of the recourse the fiscal agent will have with the member in the event of a refund resulting from monitoring or audit exceptions;
- final disposition of equipment, facilities, and materials purchased for this project should the consortium disband; and
- a program evaluation design for use by members of the consortium to be included in the Program Improvement Plan of the fiscal agent.

Texas Higher Education Coordinating Board
Community and Technical Colleges Division

Annual Application, Continuation
The Carl D. Perkins Vocational and Technical Education Act of 1998

Consortium Certification

September 1, 2005 THROUGH August 31, 2006

Amendment # _____

I, as one of the undersigned, certify that, to the best of my knowledge, the information contained in this application is correct and complete and that the postsecondary institution that I represent has authorized me to file this application. The participating institution named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. All participating institutions have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project from funds specified below. Each member of the consortium identified below acknowledges accountability for the requirements contained in Sections I, II, and III as applicable. It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits, however, depending upon the cooperative agreement, the fiscal agent may have recourse to the member institutions where the discrepancy(ies) occurred.

Line #	Legal Name of Institution	Name/Title of Authorized Representative	Signature	Amount of Federal Grant Funds
01				
02				
03				
04				
05				
06				
07				
08				
09				
10				
11				
12				
13				
14	TOTAL AMOUNT MUST AGREE WITH THE BUDGET SUMMARY			\$

Continuing Education

Continuing education course(s) from the *Workforce Education Course Manual* (WECM) may be assisted by federal funds if they are a part of a program that meets one of the four criteria as listed below for Basic Grant funding:

- Funds may be used only on courses which are part of an approved CB program which appears on the program inventory (SCH or CEU). A single course offered (which is not part of an approved CB program) cannot be funded.
- Funded courses should be the same used to complete a certificate or AAS degree.
- For a single CEU course which is required for an individual to maintain his/her professional certification, the college must have the program on its inventory.
- Regarding the required integration of academic and technical: Certificates may be funded assuming they lead to additional career pathways. A stand-alone certificate, at a college where there is no AAS, may be funded if it is of sufficient size, scope, and quality. The college shall decide the criteria for size, scope and quality as long as those decisions are based on the above items.

Administrative Costs

- The total amount of administrative costs are listed in Schedule G and are not to exceed five percent. Administrative costs shall be used for activities that are for the proper and efficient performance of duties to carry out the provisions of the Perkins Act.

SECTION 3

LOCAL PLAN REQUIREMENTS 2005-2006

The Local Plan should identify programs, services, and activities required of local recipients of Perkins funds. Based on an assessment of technical program quality and the ability of the institution to provide students an opportunity to fully participate in occupationally specific education and training, the areas of need are to be determined and a Local Plan for Program Year 2005-2006 should be developed identifying the most effective use of federal funds.

A. Each local plan at a minimum shall include a specific description of:

- (1) how the vocational and technical education programs will address the required local uses of funds mentioned later in this section;
- (2) how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance (Performance Measures for Perkins Core Indicators);
- (3) how your institution will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
- (4) how your institution will provide students with strong experience in and understanding of all aspects of an industry; and
- (5) how your institution will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;
- (6) how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs and how such individuals and entities are effectively informed about performance of your institution;
- (7) how your institution will provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
- (8) the process that will be used to independently evaluate and continuously improve the performance of your institution;

- (9) how your institution will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access of or lowering success in the programs, for special populations;
- (10) how your institution will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;
- (11) how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (12) how funds will be used to promote preparation for nontraditional training and employment; and
- (13) how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

B. Each local plan shall use the funds to address each of the following eight areas.

- (1) strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
- (2) provide students with strong experience in and understanding of all aspects of an industry;
- (3) develop, improve, or expand the use of technology in vocational and technical education, which may include -
 - (A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
 - (B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
 - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
- (4) provide professional development programs to teachers, counselors, and administrators, including -
 - (A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience to teachers; and
 - (D) programs designed to train teachers specifically in the use and application of technology;

- (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) initiate, improve, expand, and modernize quality vocational and technical education programs;
- (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

C. Each local plan may use funds from the Basic Grant to:

- (1) involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (2) provide career guidance and academic counseling for students participating in vocational and technical education programs;
- (3) provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
- (4) provide programs for special populations;
- (5) develop local education and business partnerships;
- (6) assist vocational and technical student organizations;
- (7) mentor and provide support services;
- (8) lease, purchase, upgrade or adapt equipment, and provide instructional aides;
- (9) provide teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
- (10) improve or develop new vocational and technical education courses;
- (11) provide support for family and consumer sciences programs;
- (12) provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
- (13) provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
- (14) support nontraditional training and employment activities;
- (15) support other vocational and technical education activities that are consistent with the purpose of this Act.

The Local Plan is prepared in the on-line Perkins Annual Application

SECTION 4

SELF-EVALUATION

PERKINS MEASURES & STANDARDS AND SELECTED PROGRAMS FOR IMPROVEMENT

The Self-Evaluation provides an instrument to review the Perkins Measures & Standards (these include district-level and program-level measures) and to select specific programs for improvement.

Vocational and Technical Education Programs Selected for Improvement

An assessment of each program must be conducted every year. A review of the quality standards of the vocational and technical programs reported in the *Data Resources for Perkins Measures & Standards* provides additional information in determining program areas to select for improvement. **Each institution must complete a Selected Program for Improvement form for each technical program that is being selected for funding for Program Year 2005-2006.**

Funds must be used to clearly improve the total program area and may not be used to maintain status quo. The activities for improvement must be sufficient size, scope and quality to be effective. Each program area proposed for funding must either be used (1) to increase access (2) to increase success of special populations (3) to increase enrollment in selected high-skilled occupations (4) to increase participation of other gender in non-traditional high skilled programs (5) to increase retention and course completion and (6) to bring program into compliance with GIPWE, including curriculum development.

The Self-Evaluation is prepared in the on-line *Perkins Annual Application*

SECTION 5

BUDGET SHEETS

Instructions for Preparing Cost Category Schedules

It will no longer be necessary for the grantee to complete a CB100 and CB320. These budget forms will automatically be computer generated from the information entered on the Cost Category Schedules. It is imperative that the information on the schedules is correct in order to prevent errors on the computer generated CB100 and CB320. In order to ensure that the correct data is transferred to the budget forms, **use the exact activity titles listed below.**

Activity Titles

- 1) Upgrade Curriculum - Activities are allowable when related to the development/upgrade of curriculum of technical programs selected in the college's Annual Application for Basic Grant for program improvement, i.e., Basic Skills, Workplace Competencies, Industry Skill Standards, Tech-Prep education programs.
- 2) Professional Development - Activities are allowable for all professional development activities especially when related to academic and technical education instructors who develop methods and strategies in working with technical education students in integrating academic/technical competencies, i.e., in-service training of vocational, technical, and academic instructors working with vocational and technical students for integrating academic and technical education and for technical personnel in methods used in serving members of special populations, travel for technical, vocational, and related academic staff development and other program activities for teachers who have been identified as instructors on selected campuses or selected programs identified for improvement, travel for counselor staff development activities directly related to career guidance, technical education counseling, outreach, and placement program activities
- 3) Guidance and Counseling - Activities are allowable when related to career guidance and counseling including information and planning, job development and placement, career counseling, testing and assessments, and student follow-up services that ensure the full participation of special populations students in technical education programs, i.e., implementation of a comprehensive career guidance and counseling program counseling and instructional services designed to facilitate transition from school to post-school activities for special populations, including potential technical students acquisition of vocational assessment, interest and aptitude materials recruitment and affirmative outreach activities to assure access to quality programs in the most integrated setting possible for members of special populations, acquisition of career development and other guidance materials, salary for placement coordinator, salary for vocational and technical education counselor(s).

- 4) Instructional Equipment - Activities are allowable when related to equipment purchased to improve the instruction of selected technical education programs. Equipment must be state-of-the-art and purchased to improve technical programs in meeting industry standards, acquisition of state-of-the-art equipment, modifying or upgrading equipment to meet current business and industry specifications including new or improved teaching aids.
- 5) Special Populations - Activities are allowable when related to serving special population students including special population coordinator, equity coordinator, child care, transportation, adaptive equipment, and any supplemental service that is needed to enable full participation of special populations in technical education program, i.e., supplemental remedial development and instruction for students enrolled in technical education when it is designed to meet the special needs of and to enhance the participation of individuals of special populations in a technological setting or remedial instruction related to technical education in the areas of mathematics, reading, writing, science, and social studies supplemental services, including curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices, and dependent care and transportation for members of special populations special populations coordinator paid in whole or in part shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training.
- 6) Tech-Prep - Activities are allowable when related to the improvement/upgrade of approved Tech-Prep programs at the postsecondary institution.
- 7) Other - Activities are allowable when related to program improvement. Evaluation activities, business/industry enrichment, instructional materials, and any other activity not identified above (1-6) should be included in this activity.
- 8) One Stop Shops - Actual Perkins funds allocated to the operation of a One Stop Shop.

Administration - Activities are allowable when related to the proper and efficient performance of duties to carry out the provisions of Perkins III. It cannot exceed five percent of the total budget. These costs do not have to be broken out by category.

Schedule A: Salaries and Fringe Benefits

- 1) Column I. Activity - Enter the activity (identified above) related to the title of the position listed in Column II.
- 2) Column II. Title - Enter the title of the position being funded with federal funds i.e., Special Populations Coordinator, Equity Coordinator, Counselor, Tutor, Developmental Laboratory Instructor, Interpreter, etc., which corresponds to the service/activity performed. If tutors are not paid fringe benefits, place them under the "Miscellaneous" category.

- 3) Column III. Percent of Time on Project - Enter the amount of time this person spends on Perkins activities. If a person's activities are split between categories, they will also need to be listed under each category.
- 4) Column IV. Amount - Enter the planned expenditure to be paid from Perkins funds for salaried personnel per position. Where it is determined that a lump sum amount is to be set aside for tutors, interpreters, or other related salaries, an estimated amount should be entered.
- 5) Fringe Benefits are to be entered as an aggregate.

Budgets may include anticipated salaries for personnel to provide a service and/or activity in a program that has not been previously provided and/or to expand and improve the delivery of programs. Institutions may include other salaries for allowable Activities (1-8) as identified above.

Schedule B: Travel (Staff Only)

1. Column I. Activity - Enter the activity for which travel will be conducted, i.e., Integration of Academic/Technical Education, Guidance and Counseling, Special Populations, Tech-Prep, Other (Program Improvement/Evaluation). All other non-staff travel is under the "Miscellaneous" category, Schedule F.
2. Column II. Title/Position - Enter the staff member(s) title/position or selected instructional area that will be using these funds and the number of staff members attending any one out-of-state conference.
3. Column III. Purpose – In-state travel: Enter the purpose of the travel **for staff (employees) only**. Inservice for the purpose of integration of academic and technical education, guidance/counseling, placement, instructor business/industry enrichment, etc. Out-of-state travel: enter the title of conference, location and date.
4. Column IV. Amount - Enter the planned expenditure for each purpose by Activity.

Budgets may include cost of transportation, meals, lodging, and other expenses associated with traveling on business for the applicant when the purpose of the trip can be related to technical education approved activities. Travel for inservice should be listed separately by activity (1-8) as identified above. Registration fees should be listed under the "Miscellaneous" category, Schedule F.

Schedule C: Capital Outlay/Equipment

1. Column I. Service and/or Activity - Enter the activity for which the equipment will be purchased. Use only Activity titles listed earlier.
2. Column II. Description - Enter the items of equipment that the college plans to purchase for each Activity. Ensure that equipment being purchased for program improvement activities corresponds with the programs selected in Section IV. Indicate the selected program by CIP or program name for each planned

expenditure.

3. Column III. Amount - Enter the planned expenditure for equipment for each Activity. List only equipment \$5,000 or over in this schedule. Equipment under \$5,000 is entered under Schedule F.

Budgets may include items anticipated to be purchased in whole or in part with federal funds and used for services/activities for technical education programs/students. Instructional equipment may be purchased to improve selected technical programs. Each Basic Grant budget must indicate the equipment to be purchased with these funds. Items over \$5,000 per unit must be separately identified and approved and described in the appropriate columns. A budget amendment is necessary if additional equipment over \$5,000 is added to the annual application during the program year.

Schedule D: Consultant Fees

1. Column I. Activity - Enter the Activity for each expense item listed in Column IV
2. Column II. Individual or Firm - List the person or company that will be providing the service. Each consultant/company needs to be listed separately.
3. Column III. Purpose - Describe the activities/services that the consultant will provide.
4. Column IV. Amount - Enter the planned expenditures for each contract/agreement by activities/services.

Budgets may include fees/travel expenses for an independent consultant (who is not an employee). Fees for consultants are based on college's individual fiscal policy.

Schedule E: Subgrants and Subcontracts

1. Column I. Activity - Enter the Activity for each expense item listed in Column IV.
2. Column II. Recipient - List person or organization receiving subgrant/subcontract.
3. Column III. Purpose - Describe each subgrant or subcontract to be paid from Perkins funds.
4. Column IV. Amount - Enter the planned expenditures for each contract/agreement by Activity.

Budgets may include expenditures for subgrants and subcontracts related to selected program improvement activities for selected campuses, programs or activities. This category is to be used for contracts with other entities to carry out a portion of the institution's responsibility but is not to be used for vendor contracts for services which belong under "Miscellaneous" category, Schedule F.

Schedule F: Miscellaneous

1. Column I. Activity - Enter the Activity for each expense item.
2. Column II. Description - Provide a brief description of item.
3. Column III. Amount - Enter planned expenditures for each item by activity.

Budgets may include instructional or supportive materials for anticipated technical education students (including interests, aptitudes, and abilities assessment, appropriate career counseling materials, and teaching aids that are not consumable). Software is also to be included in this category. General expenses to operate an office such as office supplies are not allowable unless administrative funds are used and would be recorded under Administration. Budgets may include expenditures for all other anticipated operating costs that can be related to program improvement activities for selected campuses, programs, or activities. This category includes child care and Starlink. Also include other expenditures not identified in Cost Categories A-E that are required to carry out the provisions of Perkins III. Inventoried equipment less than \$5,000 is listed in this schedule. Only similar items under \$5,000 per unit may be aggregated (i.e. 20 computers, 10 printers). All other items are listed separately on individual lines.

Schedule G: Administration

Administration costs do not have to be broken out by activity. Administrative costs are limited to no more than five percent of the budget.

1. Column I. Description - Choose from one of the following:
 - Direct Charge
 - Allocation
 - Indirect Cost
2. Column II. Amount - enter amount

COST CATEGORY SCHEDULES

Go to next page to view samples

The Cost Category Schedules are prepared in the on-line *Perkins Annual Application*

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
Cost Category Schedule A: Salaries and Fringe Benefits**

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Title/Position	III. % of Time on Project	IV. Amount
Total			

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
Cost Category Schedule B: Travel (Staff Only)**

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Title/Position	III. Purpose	IV. Amount
			Total

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
Cost Category Schedule C: Capital Outlay/Equipment**

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Description	III. Amount
	Total	

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006**

Cost Category Schedule D: Consultant Fees

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Individual or Firm	III. Purpose	IV. Amount
			Total

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
Cost Category Schedule E: Subgrants and Subcontracts**

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Recipient	III. Purpose	IV. Amount
			Total

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006**

Cost Category Schedule F: Miscellaneous

Application: # - Annual Application

Institution:

I. Activity (Basic Grant Only)	II. Description	III. Amount
	Total	

Original Application

In Progress - 4/15/2005

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006**

Cost Category Schedule G: Administration

Application: # - Annual Application

Institution:

I. Description	II. Amount
Total	

BUDGET SUMMARY PAGES

CB-100 - BUDGET SUMMARY PAGE

Go to next page to view a sample

The CB-100 is calculated automatically in the on-line *Perkins Annual Application*

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
CB-100: Budget Summary Page**

Application: # - Annual Application**Institution:**

COST CATEGORY	(A) Original Budget	(B) Cumulative Budget Revisions Requested	(C) Revised Total Budget	(D) Actual Cumulative Expenditures Through:
1. Salaries and Fringe Benefits (Schedule A)				
2. Travel (Staff Only) (Schedule B)				
3. Capital Outlay/Equipment (Schedule C)				
4. Consultant Fees (Schedule D)				
5. Subgrants and Subcontracts (Schedule E)				
6. Miscellaneous (Schedule F)				
7. SUBTOTAL - DIRECT (Lines 1-6)				
8. Administration (Schedule G)				
9. TOTAL (Line 7 plus Line 8)				
10. LAST EXPENDITURE REIMBURSEMENT REQUEST TOTAL (Line 9 Column D on prior request)				
11. TOTAL REIMBURSEMENT FOR THIS REQUEST (Line 9 minus Line 10)				

Name/Title of Chief Financial Officer	Signature	Phone/FAX/E-mail

FOR COORDINATING BOARD USE ONLY

Approved () Disapproved () by:

Date:

Comments:

Entry in CB Grant Budget/Expenditure System by:

Date:

CB320 - BUDGET SUMMARY BY ACTIVITY

Go to next page to view a sample

The CB-320 is calculated automatically in the on-line *Perkins Annual Application*

**Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Carl D. Perkins Grants for Program Year 2005-2006
CB-320: Budget Summary by Activity**

Application: # - Annual Application**Institution:**

ACTIVITY	COST BY CATEGORY						
	Salaries (Schedule A)	Travel (Staff Only) (Schedule B)	Capital Outlay/ Equipment (Schedule C)	Consultant Fees (Schedule D)	Subgrants and Subcontracts (Schedule E)	Miscellaneous (Schedule F)	Total Activity Budget - Sum of Schedules A through F
1. Upgrade Curriculum							
2. Professional Development							
3. Guidance and Counseling							
4. Instructional Equipment							
5. Special Populations							
6. Tech-Prep							
7. Other							
8. One-Stop Shops							
9. SUBTOTAL (Lines 1-8)							
10. Administration (Schedule G)**							
11. TOTAL							

** Federal Expenditures reported on Administration line, total column cannot exceed 5% of the total approved federal allocation for the program year.

SECTION 6

CONTRACT PROVISIONS

The Contract Provisions consist of the following:

- Provisions and Assurances
- Special Provisions and Assurances
- Schedule 1: Reporting Requirements
- Schedule 2: Revisions of Program Plans and Budget
- Certifications

A link to the Contract Provisions is provided on the Application Cover Page in the on-line *Perkins Annual Application*. The original signatures on the Application Cover Page signify an applicant's compliance with all Contract Provisions as listed above. No paper submissions of the Contract Provisions are required by the THECB.

**TEXAS HIGHER EDUCATION COORDINATING BOARD
CARL D. PERKINS GRANTS
Program Year 2005-2006**

**SECTION VIII
CONTRACT PROVISIONS AND ASSURANCES**

A. Definitions:

The following terms, used in the Statement of Provisions and Assurances and the Contract Provisions, are defined as follow:

Amendment: A revision to budget categories and/or program activities from the original application.

Applicant: Same as "Contractor".

Application: Entire package submitted by the Applicant, including schedules.

Contract: Entire document of which these Provisions and Assurances, Certifications, and Schedules are a part.

Consultant: One who gives expertise or professional advice, including speakers and presenters.

Contractor: The party or parties to this contract other than the Coordinating Board.

Contract Project: The purpose intended to be achieved through the contract of which these Provisions and Assurances are a part.

Coordinating Board: Same as the Texas Higher Education Coordinating Board.

Equipment: Tangible property having a useful life of over one year and an initial acquisition price (including peripherals purchased at the same time) of \$5,000 or greater per unit.

Expenditures: Allowable, actual costs approved in the contract budget categories, and which Grantee has maintained records and receipts for audit purposes.

Financial Identification Number (FIN): An assigned number issued to each institution by the Coordinating Board to the chief financial officer or staff officer authorizing to complete the electronic submission of the application, amendment(s), and request for financial reimbursement.

Grantee: Same as "Contractor".

Inventoried item: Tangible property with a useful life of over one year that has an initial acquisition price under \$5,000 per unit, and is cataloged.

Obligations: The amounts of orders placed, contracts and subcontracts awarded, goods and services received, and similar transactions during a given period that shall require payment by the contractor during the same or a future period.

Project: Same as "contract" and "grant".

Proposal / Quote: Same as "Application".

Subgrants and Subcontracts: Contracts with third parties to carry out a portion of the project.

- B. This contract is executed by the Coordinating Board subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by the Coordinating Board at any time upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from the Coordinating Board. This contract may be extended or otherwise amended only by formal written amendment properly executed by both the Coordinating Board and the Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

In the conduct of the contract project, Contractor shall be subject to Coordinating Board rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Coordinating Board and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.

- C. **For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs):** Contractor, to the extent permitted by law, shall hold Coordinating Board harmless from and shall indemnify Coordinating Board against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the project.
- D. **For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses:** Contractor shall hold Coordinating Board harmless from and shall indemnify Coordinating Board against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- E. **For State Leadership Projects:** All encumbrances shall occur on or between the receiving of the Notice of Award and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87 and program rules, regulations, and guidelines contained elsewhere.
- F. **For Basic Grants:** Encumbrances shall occur on or between the beginning and ending dates of the contract. However, Grantee may incur costs related to equipment and supplies between July 1 and September 1, immediately preceding the official date of commencement of this contract, provided that: (1) items are specifically identified in the budget; (2) the timing of the acquisition is crucial to the effective implementation of the program; and (3) the process is consistent with the normal fiscal cycle of the institution. All pre-award costs are incurred at the recipient's risk (i.e. Coordinating Board is under no obligation to reimburse these costs if for any reason the recipient does not receive an award or if the award is less than anticipated and inadequate to cover these costs). Contractor must liquidate (record as an expenditure) all obligations incurred within the contract period not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87 and program rules, regulations, and guidelines contained elsewhere.
- G. Grantee shall establish, maintain, and utilize internal program procedures sufficient to provide for the appropriate and effective management of all activities relevant to this grant. Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Coordinating Board and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Coordinating Board of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed and all questions have been resolved.
- H. Grantee shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment of this contract properly executed by both Coordinating Board and Grantee.
- I. If this contract is canceled, terminated, or suspended by Coordinating Board prior to its expiration date, the monetary value of services properly performed by Contractor pursuant to this contract shall be determined by Coordinating Board and paid to Contractor as soon as reasonably possible.
- J. If *Coordinating Board* determines that Coordinating Board is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Coordinating Board within 30 days of Contractor's receipt of written notice that such money is due to Coordinating Board. If *Contractor*

determines a refund is due to the Coordinating Board without the Coordinating Board's prior knowledge, Contractor shall submit a written notification to Coordinating Board within 30 days of determination. Depending on whether refund is a one-year or a continuation grant, Coordinating Board shall determine if refund is to be returned or if refund will be offset by a reduction in expenditures in the subsequent year. Coordinating Board shall notify Contractor within 30 days from receipt of Contractor's determination on its conclusion. If Contractor fails to make timely payment, Coordinating Board may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.

- K. Contractor shall be subject to and shall abide by all federal laws, rules, and regulations pertaining to the contract project, including but not limited to:
- a. Americans With Disabilities Act, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - b. Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100; Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - c. Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104;
 - d. the Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
 - e. the Family Educational Rights and Privacy Act of 1975, as amended, and any regulations issued thereunder, if Contractor is an educational institution;
 - f. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (prohibition against the use of federal project funds to influence legislation pending before Congress);
 - g. the Drug Free Workplace Act [PL100-690 Title V, Subtitle D]; and,
 - h. the Texas Worker's Compensation Act.

Grantee shall timely make and file with the proper authorities all forms, assurances, and reports required by federal laws and regulations.

Coordinating Board shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Coordinating Board's attention, and may deny payment or recover payments made by Coordinating Board to Contractor in the event of Contractor's failure so to comply.

- L. Federal regulations which apply to federally funded applications:
- a. **For Local Education Agencies (LEA's) and Education Service Centers (ESCs):** 34 CFR 74, 76, 77, 79, 80, 81, 82, 85, and 86, OMB Circulars A-87 (Cost Principles), and A-133 (Audits);
 - b. **For Institutions of Higher Education (IHEs):** 34 CFR 74, 76, 77, 79, 80, 81, 82, 85, and 86, OMB Circular A-21 or A-87 (Cost Principles), OMB Circular A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements);
 - c. **For Nonprofit Organizations:** 34 CFR 74, 76, 77, 79, 80, 81, 82, 85, and 86, OMB Circulars A-122 (Cost Principles) and A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements);
 - d. **For State Agencies:** 34 CFR 74, 76, 77, 79, 80, 81, 82, 85, and 86, OMB Circulars A-87 (Cost Principles) and A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements); and
 - e. **For Commercial (for-profit) Organizations:** 48 CFR Part 31 (Contract Cost Principles and Procedures).
- M. If Contractor, in Coordinating Board's sole determination, fails or refuses for any reason to perform any of its obligations under this contract, Coordinating Board may impose such sanctions as it may

deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Coordinating Board.

- N. The application, furnished to Coordinating Board by grantee, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Grantee's application whether such applications a written part of this contract or is attached as a separate document.
- O. The terms, conditions, and assurances, which are stated in the application, are incorporated herein by reference for all purposes.
- P. Notwithstanding any other provision of this application, Grantee shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Grantee's or partnering institution's employees. Grantee shall not enter into consulting contracts with employees of the Grantee or with employees of other entities who are supported by Perkins project funds.

Sub-grants and subcontracts are authorized only where specifically negotiated in the project agreement and approved in the budget process. Grantee assumes all responsibility for ensuring that recipients of sub-grants follow all state and federal guidelines.

- Q. Unless otherwise provided by the terms of the project, when copyrightable material (intangible property) is developed in the course of, or under, the Carl Perkins project, the grantee is free to copyright the materials, permit others to do so, or charge a reasonable cost for duplications. The grantee shall abide by the intellectual property policy of the recipient institution. If any copyrightable materials are developed in the course of or under the Carl Perkins project, the Coordinating Board and the U.S. Department of Education, shall have a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, distribute, or otherwise use and to authorize others to use, the work for educational, and state or federal government purposes.
- R. The Chief Executive Officer of the Applicant's Institution shall sign the hard copy of the Application along with an electronic submission using the assigned Financial Identification Number (FIN) unless delegation authority has been submitted and approved by the Coordinating Board.
- S. For federally funded projects and for those personnel whose salaries are prorated between or among different funding sources, monthly time and effort records shall be maintained by Grantee that shall confirm the services provided within each funding source. Personnel activity reports shall be signed by the employee and shall reflect an after-the-fact distribution of the actual activity of each employee. Employees who work on a single federal award shall certify every six months that the employee worked solely on that program for the period covered by the certification. The certification shall be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee.
- T. Travel within the contiguous 48 states of the United States shall be allowed for only two persons on each out of state event, unless justification for more than two is provided and approved by the Coordinating Board. Travel budget amounts, authorized for maximum recovery for travel and per diem costs against any state or federal funding source, are restricted to those amounts which are in accordance with the policies and procedures of the institution administering this project. If the institution administering this project does not have written policies and procedures in place, the amounts authorized for maximum recovery are restricted to those amounts which are approved in the State of Texas Appropriation Act in effect for the particular funding period. Any amount over this limit must come from local funding sources. Travel must have detailed justification within the grant budget, as specified in the Contract Provisions, Special Provisions and Assurances, (Section C).
- U. Contractor shall submit quarterly programmatic and fiscal expenditure reports in the time and manner requested by Coordinating Board as specified in Schedule 1. Failure to submit reports in a timely manner may result in imposition of sanctions as outlined in paragraph M.

- V. By signing the Application Cover Page, Contractor provides certifications required by federal regulation regarding lobbying; debarment, suspension, and other responsibility matters; and drug-free workplace requirements as shown in the Certifications section.
- W. Any alterations, additions, or deletions to the terms of this project which are required by changes in federal law or regulations shall be automatically incorporated into this project and shall become effective on the date designated by such law or regulation.

The signing of the Application Cover Page by applicant indicates acceptance of all requirements described in this section.

**TEXAS HIGHER EDUCATION COORDINATING BOARD
CARL D. PERKINS GRANTS
Program Year 2005-2006**

**CONTRACT PROVISIONS
SPECIAL PROVISIONS AND ASSURANCES**

The following Special Provisions and Assurances apply to all projects funded under the Public Law 105-332, Carl D. Perkins Vocational-Technical Education Act of 1998 (Perkins III).

The Applicant agrees to:

- A. Establish salaries as compared with those paid for similar work in other activities at the institution. If there are no comparable activities, the salaries shall be considered reasonable to the extent they are comparable to those paid for similar work in the labor market. The Grantee's Chief Executive Officer may be required to provide certification of comparable salaries.
- B. Maintain job descriptions for each position supported in part or in whole by this project.
- C. Restrict travel to that which is required for purposes of the project activity. All out-of-state travel shall be specifically identified by purpose, location, date, and anticipated cost, and approved in the project budget, including travel by sub-grant recipients. Justification shall be needed if there are more than two persons traveling.
- D. Expenditures for acquisition of equipment and inventoried items shall be reasonable and necessary for the purpose of conducting a properly designed project or activity under Perkins III. The utilization of such equipment and inventoried items shall be designated for technical programs and technical students. Technical programs and students shall have preemptive priority to the use of such equipment or inventoried items. Any other use of such equipment and inventoried items shall be incidental to the primary use and may not add to the cost, wear and tear, or operation of the equipment or inventoried item supported by Perkins III.

Each budget detail under the Cost Category Schedule C: Capital Outlay/Equipment shall indicate only equipment \$5,000 and over per unit to be purchased with the project funds. These items shall be individually identified and approved within the budget or the budget shall be amended and approved before purchase.

Inventoried items, tangible property with a useful life of over one year that has an initial acquisition price under \$5,000 per unit and is inventoried, will be identified under the Cost Category F: Miscellaneous.

Purchase orders for equipment and inventoried items shall be issued by April 1.

- E. Consultant fees shall only be paid upon execution of a detailed consultant contract and certification of rendering of a specific service by appropriate Grantee personnel. Consultant fees include payments for specified and detailed professional services that can not be performed by employees of the Grantee and partnering institutions. This includes speakers or presenters as well as those advising the Grantee. Fees may include reimbursement for materials, travel, and other actual costs associated with the service.
- F. Administrative Expenditures shall be limited to 5% of the total amount of the project's budget. Contractor shall maintain records and justification for all expenditures reported to the Coordinating Board. Prior to the contract ending date, the entire 5% may be charged to the project whether or not all project funds are expended during the project period, provided the project objectives are substantially achieved. If approved budget identifies a Direct Charge allocation, Grantee shall maintain time and effort records, as specified in Section VIII, Contract Provisions and Assurances, Section S. Grantee may include Administrative Costs as an Indirect Charge allocation only if it has a federally approved indirect cost rate, which exceeds 5%, or if it maintains calculations to demonstrate that related expenditures exceed the 5% limitation.

- G. Amusement, social activities, and incidental entertainment costs such as alcoholic beverages, gratuities, door prizes, and gifts are not allowable expenditures under this project. Meals are allowable only when business is being conducted during the meal and a reasonable argument can be made for such expenditure.

Contractor understands that acceptance of state funds under this contract acts as acceptance of the authority of the State Auditor's Office, or any successor agency, to audit or investigate the expenditure of state funds under this contract. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit state funds received indirectly by subcontractors through Contractor and the requirement to cooperate is included in any subcontract it awards.

- H. Advertising is allowed only for recruitment or promotion of specific program information and where specified in the project application. Allowable items are normally advertisements through media, pamphlets, posters, etc. Unallowable items include memorabilia, gifts, and souvenirs such as caps, coffee cups, flashlights, key chains, pencils, pens, rulers, tee shirts, tote bags, etc.

All media announcements, public information, and final products generated with funds from this project shall acknowledge the support of the Texas Higher Education Coordinating Board under the auspices of the federal Carl D. Perkins Vocational and Technical Education Act of 1998.

- I. Registration fees may be charged for meetings, conferences, and other activities sponsored or funded by the project. A fee or assessment may be charged to pay for specific activities other than those that are to be charged to this project. The Coordinating Board and attendees shall be informed of the purpose of the fee.

- J. A Grantee may generate program income in the operation of projects directly supported by federal funds administered by the Coordinating Board. In no case, however, may such income be generated from fees or charges to any person or institution that is intended to be a third-party beneficiary of such projects. The sub-recipient should establish budget and accounting control for such program income that is separate from the project proper. This accounting shall demonstrate that the program income is being used to further the objectives of the related project. No formal report is required. However, a brief narrative shall be included with quarterly and final reports. The narrative shall declare the existence of program income, its source(s), the amount generated, and a brief description of the use or planned use of the funds.

- K. Advisory Committees are required for State Leadership Consortia and Tech-Prep Consortia projects.

State Leadership Consortia Advisory Committees are required to demonstrate high levels of involvement by the chancellor or president of the participating institution(s) to provide the leadership and direction that is relevant for the state. Advisory Committees should reflect the geographic, cultural, and ethnic diversity of the state and be constructed as to rotate membership to allow greater participation in the leadership process.

Tech-Prep Advisory Committees/Governing Boards should have a composition that reflects the requirements in Title II of Perkins III, Subchapter T of the Texas Education Code, and Chapter 9, Section 9.147 of the Coordinating Board rules to ensure representation of consortium membership.

- L. Perkins III funds received under this project shall not be used to carry out activities that were funded under the School-to-Work Act of 1994, unless the programs funded under this project serve only those participants eligible to participate in programs under the Carl D. Perkins Vocational and Technical Education Act of 1998.

- M. Funding provided under this project shall supplement and not supplant non-federal funds expended to carry out the activities of the project.

The signing of the Application Cover Page by applicant indicates acceptance of all requirements described in this section.

**TEXAS HIGHER EDUCATION COORDINATING BOARD
CARL D. PERKINS GRANTS
Program Year 2005-2006**

**CONTRACT PROVISIONS
SCHEDULE 1--REPORTING REQUIREMENTS**

A. Quarterly Programmatic and Final Reports, and Products for State Leadership, and Tech-Prep Implementation Projects

State Leadership and Tech-Prep Implementation projects shall submit Electronic Quarterly Progress Reports on project activities. Quarterly progress reports and instructions for completing forms are available on the Coordinating Board web site at <http://www.theccb.state.tx.us/ctc/perkins>

Quarterly Programmatic Reports are cumulative and inclusive. The fourth quarter report shall be the final report. A copy of each report shall also be submitted to the Perkins contact person, if applicable. Quarterly Programmatic Reports are due 15 days after the end of each quarter, as follows:

<u>Quarter</u>	<u>Quarter Ending</u>	<u>Report Due Date</u>
First	November 30	December 15
Second	February 28 (29)	March 15
Third	May 31	June 15
Fourth	August 31	September 15 (final report)

If the due date falls on a holiday or weekend, the report shall be due on the next business day.

Mid-year projects shall only submit third and fourth quarterly reports due June 15 and September 15, respectively.

Failure to submit quarterly progress reports in a timely manner will result in holding of fiscal reimbursements and will effect consideration for grant continuation in additional years. Continued failure to submit quarterly reports and reimbursement requests and failure to meet agreed upon targets can result in the grant being terminated for non-performance.

State Leadership and Tech-Prep projects shall submit final products as required by their respective work statements by September 15.

B. Expenditure Reports for State Leadership Projects, Tech-Prep Consortia, and Basic Grants

Expenditure Reports shall be submitted electronically on form CB 100 any time during the project period but shall be submitted at least quarterly.

For the Basic Projects, on-line final expenditure report and Form CB 320 shall also be required which shall detail expenditures by activity.

The Grantee's chief financial officer or chief executive officer shall submit all on-line expenditure reports, unless the chief executive officer designates an appropriate alternate to the chief financial officer, to the Coordinating Board, Community and Technical Colleges Division, Fiscal Services. A copy of the filed report shall be submitted to the designated Perkins contact for the college.

Quarterly Expenditure Reports are due 15 days after the end of each quarter, as follows:

<u>Quarter</u>	<u>Quarter Ending</u>	<u>Report Due Date</u>
First	November 30	December 15
Second	February 28 (29)	March 15
Third	May 31	June 15
Fourth	August 31	Final due date by September 30

If the due date falls on a weekend or holiday, the report shall be due on the next business day.

Expenditure reports will be processed for reimbursement only after quarterly programmatic reports (Leadership and Tech-Prep projects) have been officially submitted and approved.

The Final Expenditure Report shall be submitted to the Coordinating Board by September 30 and shall include actual expenditures for the contract period. The Coordinating Board shall not be liable for any expenditure submitted after October 15.

C. **Project Number**

Grantees shall place their assigned Project Number in a prominent place on all correspondence, reports, amendments, and products dealing with the project.

The signing of the Application Cover Page by applicant indicates acceptance of all requirements described in this schedule.

**TEXAS HIGHER EDUCATION COORDINATING BOARD
CARL D. PERKINS GRANTS
Program Year 2005-2006**

**CONTRACT PROVISIONS
SCHEDULE 2 – REVISION OF PROGRAM PLANS AND BUDGET**

Grantees are required to report deviations from program and program plans, and **request prior approval for program and budget revisions**, in accordance with this section. Amendments shall be submitted electronically. The website to locate the amendments is: <http://www.thecb.state.tx.us/ctc/perkins>

- A. Grantee shall notify the Coordinating Board within 15 days of the change as follows:
- (1) Changes in scope, objectives or time lines of the project or program events, even if there is no associated budget revision. These changes shall be submitted electronically through an amendment to the project
 - (2) Conflict of Interest: The grantee shall notify the Coordinating Board Project Advisor of any potential conflicts of interest that arise prior or during the project period due to relationships of the staff working on the project.
 - (3) Any changes in sub-award, transfer, or contracting out of any work under a project, unless described in the application and approved. This provision does not apply to the purchase of supplies, material, or general support services. All travel, equipment, and inventoried items purchased by subgrantees must meet the same requirements and approvals as those items purchased by the grantee.
- B. Grantee shall report amendments electronically, through the Perkins Grants website, using the approved Financial Identification Number (FIN) as follows:
- (1) Applications; (2) Budget revisions; (3) Change in location of project; (4) Change of fiscal agent; (5) Change in key personnel, i.e. Perkins contacts, fiscal officers, project directors, researchers, etc.
- C. Cumulative Expenditures, between Cost Categories, may exceed the category budgets up to 10% of the total project amount (over the life of the project), and do not require Coordinating Board approval or budget amendment. Total Cumulative Expenditures shall not be greater than Total Budget. This budgetary flexibility does not extend to non-budgeted categories and does not apply to specific approval requirements in capital outlay/equipment.

Cumulative Expenditures, between Cost Categories, which exceed category budgets greater than 10% of the total project amount, require Grantee to submit a budget amendment to the Coordinating Board electronically, through the Perkins Grants website. Total Cumulative Expenditures shall not be greater than Total Budget. Budget amendments shall include revised Cost Category Schedules with each submission and shall be accompanied by a narrative justification for the proposed revision. Budget amendments are not accepted after July 1.

The signing of the Application Cover Page by applicant indicates acceptance of all requirements described in this schedule.

TEXAS HIGHER EDUCATION COORDINATING BOARD

**CARL D. PERKINS GRANTS
Program Year 2005-2006**

**CONTRACT PROVISIONS
CERTIFICATIONS
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

The certifications shall be treated as a material representation of fact upon which reliance shall be placed when the Coordinating Board determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a project or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal project, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal project or cooperative agreement;
- (b) 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 project or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under projects and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the project be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the project, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Projects Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected project;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

**4. DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610. The individual shall sign and consent to the following statements.

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the project; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any project activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Projects Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected project.

The signing of the Application Cover Page by applicant indicates acceptance of all requirements described in this section.

ED 80-0013 01/00

SECTION 7

GENERAL DEFINITIONS

Academically/Educationally Disadvantaged: An individual who has not received a high school diploma, nor a GED certificate, and who is functioning below the 13th grade level and does not possess the technical and/or academic skills necessary to succeed in a postsecondary technical education program. Based on TASP or a local placement test, an individual who does not have college entry level skills in reading, writing, or math.

Administration: Activities for the proper and efficient performances of duties under the act, including supervision, but not including curricula development activities, personnel development, or research activities.

Aides: Instructor assistants whose salaries can be identified as directly related to the instruction of technical education students in a learning situation.

All Aspects of an Industry: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

Annual Data Profile: A report provided to each institution to use for local continuous improvement efforts, planning for the succeeding year, and identifying program improvement needs for the Carl Perkins Annual Application.

Articulation Plan: A plan developed cooperatively between a secondary school district and a postsecondary institution. The plan ensures the coordination of secondary and postsecondary (two-year) occupational training to eliminate unnecessary duplication of course work and streamline the educational process.

Associate of Applied Science (A.A.S.) Degree Program: A program designed for immediate employment and/or career advancement that is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. The degree program is composed of technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or paraprofessionals.

Capital Outlay/Equipment: Nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which is at least \$5,000. This definition includes capital leases or other financing arrangement. Specific authority is required to acquire assets over \$5,000.

Career Guidance, Technical Counseling, and Placement: Those programs which (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities; and (2) assist individuals in making and implementing informed educational and occupational options, financial aid, and postsecondary options, financial aid, and postsecondary options.

Compliance Monitoring Visit: An on-site visit by Coordinating Board staff to determine the degree of compliance with the assurances made in the district's annual technical application.

Community-based Organization: Private nonprofit organizations that are representative of a community or a significant segment of a community and which provide job training services (for example, the National Urban League, United Way of America, Jobs for Youth, the Center for Employment Training, literacy organizations, agencies serving displaced homemakers, and/or as described in the Workforce Investment Act.

Consortia: A partnership between two or more postsecondary institutions where one or both would not meet the minimum Pell funding requirements, and thus would be ineligible to receive funds under the Perkins Act.

Continuing Education Course: A Coordinating Board-approved postsecondary technical education course conducted in a competency-based format. Such a course provides flexible, quick response, intensive preparatory, supplemental or upgrade training and also has specific, occupational, related instruction and/or apprenticeship training objectives. These courses are included in the Workforce Education Course Manual (WECM).

Counselor: An individual who shall be a qualified counselor to provide a comprehensive career development guidance program at all educational levels. Career development personnel must have the equivalent of three years of work experience in the private sector other than counseling or teaching.

Curriculum Materials: Instructional and related or supportive material, including materials using advanced learning technology, in any occupational field that is designed to strengthen academic foundations and prepare individuals for entry-level employment or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Disadvantaged: Refers to individuals (other than individuals with disabilities) who have economic disadvantages and or who require special services and assistance to succeed in technical education programs. This term includes individuals who are members of disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school. This could include single parents, single pregnant women, displaced

homemakers or individuals preparing for nontraditional training and employment.

Displaced Homemaker:

- (1) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- (2) has been dependent on the income of another family member but is no longer supported by that income; or
- (3) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- (4) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically Depressed Area: An economically integrated area within the state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as: (1) a rate of unemployment that has exceeded by 50 percent or more the average rate of unemployment in the state or in the nation for each of the three years preceding the year for which such designation is made or (2) a large concentration of low-income families, the designation of which is approved by the secretary as consistent with the purposes of the act, with these criteria, and with such other criteria as the secretary may prescribe.

Economically Disadvantaged: A family or individual identified by the State Board of Education as low income on the basis of uniform methods that are described in the State Plan. A PSI must use one or more of the following standards as an indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for Temporary Assistance to Needy Families (THANF) or other public assistance programs, (3) receipt of a Pell Grant or comparable state program of need-based financial assistance, (4) eligibility for participation in programs assisted under Workforce Investment Act (WIA) and (5) eligibility for benefits under the Food Stamp Act of 1977 or the Health and Human Services (HHS) Poverty Guidelines.

Eligible Institution: The term “eligible institution” means (1) an institution of higher education; (2) a local educational agency providing education at the postsecondary level; (3) an area vocational and technical education school providing education at the postsecondary level; (4) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.); (5) an educational service agency; or (6) a consortium of 2 or more of the entities described in subparagraphs (1) through (5) above.

Equitable Participation: Assistance in entering program and with respect to students with disabilities, assist them in fulfilling the transitional service requirements of the Individuals with Disabilities Education Act; assess the special needs of students participating in projects receiving assistance under the Perkins Act with respect to their successful completion of the vocational education program in the most integrated setting possible; provide supplementary services to students who are members of special populations; provide guidance, counseling and career development activities conducted by professionally training counselors and teachers; and provide counseling and instructional services designed to facilitate the transition from school to post school employment and career opportunities.

Full Participation: Providing supplementary services and other activities necessary for special populations students to succeed in technical education.

Incarcerated Student: Any student in a correctional institution, which includes prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, and any similar institutions designed for the confinement or rehabilitation of criminal offenders.

Individual with a Disability: Under the Americans with Disabilities Act (ADA), an individual with a disability is a person who has: (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such an impairment, or (3) is regarded as having such an impairment.

Individual with Limited English Proficiency: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and (1) whose native language is a language other than English; or (2) who lives in a family or community environment in which a language other than English is the dominant language.

Integration of Academic and Technical/Occupational Curricula: A link between academic and technical theories, demonstrated in both academic and technical courses, that includes the application of theory in the workplace setting and the use of real-life situations in academic courses.

Instructors: Teachers working in areas identified as directly related to the instruction of technical education students in a learning situation.

Nontraditional Students: Persons entering a technical program or occupation nontraditional for their gender. A program or occupation with less than 25 percent participation for one gender is considered nontraditional for that gender.

Nontraditional Training and Employment: Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Occupationally Specific Course: A course designed to prepare students for employment or additional training in a specific occupation. All cooperative education courses are considered to be occupationally specific.

Outreach: Recruitment activities to assure access to quality programs in the most integrated setting possible for students who are members of special populations.

Perkins Contact Person: An individual identified by the chancellor/president as responsible for district-wide interpretation and fulfillment of *all* Coordinating Board and Perkins policies, rules and regulations. This would include fiscal responsibility for *all* Perkins dollars allocated to the college district (including discretionary dollars), developing a system for meeting *all* state and federal reporting requirements, recruiting and placement requirements, and coordination of *all* activities as described in the college's Annual Perkins Application.

Person with a disability: Under the Americans with Disabilities Act (ADA), an individual with a disability is a person who has: (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such an impairment, or (3) is regarded as having such an impairment.

Postsecondary Educational Institution: For the purpose of this grant, an accredited, public, two-year institution of higher education.

Priority Occupations: Priority occupations are those identified by the State Board of Education as having an impact on the Texas economy, requiring substantial training time, and offering a reasonable expectation of career opportunities and advancement.

Program: An entire technical education system, including activities supported by federal and non-federal funds.

Program Advisory Committee: A formal grouping of individuals selected from the public and private sectors, that includes business, industry, labor, and a member representing the needs of special populations who provide advice and assistance to one or more technical education programs.

Program Area: An organized sequence of units of instruction directly related to the acquisition and/or upgrading of technical skills which can lead to the award of a Coordinating Board-approved certificate or an applied associate degree.

Regional Labor Market Information System (LMIS): A regional program planning system that includes inventories of key regional industries, targeted occupations within those industries, and educational and training providers.

Sequential Course of Study: An integrated series of courses directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education. Includes sequential units encompassed within a single adult training or retraining course that otherwise meets the requirements of the definition.

Single Parent: An individual who is unmarried or legally separated from a spouse and, either (1) has a minor child or children for which the parent has either custody or joint custody or (2) is pregnant.

Special Populations: Individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency and academically disadvantaged.

Special Populations Coordinator: A qualified counselor or teacher who ensures that individuals who are members of special populations are receiving adequate career development guidance and job skill training.

Staff Project Advisor: Coordinating Board staff member assigned to provide technical assistance to recipients of funds under the Perkins Act.

State Plan (For Vocational and Technical Education): Required under the Perkins Act to detail procedures, assurances, and descriptions of the use of funds received under the Act, for the improvement of vocational and technical education programs in Texas.

Supplementary Services to Special Populations: Includes those services, programs and/or activities that are supplemental to the basic student services offered by the institution. These could include curriculum modification, equipment and/or classroom modification; supportive personnel; instructional aids and devices; child care; transportation; remedial courses; career guidance and counseling; or other programs, services and/or activities that are targeted to the needs of special populations students to ensure full participation in quality technical education programs.

Tech-Prep Program: A combined secondary and postsecondary program which leads to an associate degree or two-year certificate; provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business; builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and leads to placement in employment.

Technical Education: Used by the Coordinating Board's Community and Technical Colleges Division to describe Coordinating Board-approved educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupations-specific skills necessary for economic independence as a productive and contributing member of society.

Tech-Prep Associate of Applied Science Degree Program: A cooperatively

developed, competency-based six-year program of study beginning in the ninth grade of high school and resulting in an associate of applied science degree or two-year certificate from a community or technical college or an associate degree-granting proprietary institution, or a two-year apprenticeship program that occurs after high school graduation.

Work-Study Program: A special school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid to enter or continue their education and training in a technical education program. Technical education funds may be used to partially compensate eligible work-study students.

Texas Definitions Perkins Core Indicators

Participant	a student that is currently enrolled or has taken only one CTE course
Secondary Concentrator	a student who has a four-year graduation plan which includes a coherent sequence of two or more CTE courses for three or more credits for career and technical preparation and meets all academic graduation requirements.
Postsecondary Concentrator	a student who has declared a major course of study in a technical field and intends to receive a certificate or degree in that field.
Tech Prep Secondary Student	a student in grades 9-12 who follows an approved Tech Prep plan of study leading to postsecondary education and training. The student will have a four-year secondary plan of study that includes two or more career and technical education courses for three or more credits and is based on the Recommended High School Graduation Plan. The plan must include at least one option that will allow students to receive postsecondary credit.
Tech Prep Postsecondary Student	a student who has participated in the secondary portion of an approved Tech Prep program and is enrolled in an approved Tech Prep postsecondary program. The student may or may not have completed all of the prerequisite secondary courses, but should have completed a majority of the plan and may have received college credit, as appropriate and specified in the plan.
Tech Prep Program Completer	a student who has participated in both the secondary and postsecondary portions of an approved Tech Prep program and has received an appropriate postsecondary two-year certificate, degree, or apprenticeship license as defined by a written articulation agreement. A successful completer will continue his or her education, find employment in an appropriate career field, or enter military service.
Tech Prep Course Participant	a student who is taking courses that are part of an approved Tech Prep program but indicates no intent to complete the plan; will not complete a significant portion of the plan; is not interested in pursuing a two-year certificate, degree, or apprenticeship license; or is not interested in obtaining an alternative two-year certificate, degree, or apprenticeship that is not part of an approved Tech Prep program.

Texas

Perkins Performance Measure Data Definitions

Secondary

1S1 – Academic Skill Attainment

Numerator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12
- Not enrolled in the following year (graduated, GED, dropout, other)
- Passed TAKS

Denominator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data [excluding students exempt from TAKS]

1S2 – Technical Skill Attainment

Numerator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12
- Not enrolled in the following school year (graduated, GED, dropout, other)
- Passed/completed at least one CTE Course

Denominator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data

2S1 – High School Completion

Numerator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12
- Not enrolled in the following school year
- Received Diploma or GED

Denominator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data

2S2 – Diploma and Certificate

Numerator:

- Concentrators (CTE Code 2 & 3) students in Grades 9-12
- Not enrolled in the following school year
- Received industry-validated certification (as reported by districts)

Denominator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12 who were not enrolled the following school year (graduated, GED)

3S1 – Secondary Placement

Numerator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12

- Not enrolled in the following year (graduated, GED, dropout other)
- Enrolled in postsecondary education, advanced training, employed or in military service

Denominator:

- Concentrators (CTE Code 2 & 3) in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other)

4S1 – Non-Traditional Participation

Numerator:

- Participants (CTE Code 1,2,3) in Grades 9-12 taking a Nontraditional CTE course according to course completion records
- Not necessarily graduates
- Broken down by Male and Female

Denominator:

- Participants (CTE Code 1,2,3) in Grade 9-12 who took at least one of the courses identified on the Nontraditional list from CTE

4S2 - Non-Traditional Completion

Numerator:

- Participants (CTE Code 1,2,3) in Grades 9-12 who successfully completed a Nontraditional CTE course according to course completions records
- Not necessarily graduates
- Broken down by Male and Female

Denominator:

- Participants (CTE Code 1,2,3) in Grades 9-12 who successfully completed at least one CTE course on the nontraditional list from CTE

Postsecondary

1P1 – Academic Attainment

Numerator: Number of students reaching a state-defined threshold level of education and who have met state-established academic standards: concentrator (technical majors with at least 24 SCH in the AY) with a 2.0 GPA

Denominator: Number of students reaching a state-defined threshold level of vocational education: concentrators (technical majors with at least 24 SCH in the AY)

1P2 – Skill Proficiencies

Numerator: Number of students reaching a state-defined threshold level of education who have met state-established academic standards: concentrator (technical majors with at least 24 SCH in the AY) with a 2.0 GPA

Denominator: Number of students reaching a state-defined threshold of vocational education: concentrators (technical majors with at least 24 SCH in the AY)

2P1 – Completion

Numerator: Number of technical students who graduated in AY

Denominator: Number of students reaching a state-defined threshold level of vocational education: concentrators

3P1 – Placement

Numerator: Number of technical students who graduated in AY - 1 and were employed or continuing education

Denominator: number of students who graduated in AY - 1

3P2 – Retention

Numerator: Number of technical students who were graduated in AY - 2, were employed, and remained in employment for six months

Denominator: number of technical students who were graduated and employed in AY - 1

4P1 – Non-Traditional Participation

Numerator: Under-represented gender enrolled in programs leading to non-traditional careers (CIP codes)

Denominator: Total number of technical students enrolled in programs leading to non-traditional careers

4P2 - Non-Traditional Completion

Numerator: Under-represented gender graduates from programs leading to non-traditional careers (CIP codes)

Denominator: Total number of graduates from programs leading to non-traditional careers

Resolution of Findings in U. S. Department of Education Report on Texas Perkins Monitoring Visit, April 3-7, 2006

Page 5, Finding #1: The secondary system is unable to document the degree to which eligible recipients are meeting the required uses of funds, as addressed under section 135(b) of Perkins III.

Relevant Sections of Legislation: Section 135(b)(1-8) of the Carl Perkins Act of 1998 (Perkins III)

Corrective Action Required: Steps must be taken within the local application process to ensure that the state's secondary eligible recipients are meeting the required elements of section 135(b) of the Perkins III legislation, and that the state can easily demonstrate that federal funds are being expended for each of the required uses. By August 15, 2006, the state must submit revised policies and procedures outlining the steps it plans to take to demonstrate that the required uses of federal funds are being adequately documented.

Corrective Actions in Response:

- *The required policies and procedures will be incorporated into the 2007-2008 Perkins eGrants application. The draft design of the application has been completed:* The 2007-08 Perkins eGrants application serves as the local plan. Perkins IV requirements have been incorporated into the draft application. The application has been expanded to include budget pages that document proposed expenditures for the required and permissive uses of Perkins funds (see Attachment A, form BS6003, Parts 10 and 11). Districts will be required to report actual expenditures for required and permissive uses of funds in the end-of-year program evaluation. The evaluation will serve as the end-of-year report for Perkins formula recipients. For 2007-2008 the evaluation will probably be in paper format, but will be included in the eGrants system in 2008-2009. The program schedules of the application (Attachment A, forms PS3012) further document the district's plans for implementing Perkins requirements. The local plan and budget will be reviewed and negotiated prior to approval. Data from the application will be compiled, examined and monitored to ensure that Texas school districts are meeting all eight required uses of Perkins funds.

See Attachment A to view the draft pages of the application. See Attachment B to view the draft pages of the evaluation. (Please note: Budget schedules BS6003 appear in both the application and evaluation.)

When reviewing the paper version of the application, be aware that some headings and text is abbreviated to maximize the use of space. Pop-up boxes and mouseovers in the electronic application will provide explanations of requirements and concepts. Detailed grant guidelines and instructions will provide additional clarification to ensure that applicants provide accurate and complete information.

The section below demonstrates the locations in the application and evaluation that relate to the required use of funds.

**Documentation of Required Uses of Funds in 2007-08 Perkins Application
(Section 135(b)(1-8)):**

Please note: Italicized text indicates sections of the application and evaluation that address the required uses of funds.

1. Strengthen the academic and technical skills of career and technology students by integrating academics with career and technology programs through a coherent sequence of courses; *Addressed in BS6003, Part 10; PS3012, Parts 2, 3, 4, 5, 9*
2. Provide students with strong experience in and understanding of all aspects of an industry; *Addressed in BS6003, Part 10; PS3012, Parts 1, 2, 3, 9*
3. Develop, improve or expand the use of technology in career and technology education, which may include
 - a. training of vocational and technical education personnel to use state-of-the-art technology; *Addressed in BS6003 Part 10; BS3012, Part 10, 11*
 - b. providing career and technology students with the academic and technical skills that lead to entry into the high technology and telecommunications fields; and *Addressed in BS6003, Part 10; PS3012, Parts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; PS3350, Part 2*
 - c. encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs; *Addressed in BS3012, Parts 10, 11*
4. Provide professional development programs to teachers, counselors and administrators, including
 - a. inservice and preservice training in state-of-the-art career and technology programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - b. support of education programs for career and technology teachers and other public school personnel who are involved in the direct delivery of educational services to career and technology students to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide business experience to teachers; and
 - d. programs designed to train teachers specifically in the use and application of technology; *Addressed in BS6003, Part 10, 11; PS 3012, Parts 5, 6, 9, 10*
5. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; *Addressed in BS6003, Part 10*
6. Initiate, improve, expand and modernize quality career and technology program; *Addressed in BS6003, Part 10*
7. Provide services and activities that are of sufficient size, scope and quality to be effective; and *Addressed in BS6003, Part 10; PS3012, Part 2, 3, 4, 5, 6, 7, 8, 9, 10, 11*
8. Link secondary career and technical education and postsecondary career and technical education, including implementing tech prep programs. *Addressed in BS6003, Part 10, 11; PS3012, Part 2, 3, 8*

Page 7, Finding #1: Texas currently allocates Perkins III funds to secondary sub-recipients under a formula that disproportionately awards funds to school districts that have seen some of their students matriculate to state charter schools.

Relevant Sections of Legislation: Section 131(b) of the Carl D. Perkins Vocational and Technical Education Act of 1998; U.S. Department of Education Program Memo, dated April 13, 2005.

Corrective Action Required: In subsequent fiscal years, Texas must modify its secondary allocation formula to comply with departmental guidance, or in the alternative, seek approval of an alternative formula under guidelines found in section 131(c) of the Perkins legislation. By August 15, 2006, the state must submit a revised allocation process correcting its federal fund distribution process for secondary school districts and charter schools.

Corrective Actions in Response:

- The required change to the formula has been implemented for 2006-2007. Charter schools report enrollments and the identity of districts that send students to charters through the eGrants system from May 1 to July 1 yearly, and the data is available for use in formulas by late July or early August. Because 2005-06 adjusted charter school enrollment data was not available by early June, when the Perkins allocations are calculated, 2004-05 charter school enrollments and adjusted 5-17 Census low income and population counts, reflecting 2003-2004 school district boundaries, were used to determine planning allocations. The Division of Formula Funding deducted the number of students that districts sent to charters from the districts' Census 5-17 population and low-income counts as required in the corrective action. 2005-06 charter school enrollment data will be available in early August 2006. When reallocation amounts are calculated in late October 2006, the 2005-06 charter school enrollments will be used to adjust the Census counts to determine final district allocations. The revised number of students that districts sent to charter schools will be deducted from the required Census data.
- A new process document has been developed to ensure that the new procedures will be followed for future grant calculations. See Attachment C for the new procedures.

Page 8, Finding #2: Texas currently expends a higher percentage of funds for state institutions than is permitted under Perkins III for state leadership.

Relevant Sections of Legislation: Section 112(a)(2)(A) of the Carl D. Perkins Vocational and Technical Education Act of 1998

Corrective Action Required: By August 15, Texas must submit revised policies and procedures to this office to ensure that Perkins grant funds are coded in the correct expenditure line item on their financial status reports submitted to this office. By this date, Texas also must submit a revised and certified final financial status report for FY 2003-2004 to this office.

Corrective Action in Response: See Attachment D for policies and procedures and Attachment E for the revised financial status report.

Page 9, Finding #1: While the TEA has an annual application in use for the allocation of Perkins III funds to eligible secondary recipients, the local application does not address the elements required by the current federal legislation. Specifically, Perkins III requires a detailed set of descriptions and assurances for the local application, covering all aspects of the applicant’s program, with particular attention given to the scope of local program, local accountability issues, and the needs of special populations. Texas has turned each of the required descriptions into mere assurances.

Relevant Sections of Legislation: Section 134(b) of the Carl D. Perkins Vocational and Technical Education Act of 1998.

Corrective Action Required: The TEA must develop a local application that conforms to the requirements of section 134(b) of Perkins III. Moreover, this new local application must necessarily serve as a revision to Texas’ currently approved state plan; at a minimum, the revised local application must be implemented prior to July 1, 2007.

Corrective Actions in Response:

- *Draft Design of Application Completed:* The 2007-08 Perkins eGrants application, already under development, has been expanded to conform to the requirements of Section 134(b). The application serves as the local Perkins plan. The application will be available to eligible Texas school districts through eGrants on or about June 1, 2007, in advance of the July 1, 2007 deadline set by the U.S.D.E. See Attachment A to view the draft pages of the application.

Documentation of Required Elements in Local Plans (Section 134(b))

Please note: Italicized text indicates the sections of the application/local plan that address the required elements of the local plan.

- *Section 124(b) Contents* – The eligible agency shall determine requirements for local plans, except that each local plan shall-
 1. describe how the vocational and technical education programs required under Section 135(b) will be carried out with funds received under this title; *Addressed in BS6003, Part 10*
 2. describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113; *Addressed in PS3350, Part 1*
 3. describe how the eligible recipient will-
 - a. improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and

- technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects; *Addressed in BS6003, Part 10; PS3012, Parts 1, 2, 3, 4, 5, 9*
- b. provide students with strong experience in and understanding of all aspects of an industry; and *Addressed in PS3012, Parts 1, 2, 3, 4, 5, 7, 8, 9, 10, 11*
 - c. ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. *Included as Special Provision and Assurance #3*
4. describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title; *Addressed in PS3012, Part 11*
 5. provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs; *Included as Special Provision and Assurance #10*
 6. describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient; *Addressed in Program Evaluation, ER3010, Part 2 (Attachment B)*
 7. describe how the eligible recipient-
 - a. will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and *Addressed in PS3012, Parts 7, 9; PS3401; PS3350, Part 2*
 - b. will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. *Addressed in PS3012, Part 7; PS3350, Part 2*
 8. describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations; *Addressed in PS3012, Part 7*
 9. describe how funds will be used to promote preparation for nontraditional training and employment; and *Addressed in BS6003, Part 11; PS3012, Part 6, 8, 9; PS3350, Part 1 (4S1 and 4S2)*
 10. describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. *Addressed in BS6003, Part 10, 11; PS3012, 5, 6, 8, 9, 10*
- *Planned:* The Perkins state plan will be revised to include the new local application. It is not likely that the plan for Perkins III will be revised unless Perkins is not

reauthorized during 2006, but the new eGrants application will be added to the plan required for Perkins IV.