



SAS#: PERKAA23

Organization: GEORGETOWN ISD
 Campus/Site: N/A
 Vendor ID: 1746000975

County District: 246904
 ESC Region:13
 School Year: 2022-2023

2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

General Information GS2000 - Certify and Submit

Due: 09/02/2022 05:00 PM
 Application Status: Draft

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	06/15/2022 12:11 PM
Program Description			
PS3012 - Local Application	*	Complete	06/15/2022 01:28 PM
PS3350 - Accountability	*	Complete	06/15/2022 01:32 PM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	06/15/2022 01:39 PM
BS6101 - Payroll Costs	*	Complete	06/15/2022 01:38 PM
BS6201 - Professional and Contracted Services	*	Complete	06/15/2022 01:39 PM
BS6401 - Other Operating Costs	*	Complete	06/15/2022 01:42 PM
BS6501 - Debt Services	*	Complete	06/15/2022 01:42 PM
BS6601 - Capital Outlay	*	Complete	06/15/2022 01:43 PM
BS6020 - Required Uses of Funds	*	Complete	06/15/2022 01:45 PM

Certification and Incorporation Statement (Only the legally responsible party may submit this Application.)

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Initial: Last Name: Title:

Phone: Ext: E-Mail:

Submitter Information

First Name: Last Name:

Approval ID: Submit Date and Time:



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: GEORGETOWN ISD		
Mailing Address Line 1: 507 E UNIVERSITY AVE		
Mailing Address Line 2:		
City: GEORGETOWN	State: TX	Zip Code: 78626-

B. Unique Entity Identifier (SAM)
UEI (SAM): C7GQAMA3WX43

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Tiffani	Initial:	Last Name: CarsonWalker				
Title: Executive Director of Spec & Fed Prog.						
Telephone: 512-943-5000	Ext.: 6031	E-Mail: walkert@georgetownisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Bretton	Initial:	Last Name: Schulz				
Title: CTE Director						
Telephone: 512-943-5000	Ext.: 6035	E-Mail: schulzb@georgetownisd.org				



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Program Description PS3012 - Local Application

Part 1. Comprehensive Local Needs Assessment Results

Copy Prior Year Data

Summary and Use of Funds

1. Summarize the results of the comprehensive local needs assessment.

Georgetown ISD has a CTE program that covers numerous programs of study, far more than the state minimum, across 3 different high school campuses. While student enrollment is high, there is a disparity in the success of students in special populations compared to the whole student population. The district also has a lower number of students that receive industry based certifications compared to both state and regional averages. Additionally, it was found that our career clusters align with those that are in high demand/high wage in our area. Georgetown ISD is in a unique situation, where we are situated in Rural Capital Area for RDA, we also align with Capital Area RDA, where many of our families commute for work. Campuses in GISD continue to grow CTE programs and increase the number of students that participate. We are continuing to make gains in the number of students participating in a coherent sequence aligned with an IBC actually earning an IBC.

2. Most recent State and LEA Perkins Performance Indicator data have been reviewed.

3. Describe how the LEA will use funds to develop and implement evaluations of CTE programs, including evaluations necessary to complete the comprehensive local needs assessment (one of the six required uses of funds).

Funds will be used to develop internal and external stakeholder evaluations of CTE programs so that they best serve all students in Georgetown ISD. The evaluation data will enable the District to determine if programs are consistently meeting the needs of our special populations for high-skill, high-wage jobs that will lead our students to self sufficiency. There will also be an evaluation to ensure that programs are using their funds in a manner that conscientiously aligns with the goals of the program.

Part 2. Programs of Study Funding

Programs of Study - Uses and Activities

1. Check the box next to each of the Statewide Programs of Study the LEA plans to offer in the 2022-2023 school year.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Accounting & Financial Services | <input checked="" type="checkbox"/> Early Learning | <input type="checkbox"/> Lodging and Resort Management |
| <input checked="" type="checkbox"/> Advanced Manufacturing | <input type="checkbox"/> Electrical | <input checked="" type="checkbox"/> Manufacturing Technology |
| <input type="checkbox"/> Agribusiness | <input type="checkbox"/> Emergency Services | <input type="checkbox"/> Marketing and Sales |
| <input checked="" type="checkbox"/> Animal Science | <input checked="" type="checkbox"/> Engineering | <input type="checkbox"/> Masonry |
| <input type="checkbox"/> Applied Agricultural Engineering | <input checked="" type="checkbox"/> Entrepreneurship | <input checked="" type="checkbox"/> Medical Therapy |
| <input type="checkbox"/> Architectural Design | <input type="checkbox"/> Environmental/Natural Resources | <input type="checkbox"/> Networking Systems |
| <input checked="" type="checkbox"/> Automotive | <input type="checkbox"/> Exercise Science and Wellness | <input checked="" type="checkbox"/> Nursing Science |
| <input type="checkbox"/> Aviation Maintenance | <input checked="" type="checkbox"/> Family and Community Services | <input type="checkbox"/> Oil/Gas Exploration & Production |
| <input checked="" type="checkbox"/> Bio-Medical Science | <input type="checkbox"/> Food Science and Technology | <input type="checkbox"/> Plant Science |
| <input checked="" type="checkbox"/> Business Management | <input type="checkbox"/> Government/Public Administration | <input type="checkbox"/> Plumbing and Pipefitting |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Health and Wellness | <input checked="" type="checkbox"/> Programming & Software Dev. |
| <input type="checkbox"/> Construction Mgt and Inspection | <input type="checkbox"/> Health Informatics | <input type="checkbox"/> Refining and Chemical Processes |
| <input checked="" type="checkbox"/> Culinary Arts | <input checked="" type="checkbox"/> Healthcare Diagnostics | <input type="checkbox"/> Renewable Energy |
| <input type="checkbox"/> Cybersecurity | <input checked="" type="checkbox"/> Healthcare Therapeutic | <input checked="" type="checkbox"/> Teaching and Training |
| <input type="checkbox"/> Design & Multimedia Arts | <input type="checkbox"/> HVAC and Sheet Metal | <input type="checkbox"/> Travel, Tourism, and Attractions |
| <input type="checkbox"/> Diesel and Heavy Equipment | <input type="checkbox"/> Information Technology Support | <input type="checkbox"/> Web Development |
| <input checked="" type="checkbox"/> Digital Communications | <input checked="" type="checkbox"/> Law Enforcement | <input checked="" type="checkbox"/> Welding |
| <input type="checkbox"/> Distribution and Logistics | <input checked="" type="checkbox"/> Legal Studies | |

2. Check the box next to each of the approved Regional Programs of Study the LEA plans to offer in the 2022-2023 school year.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Aviation (Flight) | <input type="checkbox"/> Geospatial Engineering & Land Surveying | <input type="checkbox"/> Printing & Imaging |
| <input type="checkbox"/> Cosmetology & Personal Care Services | <input type="checkbox"/> Industrial Maintenance | <input type="checkbox"/> Retail Management |



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Program Description PS3012 - Local Application

- Drone (Unmanned Flight) Maritime

3. Describe the programs of study and activities the LEA will support with Perkins funds.

All programs of study are eligible to receive Perkins funds. Programs will be eligible to submit proposals for activities that work to close the achievement gap of special populations, as well as those that encourage recruitment towards those special populations. Additionally, programs will be encouraged to utilize funds in order to promote post-secondary career opportunities to students and encourage them to see what opportunities are available after graduation, with the skills they learned from CTE programs in school.

4. Describe how the results of the comprehensive local needs assessment informed the selection of the programs of study and activities to be funded.

The comprehensive local needs assessment informed the district of areas that needed extra attention as special populations were underrepresented, or not as successful as the whole student group. Additionally, it allowed the district to examine its programs of study that aligned with data on which high-wage/high demand jobs were being represented in our region.

5. Describe how students will learn about CTE course offerings through programs of study, including students who are members of special populations and those from different races, ethnicities, and genders. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Georgetown ISD takes great effort to recruit students from all sub-groups and special populations into all of our CTE programs. At the Middle School level, students have the opportunity to attend several different events that build exposure to the CTE programs. They include: - Recruitment events held on each MS campus during the school day (200 + 8th graders per event, late Fall/Early Spring) - CCMR Future Readiness Fair at each HS in the evening (600 participants, late Fall) - Structured conversations with MS Counselors and HS Teachers about students wants/needs and appropriate class placement. We also publish annually our nondiscrimination disclosure online on our district website as well as in the local newspaper.

6. Provide within CTE, the skills necessary to pursue careers in high skill, high-wage, and in-demand industry sectors or occupations (one of the six required local uses of funds). Select all that apply to the LEA.

- The LEA programs of study are selected from the Statewide or regionally approved list.
- The LEA offers multiple career preparation learning opportunities for students.
- The LEA has instructional partnerships with business and industry to provide relevant experiences for students.
- Business and industry partners regularly provide input to ensure that students receive strong experience in and understanding of all aspects of their industries.

Other (Specify):

Other (Specify):

Other (Specify):



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Part 3. Career Exploration, Guidance, and Counseling Provided to All Students in the LEA

Career Exploration, Guidance, and Counseling

1. Describe how career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs of study. List the methods of reaching all students, including recruiting students from groups identified as special populations and from different races, ethnicities, and genders.

Students annually meet with counselors on campus to discuss/review their personal graduation plan, which includes their planned enrollment in CTE class. While some students choose to meet with their counselors more often through individual counseling sessions, others meet with College, Career, and Military (CCMR) Specialists on each high school campus to discuss future plans, as well as opportunities to make those plans a reality. Students are exposed to numerous opportunities throughout the year that can shape their post-secondary experiences. These opportunities include: Career Fair, Future Readiness Fair, incoming 9th grade CTE exposure fair. The CCMR Specialists serve to bridge the gap between high school and either college, career, or military, providing opportunities for students to have the needed exposure in order to make the proper decision.

2. Provide career exploration and career development activities to students (one of the six required local uses of funds). Select all that apply to the LEA.

- Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields are available to students.
- Labor market and career information are readily available for students and parents to access.
- Graduation and career plans are developed for each CTE student
- Career guidance and academic counselors are available to provide information on postsecondary education and career options.
- Students receive a comprehensive understanding of all aspects of an industry.

Other (Specify):

Other (Specify):

Other (Specify):

Part 4. Improve Academic and Technical Skills of CTE Students

Improve Academic and Technical Skills of CTE Students

1. Describe how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 4, Line 3.)

All middle and high school counselors meet with each incoming ninth grade student to construct individualized four-year programs of study that align with students' endorsement pathways. All CTE students start on a graduation plan that targets college entry requirements, and every endorsement area includes rigorous academic courses with high expectations for academic excellence. Every 9th, 10th, and 11th grade student in Georgetown ISD takes the PSAT each year, which provides information regarding each student's Advanced Placement potential. The AP Potential report produced from this data is then utilized by counselors to recruit students who have the aptitude for success in AP courses to challenge themselves in the coming year by enrolling in AP or pre-AP courses. Counselors are provided lunch and learns by district administration to learn more about seamless fits between CTE courses and advanced courses.

2. Support the integration of academic skills into CTE programs of study (one of the six required local uses of funds). Select all that apply to the LEA.

- CTE participants, explorers, concentrators, and completers have access to challenging academic standards and coursework.
- Teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.

Other (Specify):

Other (Specify):

Other (Specify):



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Part 5. Special Populations and Non-Traditional Fields

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Special Populations and Non-Traditional Fields

1. Describe activities that will prepare students identified as special populations and students from different races, ethnicities, and genders for high-skill, high-wage, and in-demand occupations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

GISD CTE provides specialized activities to ensure special populations, displaced homemakers, single parents, and LEP students obtain self-sufficiency (including our alternative high school campus, which also offers CTE courses), counselor/teacher supported transitional planning, free dual credit community college courses, industry certifications and licensures, and career preparation programs. Displaced homemakers, single parents, and LEP students graduate with industry certification for entry into the workforce and post-secondary educational opportunities. GISD provides childcare and parenting education for displaced homemakers and student single parents. Participation in career and technical student organizations is open to all students. Career guidance and academic counseling occurs in kindergarten through twelfth grades in GISD. Specifically, the K-5 focus is awareness and the 6-8 focus is exploring careers using Naviance computer software, guiding students through an informed decision process. For 8-12, counselors meet with all students to guide/conduct/explore high school four-year plans, post-secondary educational opportunities and career options. In addition, counselors schedule and host Future Readiness Fairs, and CTE hosts a Youth Job Fair.

2. Describe how special populations, including students from different races, ethnicities, and genders will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on status as a member of special populations.

GISD programs are available to all students. All high school students complete interest inventories and career planning in Naviance, and all high school students have a four-year graduation plan. GISD strictly adheres to the nondiscrimination guidelines for all students, which can be found in Policy GA. The Director of CTE, the CTE Coordinator, and teachers work closely with special populations coordinators in order to ensure that students are placed in CTE courses that offer the Least Restrictive Learning Environment recommended by their Individual Annual Review and Dismissal Committee. Recruiting documents and materials, course guides, and enrollment data are provided in dual languages for students requiring that accommodation. In addition to the district's nondiscrimination policy, the CTE program posts a nondiscrimination statement on the district website and in the local newspaper in August every year. Georgetown ISD collaborated with TEA in 2013-2014 to ensure barrier-free campuses and facilities and barrier-free programs. This also enabled GISD to verify all nondiscrimination procedures are in place.

3. Select activities utilized to promote preparation of students for non-traditional fields. Select all that apply to the LEA.

- Recruitment materials available
- Presentations by counselors or teachers
- Presentations by individuals in non-traditional fields
- Professional development activities

Other (Specify):

Other (Specify):

Other (Specify):



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Program Description PS3012 - Local Application

Part 6. Work-Based Learning Opportunities

Work-Based Learning Opportunities

1. Describe how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

GISD currently works closely with the Workforce Development Alliance and the Georgetown Chamber of Commerce in order to provide opportunities for our students to be exposed to community partners. Community business members come into the schools regularly, both to share their knowledge and skills with students and to observe/encourage teachers in the work they are doing. We also encourage students to go out into the community through job shadowing with local businesses as well as internships with various businesses. We are expanding the number of programs that offer job shadowing and internships for our students, and encouraging teachers to build relationships with those partners with the purpose of providing those experiences.

2. Select the type of work-based learning opportunities provided to CTE students in the LEA. Select all that apply to the LEA.

- Job shadowing
- Internships
- Apprenticeships
- Simulated workplace
- Career preparation courses
- CTSO competitions

Other (Specify):

Other (Specify):

Other (Specify):

Part 7. Postsecondary Credit

Postsecondary Credit

1. Select the opportunities available for CTE students to earn postsecondary credit. Select all that apply to the LEA.

- Dual credit or concurrent enrollment
- Articulation agreements
- Advanced Placement (AP)
- Early College High School (ECHS)
- Pathways to Technology (P-Tech) model
- T-STEM model
- International Baccalaureate (IB)

Other (Specify):

Other (Specify):

Other (Specify):



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**Program Description
 PS3012 - Local Application**

Part 8. Recruitment, Retention, and Training

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 5.)

Recruitment, Retention, and Training

1. Describe how the LEA will offer professional development to CTE faculty, staff, and administrators in order to provide high quality instruction to CTE students. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 1.)

GISD offers comprehensive professional learning to all administrators, counselors, and academic staff, including CTE. CTE/academics staff are provided relevant training based on staff needs, including accommodations, core area curriculum, and externship/internship opportunities. New teachers are enrolled in a new teacher academy and are given a mentoring curricular colleague for a year. Georgetown ISD prides itself on providing educators with conference-like professional development trainings called "GISD GROW" days. They have the opportunity to attend trainings that they find valuable, as well as a couple of required trainings throughout the day. The CTE department has a chance to come together as a whole a couple times throughout the year and determine how to move forward on a common vision. the campus and on student's post-secondary success. Training was given to CTE teachers specifically over 3 areas: Budget, Industry Based Certifications, and Safety. There have been changes in leadership within the CTE program this year, and that transition has impacted the department greatly. We look forward to numerous training sessions throughout the school year that are focused specifically on CTE and its impact both on the campus and on student's post-secondary success. Training was given to CTE teachers specifically over 3 areas: Budget, Industry Based Certifications, Safety, and Literacy in the CTE classroom.

2. Describe how the LEA will support the recruitment and retention of CTE educators. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 2.)

Georgetown ISD has a high retention rate for CTE teachers. This is in part because of strict hiring processes to not only recruit highly qualified staff, but also because of proven methods to induct and retain those staff members. Our new CTE teachers are paired with a mentor teacher in addition to working closely with campus administration to ensure that new teachers are supported in the classroom as well as with their career and technical student organizations. Our CTE teachers are encouraged to attend professional development opportunities and CTSO competitions at the local, regional, state, and national level.

3. Provide professional development to CTE educators (one of the six required local uses of funds). Select all that apply to the LEA.

- Supporting individualized academic and CTE instructional approaches including the integration of academic and CTE standards
- Training to ensure labor market information is used to inform CTE programs of study
- Training faculty on the latest workplace equipment, technologies, standards, and credentials
- Training school leaders and administrators on effective management of CTE programs

Other (Specify):

Other (Specify):

Other (Specify):



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Part 9. Performance Gaps

Performance Gaps

1. Identify and quantify any disparities or gaps in performance on State determined levels of performance between any group of students or special populations, including students from different races, ethnicities, and genders, and the performance of all CTE concentrators/completers served by the LEA. List the strategies that will be implemented to address the underperformance with these student groups. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 2.)

Individuals with disabilities are underperforming in every indicator area except for extended -year graduation rate (1S2) and non-traditional program concentration(4S1). English Learners are underperforming in every indicator area except for four-year graduation rate (1S1) and non-traditional program concentration(4S1). Economically disadvantaged students are underperforming in four year graduation rate(1S1), extended -year graduation rate (1S2), ELA(2S1), math(2S2), science(2S3), and post-program placement(3S1). Students preparing for non-traditional fields are underperforming in ELA(2S1), math(2S2), science(2S3), post-program placement(3S1), attaining recognized status (5S1), and being CTE competitors (5S4).

In order to meet the deficiencies in the above areas, we plan to implement several strategies. First is to continue encouraging literacy in the CTE classroom by offering training that prepares teachers to engage students with low-reading and comprehension levels. We will implement similar training to encourage the numeracy skills of our CTE learners as well. We will continue to increase our IBCs that are offered as a district, with special attention on non-traditional program concentrations. This should have an effect on the number of students that are in non-traditional programs as well as the number of certifications that are completed in advanced levels by CTE completors.

2. Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement on performance indicators (one of the six required local uses of funds). Select all that apply to the LEA.

- The LEA's curriculum is aligned with the requirements for a program of study.
- The LEA has effective business and industry partnerships that support student learning.
- The LEA provides opportunities for CTE concentrators/completers to participate in dual or concurrent enrollment programs, early college high schools, and take courses with articulation agreements with a community college as part of a program of study.
- The LEA's programs of study use appropriate equipment, technology, and instructional materials aligned with business and industry needs.
- Industry-recognized certification examinations are provided to students within the LEA's programs of study.

Other (Specify):

Other (Specify):

Other (Specify):



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**Program Description
 PS3350 - Accountability**

Individual Applicant: 246904 - GEORGETOWN ISD

A. Perkins V Performance Measures

(Perkins V baseline data can be accessed through the TEAL Accountability Application under the CCMP tab.)

2018-2019 Actual %	2019-2020 Actual %	2020-2021 Actual %	Statewide Target %	Local Target %	Explain why Actual % for 2018-2019 was less than Statewide Target %.	Describe strategies the LEA will use to improve CTE student performance.
1. Four Year Graduation Rate - 1S1						
98.20%	N/A	97.31%	97.29%			
2. Extended Graduation Rate - 1S2						
98.92%	N/A	99.35%	98.36%			
3. Academic Proficiency in Reading/Language Arts - 2S1						
59.33%	N/A	67.89%	65.32%			
4. Academic Proficiency in Mathematics - 2S2						
44.95%	N/A	54.32%	60.30%			
5. Academic Proficiency in Science - 2S3						
61.51%	N/A	68.55%	66.54%			
6. Postsecondary Placement - 3S1						



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**Program Description
 PS3350 - Accountability**

72.96%	N/A	70.47%	68.23%			
7. Nontraditional Program Enrollment - 4S1						
54.40%	N/A	42.84%	47.00%			
8. Attained Recognized Postsecondary Credential - 5S1						
3.13%	N/A	11.14%	19.16%			
9. Program Quality CTE Completer - 5S4						
35.36%	N/A	36.14%	37.17%			

B. Perkins Performance Description

1. Describe district programs that are designed to enable special populations students to meet Perkins performance targets.

We will continue to monitor and work diligently to ensure our special populations meet performance targets. Our recently revised MTSS processes and procedures will play a key role in early intervention and supports, and we will continue to press forward with revised advising practices.

2. Describe the process that will be used to evaluate and continuously improve the district's performance.

The CTE team and the CTE advisory groups will follow a progress monitoring schedule and will engage in robust SWOT assessments and root cause analyses of data to marshal best practices and operationalize continuous improvement.



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**Program Budget
 BS6001 - Program Budget Summary and Support**

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

Part 1: Available Funding

[View List of SSA Members](#)

Available Funding	
Description	Perkins V Formula Grant
1. Fund/SSA Code	244
2. Planning Amount	
3. Final Amount	\$90,051
4. Carryover	
5. Reallocation	
Total Funds Available	\$90,051

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	Perkins V Formula Grant
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	\$50,000
5. Other Operating Costs	6400	\$40,051
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$90,051
9. Indirect Costs		
Total Budgeted Costs		\$90,051
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



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**Program Budget
 BS6001 - Program Budget Summary and Support**

Enter amounts in Direct Admin Costs fields if applicable.

B. Breakout of Direct Admin Costs				
Description	Class/ Object Code	Perkins V Formula Grant		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300	\$50,000		\$50,000
4. Other Operating Costs	6400	\$40,051		\$40,051
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total	\$90,051		\$90,051



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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	Perkins V Formula Grant

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	Perkins V Formula Grant
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	Perkins V Formula Grant
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	Perkins V Formula Grant
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	Perkins V Formula Grant
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.



Organization: GEORGETOWN ISD
 Campus/Site: N/A
 Vendor ID: 1746000975

County District: 246904
 ESC Region: 13
 School Year: 2022-2023

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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	Perkins V Formula Grant
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Enter amounts in direct Administrative Costs fields if applicable.				
Description	Class/Object Code	Perkins V Formula Grant		
		Program Costs	Direct Admin Costs	Total Costs
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269			
2. Professional and Consulting Services	6219 6239 6291			
Total				

Part 3: Itemized Professional and Consulting Services

Part 3 Itemized Professional and Consulting Services (6219, 6239, 6291) is hidden because it does not apply to the funding source(s) for this grant application.



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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	Perkins V Formula Grant
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$40,051
Total Other Operating Costs		\$40,051



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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6401 - Other Operating Costs**

Part 2: Direct Administrative Costs

Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class Object/ Code	Perkins V Formula Grant		
		Program Costs	Direct Admin Costs	Total Costs
1. Out-of-State Travel for Employee	6411			
2. Travel for Students to Conferences (does not include field trips)	6412			
3. Educational Field Trips	6412 6494			
4. Stipends for Non-employees other than those included in 6419	6413			
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members	6411 6419			
6. Non-Employee Costs for Conferences	6419			
7. Hosting Conferences for Non-Employees	64xx			
	Total			



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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6501 - Debt Services**

Part 1: Capital Lease - Purchase

Budgeted Costs		
Description	Class/ Object Code	Perkins V Formula Grant
1. Capital Lease - Principal	6512	
2. Capital Lease - Interest	6522	
3. Capital Lease - Debt	6523	
Total Debt Service Costs		

Part 2: Description of Property

Property			
<input type="checkbox"/>	1. Property Description:	<input type="text"/>	Property Value: <input type="text"/>
	Fund Source:	<input type="text" value="Select One"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>



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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	Perkins V Formula Grant
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source:

Describe how the item will be used to accomplish the objective of the program:



Organization: GEORGETOWN ISD
 Campus/Site: N/A
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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6020 - Required Uses of Funds**

Part 1: Total Budgeted Costs

Budgeted costs entered on BS6001								
Total Budgeted Costs	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Indirect Costs	Total Budgeted Costs
				\$50,000	\$40,051			\$0

Part 2: Required Uses of Funds

A. Required Uses of Perkins Funds (Program Costs Plus Administration Costs)								
Local Uses of Perkins Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
	1. Provide career exploration and career development activities			\$12,000				\$12,000
2. Provide professional development				\$15,000			\$15,000	16.65%
3. Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations			\$30,000				\$30,000	33.31%
4. Support integration of academic skills into CTE programs of study			\$5,000				\$5,000	5.55%
5. Support integration of programs of study			\$3,000	\$15,000			\$18,000	19.98%
6. Evaluate Perkins-funded programs including CLNA				\$10,051			\$10,051	11.16%
Subtotals			\$50,000	\$40,051				
Local Uses of Perkins Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)							\$90,051	100.00%
Indirect Costs							\$0	
Total Budgeted Costs							\$90,051	

B. Uses of State and Local Funds								
Uses of State and Local Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
	1. Provide career exploration and career development activities							
2. Provide professional development								
3. Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations								



Organization: GEORGETOWN ISD
Campus/Site: N/A
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County District: 246904
ESC Region: 13
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2022-2023 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6020 - Required Uses of Funds**

4. Support integration of academic skills into CTE programs of study								
5. Support integration of programs of study								
6. Evaluate Perkins-funded programs including CLNA								
Subtotals								
Uses of State and Local Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)								

C. Grand Total

Uses of Funds Grand Total (Excluding Indirect Costs)	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals
				\$50,000	\$40,051		