



Organization:

County District: ESC

Campus/Site:

Region:

SAS#: PERKAA15

Vendor ID:

School Year: 2014-2015

2014-2015 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

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Part 1: Contact Information

Organization Information

Organization Name

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
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Primary Contact

First Name	30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
Telephone	Ext.	Fax	E-Mail	60 of 60	Confirm E-Mail	60 of 60

Secondary Contact

First Name	30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
Telephone	Ext.	Fax	E-Mail	60 of 60	Confirm E-Mail	60 of 60

Part 2: Program Effectiveness Review

Administrative Leadership

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



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Part 2: Program Effectiveness Review (continued)

Local Perkins Application/Plan

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

Advanced Technical Credit (ATC)/Articulation

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



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Part 2: Program Effectiveness Review (continued)

Special Populations

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

Program Access

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



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Program Access (continued)

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



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Fiscal Management

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

Accountability

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



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Part 3: Evaluation Description

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

SAMPLE

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

SAMPLE

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

SAMPLE

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

SAMPLE



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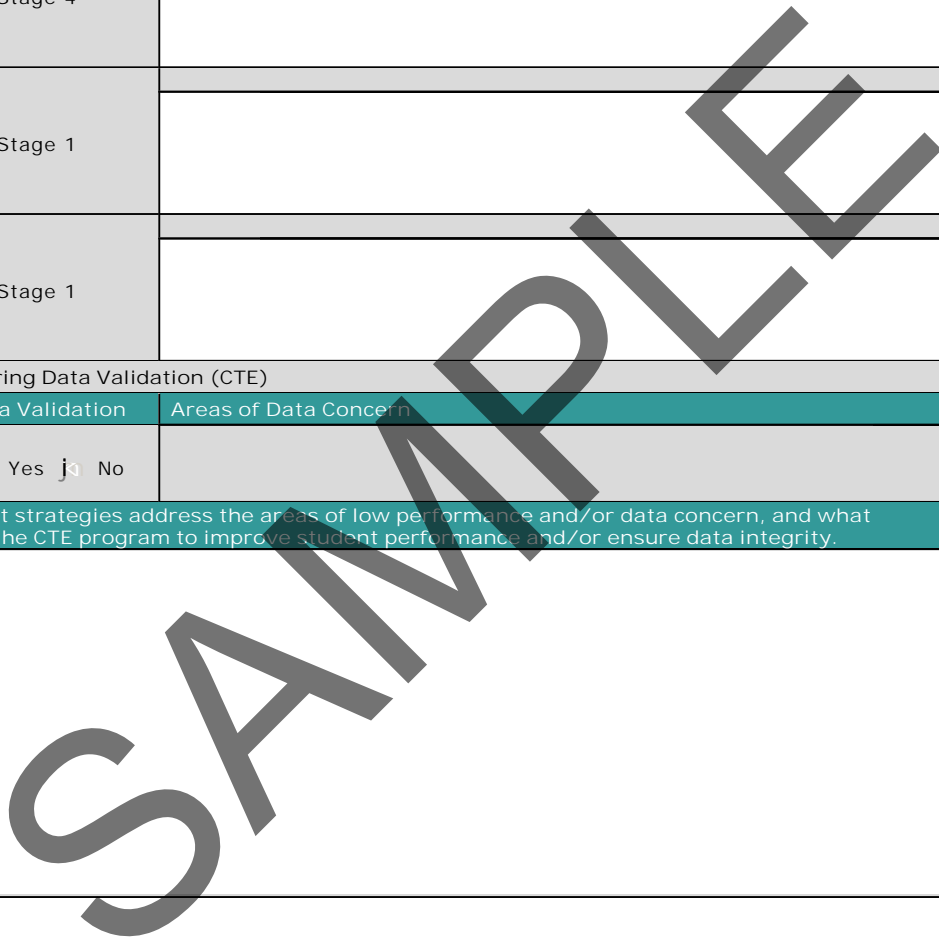
Part 4: Performance-Based Monitoring (PBM)

School Year	Intervention Stage	Areas of Low Performance
		500 of 500
2012-2013	Stage 4	
		500 of 500
2013-2014	Stage 1	
		500 of 500
2014-2015	Stage 1	

Performance-Based Monitoring Data Validation (CTE)

School Year	Data Validation	Areas of Data Concern
		250 of 250
2014-2015	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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





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

€ No Students Received Certification

Help

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

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





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Part 5: CTE Code 2 and 3 Certifications or Licenses Earned (continued)

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

31.	ASE - Medium/Heavy Truck Technician, Diesel Engines (T2)	
32.	ASE - Medium/Heavy Truck Technician, Drive Train (T3)	
33.	ASE - Medium/Heavy Truck Technician, Electrical/Electronic Systems (T6)	
34.	ASE - Medium/Heavy Truck Technician, HVAC (T7)	
35.	ASE - Medium/Heavy Truck Technician, Suspension and Steering (T5)	
36.	ASE - Non-Structural Analysis and Damage Repair (B3)	
37.	ASE - Painting and Refinishing (B2)	
38.	ASE - Suspension and Steering (A4)	
39.	ASE - Structural Analysis and Damage Repair (B4)	
40.	AutoCAD Certified Associate	
41.	AutoCAD Certified User	
42.	AutoCAD Civil 3D Certified Associate	
43.	Autodesk 3D Max Design Certified Associate	
44.	Autodesk Inventor Certified User	
45.	Autodesk Maya Certified Associate	
46.	Autodesk Revit Architecture Certified Associate	
47.	Avid Certified User Media Composer	
48.	AWS (American Welding Society) - SENSE Certification	
49.	AWS - D1.1 Certification	
50.	AWS - D1.3 Sheet Steel Welding	
51.	AWS - D9.1 Certification	
52.	Basic Telecommunications Certificate (Texas Commission on Law Enforcement Officer Standards and Education)	
53.	Briggs & Stratton Master Technician	
54.	Certified Internet Webmaster (CIW) Associate	
55.	Certified Protection Officer (International Foundation of Protection Officers)	
56.	Certified SolidWorks Associate (CSWA)	
57.	Certified SolidWorks Professional (CSWP)	
58.	Chief Architect Certified Apprentice	
59.	Child Development Associate (CDA)	
60.	Cisco Certified Entry Networking Technician (CCENT)	





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Part 5: CTE Code 2 and 3 Certifications or Licenses Earned (continued)

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

61.	Cisco Certified Network Associate (CCNA)	
62.	Cisco Rich Media Communications Specialist	
63.	CNA – Certified Nurse Aide (Texas Dept of Aging and Disability Services)	
64.	CompTIA A+ Certification	
65.	CompTIA Network+	
66.	CompTIA Security+	
67.	CompTIA Strata IT Fundamentals	
68.	Cosmetology, Esthetician Specialty License (Texas Dept of Licensing and Regulation)	
69.	Cosmetology, Hair Weaving Specialty Certificate (Texas Dept of Licensing and Regulation)	
70.	Cosmetology, Manicurist Specialty License (Texas Dept of Licensing and Regulation)	
71.	Cosmetology, Operator License (Texas Dept of Licensing and Regulation)	
72.	County Jailer Certification (Texas Commission on Law Enforcement Officer Standards and Education)	
73.	CSA (Canadian Standards Association) - W59 Canadian Standards Association Welding Certification	
74.	C-Tech Broadband Academy	
75.	C-Tech Introduction to Telecommunications: Copper-Based Systems	
76.	C-Tech Introduction to Network Cabling: Copper-Based Systems Certificate	
77.	C-Tech Introduction to Network Cabling: Fiber Optic-Based Systems	
78.	C-Tech Introduction to Telephone Systems and VoIP	
79.	C-Tech Introduction to Home Entertainment: Residential Audio/Video Systems	
80.	Dental Assistant, Certified (CDA) (Texas State Board of Dental Examiners)	
81.	Dental Assistant, Registered (RDA) (Texas State Board of Dental Examiners)	
82.	Digital Production Printing Certification	
83.	Educational Aide I Certificate (State Board for Educator Certification)	
84.	Electrical Apprentice License (Texas Dept of Licensing and Regulation)	
85.	Emergency Care Attendant (Texas Dept of State Health Services)	
86.	Emergency Medical Services Operator/Emergency Medical Dispatcher (Texas Dept of State Health Services)	
87.	Emergency Medical Technician (Texas Dept of State Health Services)	
88.	Floral Design Certification (Texas State Florists' Association)	
89.	GRAEF (Graphic Arts Education and Research Foundation) - Printed	
90.	HBI/NAHB (Home Builders Institute/National Association of Home Builders) - Carpentry, Advanced	



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Part 5: CTE Code 2 and 3 Certifications or Licenses Earned (continued)

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

91.	HBI/NAHB - Facilities Maintenance, Advanced	
92.	HBI/NAHB - House Wiring, Advanced	
93.	HBI/NAHB - HVAC Service Technician, Advanced	
94.	HBI/NAHB - Plumbing, Advanced	
95.	HP ATA (Hewlett-Packard Accredited Technical Associate) - Designing and Deploying Cloud Solutions	
96.	HP ATA - Designing and Deploying Connected Device Solutions	
97.	HP ATA - Designing and Deploying Network Solutions	
98.	HP ATA - Designing and Deploying Server and Storage Solutions	
99.	I-CAR - Aluminum Structural Technician, Level 1	
100.	I-CAR - Auto Physical Damage Appraiser, Level 1	
101.	I-CAR - Electrical/Mechanical Technician, Level 1	
102.	I-CAR - Estimator, Level 1	
103.	I-CAR - Non-Structural Technician, Level 1	
104.	I-CAR - Refinishing Technician, Level 1	
105.	I-CAR - Steel Structural Technician, Level 1	
106.	Internet and Computing Core Certification (IC3)	
107.	ISCET (International Society of Certified Electronics Technicians) - Associate-Level Certified Electronics Technicians (CET)	
108.	ISCET - Electronic System Associate	
109.	Licensed Vocational Nurse (LVN) (Texas Board of Nursing)	
110.	Mastercam Certification	
111.	Medical Assistant, Certified (CMA)	
112.	Medical Coding Certification/Certified Coding Associate	
113.	Microsoft Office Specialist (MOS) - Access	
114.	Microsoft Office Specialist (MOS) - Excel	
115.	Microsoft Office Specialist (MOS) - PowerPoint	
116.	Microsoft Office Specialist (MOS) - Word	
117.	Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals	
118.	Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals	
119.	Microsoft Technology Associate (MTA) - Networking Fundamentals	
120.	Microsoft Technology Associate (MTA) - Security Fundamentals	



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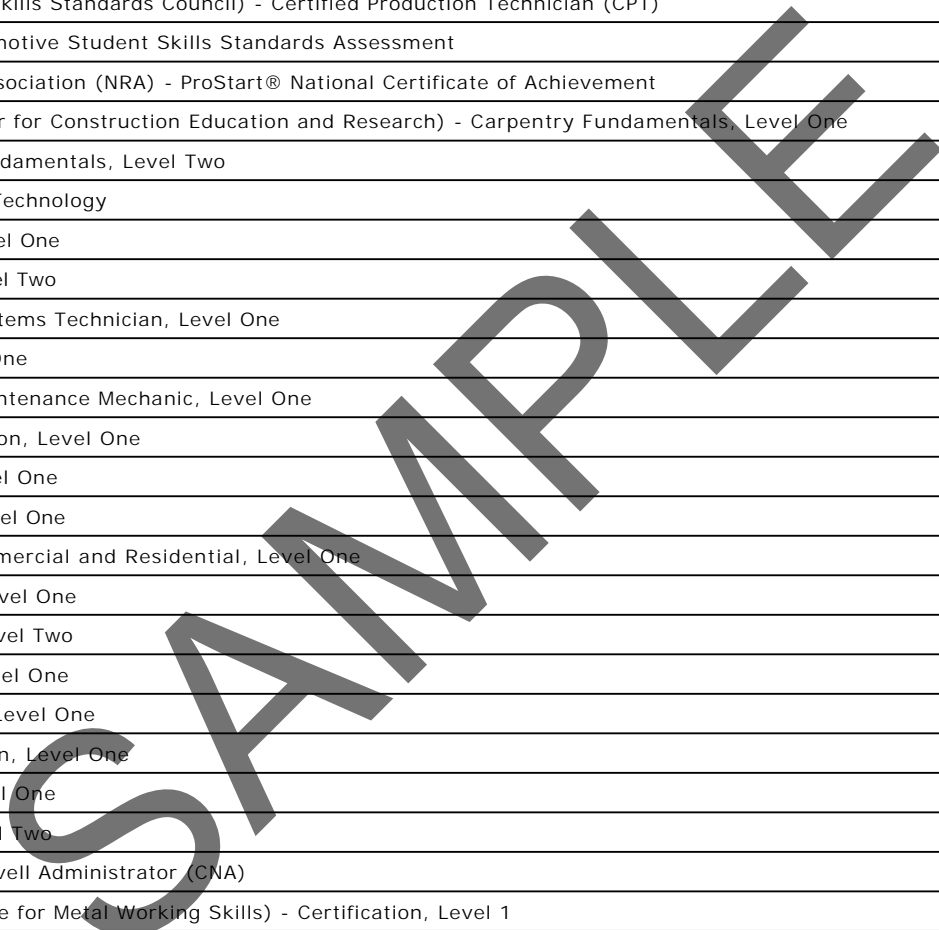
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Part 5: CTE Code 2 and 3 Certifications or Licenses Earned (continued)

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

121.	Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals	
122.	MSSC (Manufacturing Skills Standards Council) - Certified Production Technician (CPT)	
123.	NA3SA - National Automotive Student Skills Standards Assessment	
124.	National Restaurant Association (NRA) - ProStart® National Certificate of Achievement	
125.	NCCER (National Center for Construction Education and Research) - Carpentry Fundamentals, Level One	
126.	NCCER - Carpentry Fundamentals, Level Two	
127.	NCCER - Construction Technology	
128.	NCCER - Electrical, Level One	
129.	NCCER - Electrical, Level Two	
130.	NCCER - Electronic Systems Technician, Level One	
131.	NCCER - HVAC, Level One	
132.	NCCER - Industrial Maintenance Mechanic, Level One	
133.	NCCER - Instrumentation, Level One	
134.	NCCER - Masonry, Level One	
135.	NCCER - Millwright, Level One	
136.	NCCER - Painting/Commercial and Residential, Level One	
137.	NCCER - Pipefitting, Level One	
138.	NCCER - Pipefitting, Level Two	
139.	NCCER - Plumbing, Level One	
140.	NCCER - Sheet Metal, Level One	
141.	NCCER - Weatherization, Level One	
142.	NCCER - Welding, Level One	
143.	NCCER - Welding, Level Two	
144.	NetWare 6 Certified Novell Administrator (CNA)	
145.	NIMS (National Institute for Metal Working Skills) - Certification, Level 1	
146.	Oracle Certified Database Associate	
147.	Pharmacy Technician, Certified (CPHT)	
148.	Phlebotomy Technician, Certified (CPT)	
149.	Private Pesticide Applicator (Texas Dept of Agriculture)	
150.	Sterile Processing and Distribution Technician	





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Part 5: CTE Code 2 and 3 Certifications or Licenses Earned (continued)

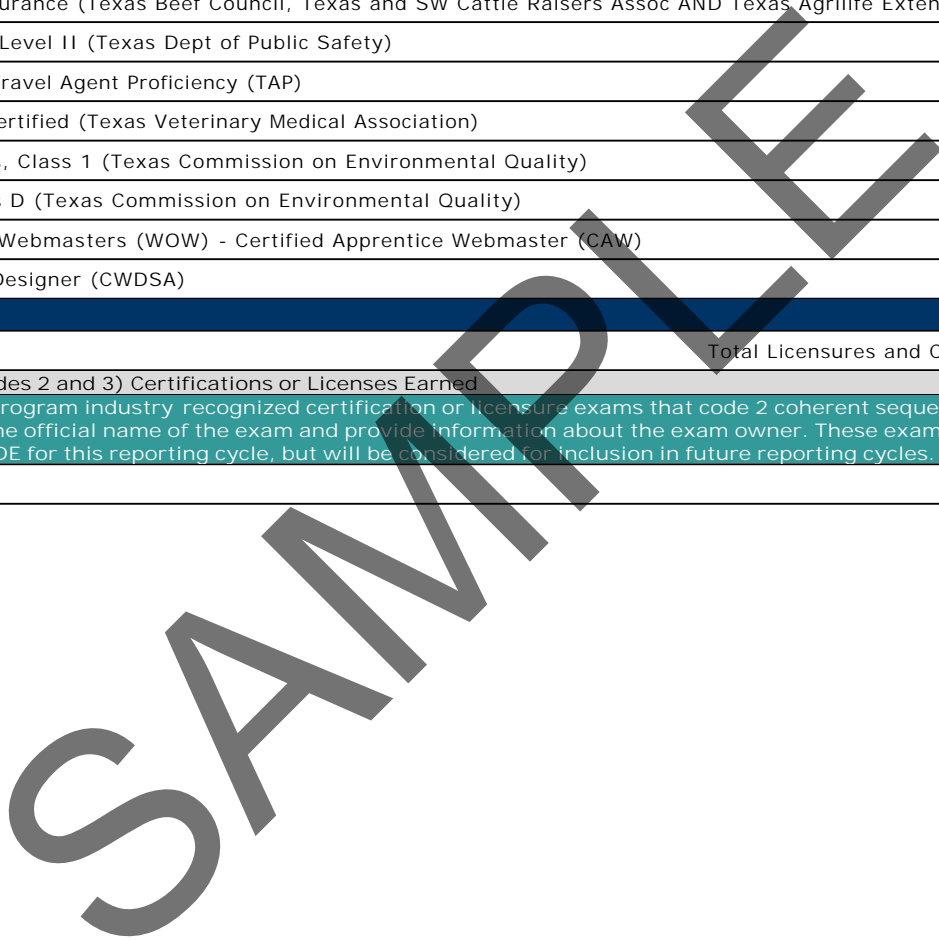
Enter the number of CTE concentrators (code 2 coherent sequence and code 3 tech prep participants) who earned each certification or licensure. The students may be duplicated.

151.	Sun Certified Java Associate (SCJA)	
152.	Texas Beef Quality Assurance (Texas Beef Council, Texas and SW Cattle Raisers Assoc AND Texas Agrilife Extension)	
153.	Texas Private Security Level II (Texas Dept of Public Safety)	
154.	The Travel Institute - Travel Agent Proficiency (TAP)	
155.	Veterinary Assistant, Certified (Texas Veterinary Medical Association)	
156.	Wastewater Collections, Class 1 (Texas Commission on Environmental Quality)	
157.	Water Operators, Class D (Texas Commission on Environmental Quality)	
158.	World Organization of Webmasters (WOW) - Certified Apprentice Webmaster (CAW)	
159.	WOW - Certified Web Designer (CWDSA)	
<b>Total</b>		
		Total Licensures and Certifications

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

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

160.  Other:





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

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

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

Students By Gender		Number
1.	Male	
2.	Female	

<b>Total</b>		
		Total Students By Gender

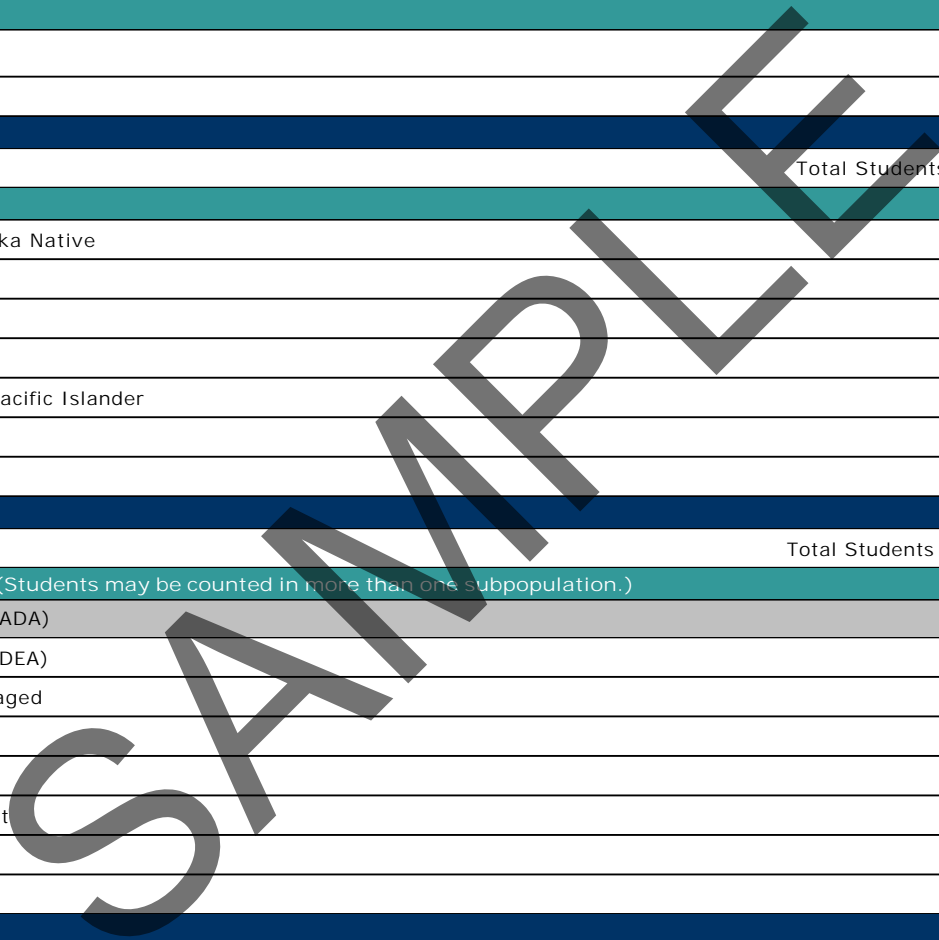
Students By Ethnicity		Number
3.	American Indian or Alaska Native	
4.	Asian	
5.	Black/African American	
6.	Hispanic/Latino	
7.	Native Hawaiian/Other Pacific Islander	
8.	White	
9.	Two or More Races	

<b>Total</b>		
		Total Students By Ethnicity

Students by Subpopulation (Students may be counted in more than one subpopulation.)

Individuals with Disabilities (ADA)		Number
10.	Disability Status (ESEA/IDEA)	
11.	Economically Disadvantaged	
12.	Single Parents	
13.	Displaced Homemakers	
14.	Limited English Proficient	
15.	Migrant Status	
16.	Nontraditional Enrollees	

<b>Total</b>		
		Total Students by Subpopulation





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

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

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

Students By Gender		Number
1.	Male	
2.	Female	

<b>Total</b>		
		Total Students By Gender

Students By Ethnicity		Number
3.	American Indian or Alaska Native	
4.	Asian	
5.	Black/African American	
6.	Hispanic/Latino	
7.	Native Hawaiian/Other Pacific Islander	
8.	White	
9.	Two or More Races	

<b>Total</b>		
		Total Students By Ethnicity

Students by Subpopulation (Students may be counted in more than one subpopulation.)

Individuals with Disabilities (ADA)		Number
10.	Disability Status (ESEA/IDEA)	
11.	Economically Disadvantaged	
12.	Single Parents	
13.	Displaced Homemakers	
14.	Limited English Proficient	
15.	Migrant Status	
16.	Nontraditional Enrollees	

<b>Total</b>		
		Total Students by Subpopulation

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

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

This will be the denominator for the CTE Code 3 Tech Prep Performance Measure.		Number
Total Number Code 3 Tech Prep Secondary Participants Who <u>TOOK</u> a Technical Skill Assessment		
This will be the numerator for the CTE Code 3 Tech Prep Performance Measure.		Number
Total Number Code 3 Tech Prep Secondary Participants Who <u>PASSED</u> a Technical Skill Assessment		



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Part 9: Actual Expenditures of Funds - Required Uses

Total Budgeted Costs	0
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Use of Perkins Funds

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

Part 9: Actual Expenditures of Funds - Required Uses (continued)

Use of State and Local Funds

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





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Part 10: Certification and Incorporation

Certification and Incorporation Statement

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official

First Name		30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
Telephone	Ext.	Fax	E-Mail		60 of 60	Confirm E-Mail	60 of 60

Submitter Information

First Name		Last Name	Approval ID	Submit Date and Time
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Only the legally responsible party may submit this report.

Certify and Submit

