

CCMR & CTE Leader Meeting

Jacob Hildebrand and Stephanie Tennyson

February 19, 2026 | 9:00 AM

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Access to the Presentation

https://shorturl.at/VRpwB

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Agenda

- Welcome
- February Connection
- February Tasks
- For Your Attention
- ACT Updates with Jennifer Pitts
- Tarleton State University with Dr. Richard Liedtke and Dr. George Mollick
- TEA Updates and Reminder
- Teacher and Student Opportunities
- Connection & Conversation
- Lunch and presentation provided by CafeVisions
- Afternoon Session (1 pm): CLNA Work Session

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February Connection

- Halloween candy = **Candy Corn**
- Holidays = **Little Debbie Tree Cakes**
- Easter = **Peeps**
- What is THE **St. Patrick's Day** candy?



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February Tasks

- Celebrate CTE Month
- Review fourth grading cycle attendance
- Continue to strategize for 2026 graduates who have not earned a CCMR measure
- Support course selection and master scheduling for 2026-27 for middle and high school
- Spend down your budgets and make sure you are on track for the year, including any Perkins V reallocation
- Make sure your 8th graders have completed their Career Inventory and PGP
- Finalize CTSO state travel based on regional/district competition results
- Plan your 2026-27 budget
- Prepare students for spring IBC tests



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For Your Attention

Opportunities & Insights

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In-Person CCMR/CTE Leader Meetings

Traditional format with breakout content in the afternoon

- March 26
- April 16
- May 21

Join our Listserv to receive monthly newsletter and just-in-time emails



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Virtual Recap CCMR/CTE Leader Meetings

An abbreviated meeting for those who missed in-person or for those that want to continue the conversation

- February 26
- April 2
- April 23
- May 28



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CTE Administrator Trainings

Hosted by districts and facilitated in conjunction with ESC Region 10 (Dallas)

- ~~CTE Administrator Fundamental Training: Program Design – February 24 / Lewisville ISD (Region 10 Led)~~
- CTE Administrator Fundamental Training: CTE Resources – March 31 / Lewisville ISD

- ~~CTE Administrator Deep Dive Training: Program Expansion – February 24 / Lewisville ISD (Region 10 Led)~~
- CTE Administrator Deep Dive Training: Program Evaluation – March 31 / Lewisville ISD

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Save the Dates: Special Events

- **Monday, March 30** – Accountability, PEIMS, and CCMR Cross-Functional Systems and Planning
- **Wednesday, April 1** - Leaving a Clear Trail - Special Education Graduation (waitlist available)
- Tuesday, May 19 - PEIMS Across Programs Summit*



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Jennifer Pitts

ACT Account Executive – North & West Texas

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Dr. Richard Liedtke & Dr. George Mollick

Tarleton State University

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TEA Updates - CTE

Just-in-Time Reminders

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Perkins V Reallocation

Reallocation amounts for the 2025-2026 Perkins V: Strengthening Career and Technical Education for the 21st Century Grant Application were made available in eGrants on Friday, January 16. No action is required by a grantee.

You should have received your NOGA by now.

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Geospatial Engineering and Land Surveying

- Approved for the next three years
  - 2026-27
  - 2027-28
  - 2028-29
- In conjunction with the next Programs of Study refresh (2029-30)
- Alignment with the Civil Engineering Program of Study offers additional courses aligned to GIS and surveying

Level	Geospatial Engineering and Land Surveying	Civil Engineering
1	Principles of Applied Engineering	Principles of Applied Engineering
1	Principles of Architecture	
1		Introduction to Computer Aided Design and Drafting
1		Physics for Engineering
2	Geographic Information Systems	Geographic Information Systems
2	Raster-Based Geographic Information Systems (less than 10 students in 24-25)	
2		Civil Engineering I
2		Engineering Project Management
2		Intermediate Computer Aided Design and Drafting
2		Surveying and Geomatics
3		Architectural Engineering
3		Civil Engineering II
3		Engineering Design and Presentation
3		Engineering Mathematics
3		Programming for Engineers
3		Spatial Technology and Remote Sensing
3		Topographical Drafting
4	Career and Technical Education Project-Based Capstone (First Time Taken)	Career and Technical Education Project-Based Capstone (First Time Taken)
4	Career Preparation for Programs of Study	Career Preparation for Programs of Study
4	Practicum in Engineering	Practicum in Engineering
4	Scientific Research and Design	Scientific Research and Design
4		Advanced Engineering Design and Presentation

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Programs of Study

- Your Regional and Statewide Programs of Study are part of the reviewed CTE areas in the CLNA
- Questions around expanding programs and possible retiring of programs are included



Statewide and Regional Framework Documents

Agriculture, Food, and Natural Resources

- Agriculture Business, Leadership, and Communications
- Animal Science
- Agricultural Technology and Mechanical Systems
- Environmental and Natural Resources
- Food Science and Technology
- Plant Science

Architecture and Construction

- Architectural Drafting and Design
- Carpentry
- Construction Management and Inspection
- Electrical
- HVAC and Sheet Metal
- Masonry
- Plumbing and Pipefitting

Arts, Audio Visual Technology and Communications

- Graphic Design and Interactive Media
- Digital Communications
- Printing and Imaging (Regional Program of Study)

Business, Marketing, and Finance

- Accounting and Financial Services
- Business Management
- Entrepreneurship
- Marketing and Sales
- Real Estate
- Retail Management (Regional Program of Study)

Education and Training

- Early Learning
- Teaching and Training

Energy

- Oil and Gas Exploration and Production
- Refining and Chemical Processes
- Renewable Energy

Health Science

- Exercise Science, Wellness and Restoration
- Health Informatics
- Diagnostic & Therapeutic Services
- Nursing Science
- Biomedical Science

Hospitality and Tourism

- Culinary Arts
- Lodging and Resort Management
- Travel, Tourism and Attractions

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Comprehensive Local Needs Assessment

- The CLNA released on Wednesday, February 18
  - Access through eGrants in TEAL
  - **Due May 8, 2026**

- The CTER Perkins V Summary and Supplemental Reports were released on Friday, February 13
  - Access through CTER in TEAL



Let Jacob know if you need access to your data

- Prepare and complete the CLNA with your CTER Perkins V Summary and Supplemental Reports, the CLNA Guidebook, and workforce data*

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Comprehensive Local Needs Assessment

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

☐ 1S1: Four-Year Graduation Rate	☐ 3S1: Postsecondary Placement
☐ 1S2: Extended Graduation Rate	☐ 4S1: Non-traditional Program Enrollment
☐ 2S1: Academic Proficiency in Reading/Language Arts	☐ 5S1: Attained Recognized Postsecondary Credential
☐ 2S2: Academic Proficiency in Mathematics	☐ 5S4: CTE Completer
☐ 2S3: Academic Proficiency in Science	☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☐ 2023-2024 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3a. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

3b. Please include the possible explanations for any similarities or differences to the question above about CTE Learners with Non-CTE learners on accountability indicators.

Split boxes for questions previously listed together

Comprehensive Local Needs Assessment

Part 2: Student Performance

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. **List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.**

Previous version

5a. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.
5b. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities

New version

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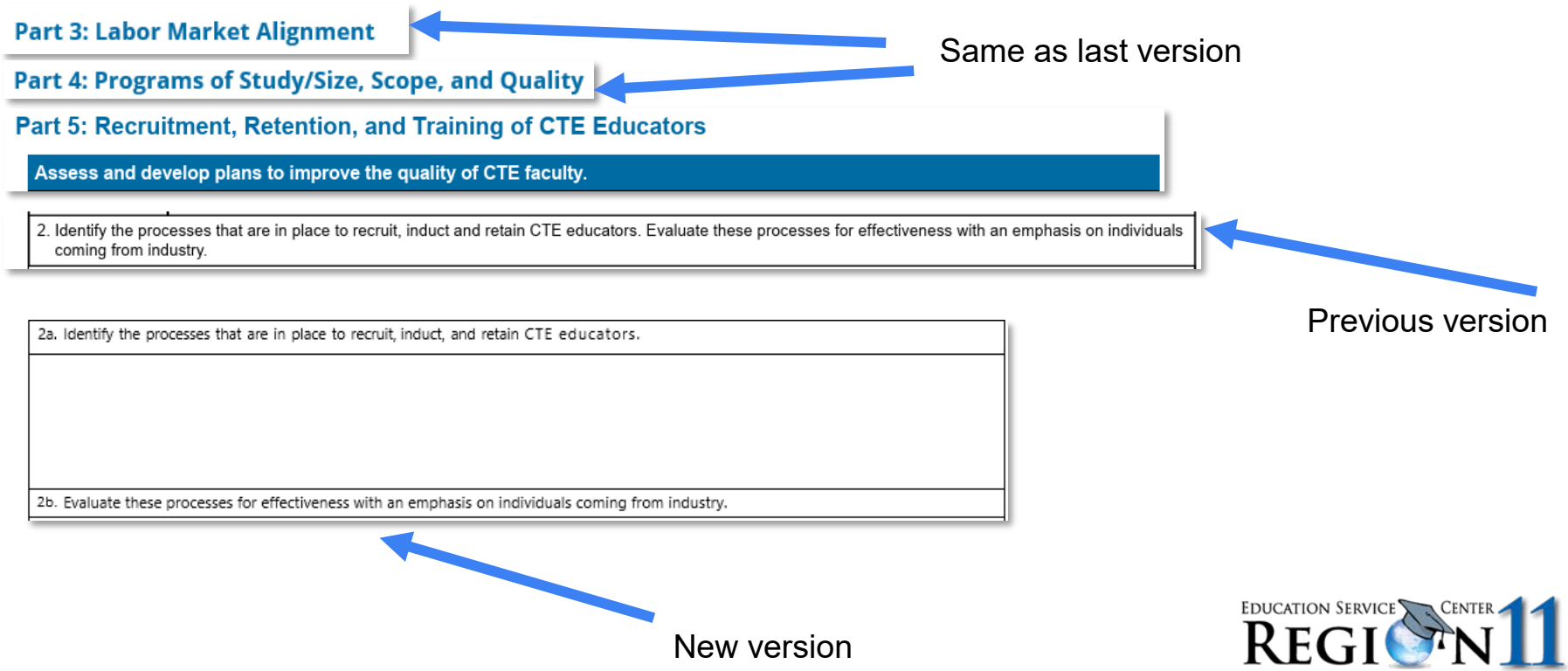
Comprehensive Local Needs Assessment



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Comprehensive Local Needs Assessment

Part 6: Improving Equity and Access

3. Describe the LEA's policy and procedures for recruiting students into your CTE programs. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities.

3a. Describe the LEA's policy and procedures for recruiting students into your CTE programs.
3b. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities.

Previous version

New version

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Comprehensive Local Needs Assessment

Part 7: Summary

5. List the LEA's three lowest performance indicators for CTE learners and unique strategies to address each need to improve the student performance indicators.

Previous version

5a. List the LEA's three lowest performance indicators for CTE learners.
5b. Describe unique strategies to address each need to improve the student performance

New version

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Perkins V & CLNA Additional Change

2026-2027 Texas Perkins V | Comprehensive Local Needs Assessment Guidebook |January 31, 2026.

1. The evaluation of student performance served by the eligible recipients with respect to determined state and local levels of performance.
   a. Local Levels of Performance (LLPs), previously unavailable in the Perkins application, will now be formally incorporated to support LEAs in reviewing progress toward both state and local performance benchmarks.
   b. LLPs are especially critical for LEAs that do not meet state performance levels, as they establish locally appropriate targets based on cohort size and contextual factors, consistent with Perkins V accountability requirements.
   c. Use of LLPs provides more precise, local-level growth measures, enabling LEAs to plan strategica monitor progress, and implement continuous improvement actions aligned to achieving state-defined performance outcomes.
   d. Defined LLP thresholds are available in the CTER data reports.
2. The evaluation of the alignment between programs offered and the labor market needs of the local area, state and/or region.
3. The evaluation of programs to determine if sufficient size, scope, and quality are available to meet the needs of all students and align to state, regional, and local in-demand industry sectors. An overview of the implementation of career and technical education programs and programs of study and an evaluation of incremental progression.
4. The description of the planned improvements in recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors.
5. The description of progress toward access to high-quality career and technical education courses and programs of study emphasizing improving access for special populations as defined by Perkins V.
6. The summarization of the previous five sections and an overview of possible actions to mitigate areas of deficiencies which can be used to develop the local application for Perkins funds.

Available to you in the CTER Summary Report but not available in the Perkins Application

Indicator	Indicator Title	District Performance SY 2022-23	District Performance SY 2023-24	Local Target 2024-25	Local Target 2025-26	Local Target 2026-27	Local Target 2027-28
1S1	Four-Year Graduation Rate	94.83%	97.92%	98.00%	98.00%	98.00%	98.00%
1S2	Extended-Year Graduation Rate	100.00%	96.55%	98.00%	98.00%	98.00%	98.00%
2S1	Academic Proficiency in Reading/Language Arts	50.00%	72.73%		.	72.73%	74.73%
2S2	Academic Proficiency in Mathematics	53.33%	50.00%		.	50.00%	52.00%
2S3	Academic Proficiency in Science	44.44%	57.45%		.	57.45%	59.45%
3S1	Post-Program Placement	73.21%	60.42%	78.25%	80.25%	68.82%	70.82%
4S1	Non-Traditional Program Concentration	23.21%	31.58%		.	31.58%	33.58%
5S1	Program Quality-Attained Recognized Postsecondary Credential	17.31%	19.57%	0.00%	2.00%	20.44%	22.44%
5S4	Program Quality-CTE Completer	36.54%	13.04%	39.40%	41.40%	26.79%	28.79%

February 2, 2026

1S2 | 2S1 | 2S2 | 2S3 | 3S1 | 4S1 | 5S1 | 5S4 | State Targets | Local Targets

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Troubleshooting Tips

Permissions

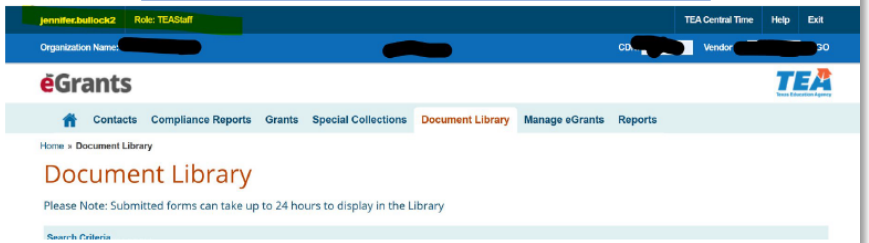
eGrants Roles and Privileges

For eGrants assistance, email your region's grant negotiator or Grants@tea.texas.gov.

	Contacts	Compliance Reports	Grants	Special Collections	Document Library
Grantee Official	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	Delete Draft, View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Manager	View, Create, Edit, and Save	View, Create, Edit, Save, and Submit	View, Create, Edit, Save, and Submit Negotiated Applications	View, Create, Edit, Save, and Submit	Search and View Only
Grantee Staff	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	View, Create, Edit, and Save	Search and View Only
Grantee Writer / Editor	View, Create, Edit, and Save	View, Create, Edit, and Save	View, Create, Edit, and Save	View Only	Search and View Only
Grantee Viewer	View Only	View Only	View Only	View Only	Search and View Only

If you need to AMEND the CLNA, please understand your role and privileges. It will state your role in the upper left of the screen.

If you only want to view the CLNA, please click the hyperlink and not the AMEND button.
**Only Official and Manager can save and submit.



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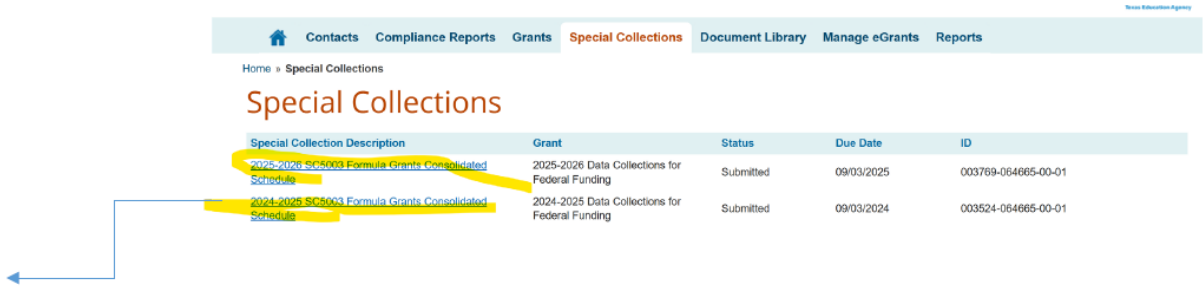
How NOT to Amend



Click here and not the AMEND button if you only want to VIEW (note, it may let you type in the answer boxes, but it will not let you save and submit and that will also put the CLNA back in draft form.

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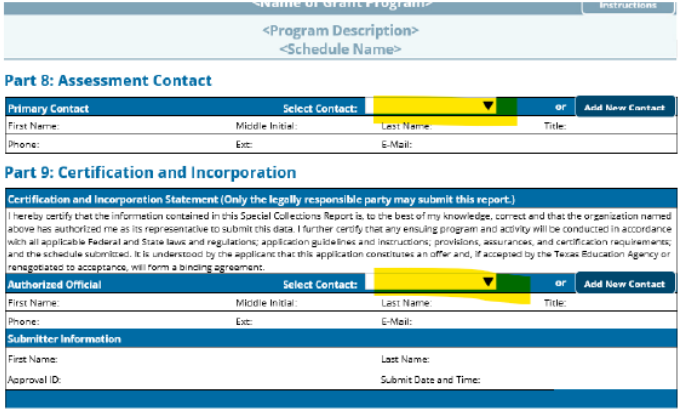
Just Like For Sight, You Must Put in Contacts

When you are finished filling it out, make sure someone is selected in the drop down of the signature section. This will prevent errors.



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JROTC

JROTC is not yet finalized with respect to CCMR.

It is no longer listed under the Law and Public Service Career Cluster. It will be referenced on the page but will sit formally in the College, Career, and Military Prep under Military Readiness.

You are still generating CTE funding for these courses, but they do not relate to CTE/Career Readiness.



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JROTC + ASVAB – Military Readiness Indicator

Students that take the ASVAB exam receive multiple scores.

The Armed Forces Qualification Test (AFQT) score specifically determines whether the candidate is eligible for duty and/or what military branches they qualify for service.

Each service branch of the U.S. Armed Forces and each military career has different minimum AFQT score and entry requirements. The AFQT score is what the military uses to determine eligibility for enlistment.

Minimum AFQT Score for HS graduates*
United States Army = 31
United States Navy = 31
Air/Space Forces = 31
Marine Corps = 31
Coast Guard = 36

*Qualifying AFQT scores change based on each Service branch's evolving needs.

TEA staff proposed a minimum passing Armed Forces Qualifying Test (AFQT) score of 31+ for CCMR credit.

PEIMS data collection will be added by TEA.

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Perkins Webinar

- Facilitated by the Bruman Group
- Likely early April
- Run like last year's webinar
- Free to join

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Educational Aide I

- CTE Department has submitted a proposal to SBEC for Education & Training students to begin applying for the certification at 17 instead of 18



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PEIMS Autocoding

Code E will be retired after the 2025-26 school year.

We will no longer receive Code E after Summer and Extended Year PEIMS Submissions for the 2026-27 school year.

If a student transferred in as a Concentrator or Completer in a non-Region 11 Regional Program of Study, they may maintain that code and graduate as a Code 6 or 7.



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CTE Courses and Programs of Study

SBOE is reviewing the AP CTE courses for approval.

They are concurrently reviewing AP Business with Personal Finance for meeting the PFL requirement.

Once approved, then it would be classified by subject area, e.g., CTE.

These courses would not be added to a Program of Study until the next refresh cycle (2029-2030).

TEA is looking for experts (teachers, administrators, IHEs, or industry partners) to join the Program of Study Refresh committees.

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TOSA IBCs

Tosa Certifications on the 2025-2030 Texas IBC List – Program of Study Crosswalk - Alignment with TEA CTE Pathways

Tosa Certification	TEA's IBC ID	Aligned TEKS	CTE Program of Study/Career Pathway	Main Aligned Occupations
Tosa Adobe Illustrator	1295	Animation II Animation II Lab Digital art and animation	Arts, Audio Visual Technology and Communications	43-9031 Desktop Publishers 27-1024 Graphic Designers
Tosa Adobe InDesign	1296	Animation II Animation II Lab Digital art and animation Printing and Imaging Technology II & Lab	Arts, Audio Visual Technology and Communications	43-9031 Desktop Publishers 27-1024 Graphic Designers
Tosa Adobe Photoshop	1297	Animation II Animation II Lab Commercial Photography II & Lab Digital art and animation	Arts, Audio Visual Technology and Communications	43-9031 Desktop Publishers 27-1024 Graphic Designers
Tosa Adobe Premiere Pro	1298	Audio/Visual Production II Audio/Video Production II Lab	Arts, Audio Visual Technology and Communications	27-1014 Special Effects Artists & Animators 27-4032 Film & Video Editors
Tosa Certification for Autodesk AutoCAD	1299	Architectural Design II	Architecture and Construction	17-3011 Architectural & Civil Drafters
Tosa Desktop Certified User for Google Workspace	1301	Accounting II Financial Analysis	Business, Marketing, and Finance	13-2011 Accountants & Auditors 13-2031 Budget Analysts 13-2051 Financial & Investment Analysts 43-3031 Bookkeeping, Accounting, & Auditing Clerks
Tosa Desktop Certified User for Microsoft Office	1302	Accounting II Financial Analysis	Business, Marketing, and Finance	13-2011 Accountants & Auditors 13-2031 Budget Analysts 13-2051 Financial & Investment Analysts 43-3031 Bookkeeping, Accounting, & Auditing Clerks
Tosa Google Sheets	1303	Accounting II Financial Analysis	Business, Marketing, and Finance	13-2011 Accountants & Auditors 13-2031 Budget Analysts 13-2051 Financial & Investment Analysts 43-3031 Bookkeeping, Accounting, & Auditing Clerks
Tosa Microsoft Excel	1305	Accounting II Financial Analysis	Business, Marketing, and Finance	13-2011 Accountants & Auditors 13-2031 Budget Analysts 13-2051 Financial & Investment Analysts 43-3031 Bookkeeping, Accounting, & Auditing Clerks
Tosa Cybercitizen	1300	CyberSecurity Capstone	Information Technology	15-1212 Information Security Analysts
Tosa JavaScript	1304	Computer Science II	Information Technology	15-1254 Web Developers
Tosa Python	1306	Computer Science II Computer Science III	Information Technology	15-122 Computer & Information Research Scientists
Tosa Web Developer	1307	Computer Science II Web Design	Information Technology	15-1254 Web Developers

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TEA Updates - CCMR

Just-in-Time Reminders

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Performance Reporting Calendar

Performance Reporting has released its calendar in three formats, PDF, Excel, and ICS, for people to use as needed.

The calendar includes manual releases, rating timelines, appeals windows, and reporting submissions, all in one convenient place.



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Accountability Reports

- All 2024 accountability reports and student listings for all campuses and districts will be removed from the TEA Login (TEAL) Accountability application on March 6, 2026.
- Including: accountability summaries, calculations, and data tables for each domain, including data used to calculate CCMR.
- Including: 2025 Accountability Appeals Form, 2025 Final Accelerated Testers Student Listing, and **2025 CCMR Tracker Part II** will also be removed from TEAL on March 6, 2025.
- Once removed, the data contained in each report and student listing will be unavailable.
- **Download and retain copies of these reports and data for your records.**

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Graduation Toolkit

TEA recently updated their Graduation Toolkit.

Though this is more aligned to the work of your Counselor/Counseling Team, there is good information for other stakeholders in the Toolkit around Programs of Study, Performance Acknowledgements, Endorsement Options, and CCMR Resources.



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Applied Sciences Pathway Program

House Bill 20 established the Applied Sciences Pathway Program. It is designed to provide 11th & 12th grade students with opportunities to concurrently earn a HS diploma and a certificate program with a successful job placement rate in high-wage, high-growth jobs in one of the industries listed in the program requirements.

The purpose is for a non-duplicative sequence of courses leading to a HS diploma and a Level I or II certificate or credential of value recognized by the THECB. School system administrators may apply to substitute college-level CTE program courses for courses that satisfy high school graduation requirements.

The application requires the MOU with an IHE. Funding for transportation is provided for regular route services.

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Crosswalking Courses Versus Substituting Courses

Texas Education Agency

Current Practice

Crosswalking Courses

School system is responsible for ensuring **100% of TEKS** of a high school course are covered.

Local decision between school system and IHE.

Occupational Safety and Environmental Technology I →

OSHA Regulations – Construction Industry dual credit course

English III →

Composition I dual credit course

Substituting Courses

Applied Sciences Pathway Program

Advanced math credit →

Electrical Calculations I college course

Practicum in Construction Technology →

Cooperative Education – Electrical and Power Transmission Installation/Installer, General college course

College course substitutions must **substantially cover the TEKS** for the high school course required for graduation.

Requires application and TEA Approval.

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Applied Sciences Pathway Program

Level I Certificate + HS Diploma/No Endorsement Example

Foundation High School Program (22 credits) No Endorsement Illustrative Example - Electrical Construction				
Subject	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English	English I (passed EOC)	English II (passed EOC)	English III	Business English
Math	Algebra I (passed EOC)	Geometry		***Electrical Calculations I (substitute for advanced math)**
Science	Biology (passed EOC)	Integrated Physics and Chemistry		***Introduction to Solar and Alternative Energy Technologies (substitute for advanced science)**
Social Studies	World Geography		U.S. History	Personal Financial Literacy/Govt.
CTE	Principles of Construction	Electrical Technology I	Basic Electrical Theory	Commercial Wiring
CTE			National Electrical Code I	Industrial Wiring
CTE			Residential Wiring	Electrical Planning and Estimating
CTE			***OSHA Regulations - Construction Industry (substitute for Occupational Safety and Environmental Technology I)**	***Cooperative Education - Electrical and Power Transmission Installation/Installer, General (substitute for Practicum in Construction Technology + Extended Practicum)**
LOTE	Spanish I	Spanish II		
Fine Arts	Music I			
P.E.		P.E.		
Other Elective		AVID I		

Key
High School Course
College Course
***High School Course Substitution**

Sample Program Schedule - Electrical Construction			
Grade 11 (Semester I)	**Grade 11 (Semester 2)**	**Grade 12 (Semester 1)**	**Grade 12 (Semester 2)**
U.S. History (passed EOC)		Personal Financial Literacy	Government
English III		Business English	
Basic Electrical Theory	Residential Wiring	***Electrical Calculations I (substitute for advanced math)**	***Cooperative Education - Electrical and Power Transmission Installation/Installer, General (substitute for Practicum in Construction Technology + Extended Practicum)**
National Electrical Code I	***OSHA Regulations - Construction Industry (substitute for Occupational Safety and Environmental Technology I)**	Commercial Wiring	
		Industrial Wiring	
	***Introduction to Solar and Alternative Energy Technologies (substitute for advanced science)**	Electrical Planning and Estimating	

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Applied Sciences Pathway Program

AAS in Welding Technology + HS Diploma/No Endorsement Example

Foundation High School Program (22 credits) No Endorsement Illustrative Example - Welding Technology				
Subject	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English	English I (passed EOC)	English II (passed EOC)	***Composition I (substitute for English III)**	***Gen Ed Humanities/Fine Arts Elective (substitute for English IV)**
Math	Algebra I (passed EOC)	Geometry	***Gen Ed Math (substitute for adv. math)**	
Science	Biology (passed EOC)	Integrated Physics and Chemistry		***Gen Ed Elective (substitute for adv. science)**
Social Studies	World History	Personal Financial Literacy/Govt.	U.S. History (passed EOC)	
CTE	Introduction to Welding	Welding I	***Intro. to Welding Using Multiple Processes (substitute for Welding II)**	Intermediate Welding Using Multiple Processes
CTE			***Intro. to Shielded Metal Arc Welding (SMAW) (substitute for Welding II lab)**	Advanced Layout Fabrication
CTE			Intro. To Blueprint Reading for Welders	Advanced Shielded Metal Arc Welding (SMAW)
CTE			***Introduction to Layout and Fabrication (substitute for Metal Fabrication and Machining I)**	Welding Codes and Standards
CTE			Introduction to Gas Tungsten Arc (GTAW) Welding	Liquid Penetrant/Magnetic Particle Testing
CTE			Intermediate Shielded Metal Arc Welding (SMAW)	Welding Automation
LOTE	Spanish I	Spanish II		
Fine Arts	Art I			
P.E.		P.E.		
Other Elective				Gen Ed Social Behavioral Science Elective

Key
High School Course
College Course
***High School Course Substitution**

Sample Program Schedule - Welding Technology			
Grade 11 (Semester I)	**Grade 11 (Semester 2)**	**Grade 12 (Semester 1)**	**Grade 12 (Semester 2)**
U.S. History (passed EOC) (at high school campus)		***Gen Ed Elective (substitute for adv. science)**	Welding Codes and Standards (at IHE campus)
***Composition I (substitute for English III)**	***Introduction to Layout and Fabrication (substitute for Metal**	Intermediate Welding Using Multiple Processes (at IHE campus)	Liquid Penetrant/Magnetic Particle Testing (at IHE campus)
***Gen Ed Math (substitute for adv. math)**	Introduction to Gas Tungsten Arc (GTAW) Welding (at IHE campus)	Advanced Layout Fabrication (at IHE campus)	Welding Automation (at IHE campus)
Intro. To Blueprint Reading for Welders (at IHE campus)	Intermediate Shielded Metal Arc Welding (SMAW) (at IHE campus)	Advanced Shielded Metal Arc Welding (SMAW) (at IHE campus)	***Gen Ed Humanities/Fine Arts Elective (substitute for English IV)**
***Intro. to Welding Using Multiple Processes (substitute for Welding II)**			Gen Ed Social Behavioral Science Elective (at IHE campus)
***Intro. to Shielded Metal Arc Welding (SMAW) (substitute for Welding II lab)**			

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Applied Sciences Pathway Program

Schools may substitute college CTE for courses that satisfy HS graduation requirements, provided they substantially cover TEKS.

Part of the application process is completion of a Course Substitution Form for **each** CTE course substitution. After turning in the first part of the application, an applying district receives the Course Substitution Form with all TEKS pre-populated.

TEKS-Based Course: §127.821 Welding I	Substitute College Course Correlation: Welding Processes	Comments	
(3) The student evaluates the function and application of the tools, equipment, technologies, and materials used in welding. The student is expected to:			
(A) operate welding equipment according to safety standards;	The course *Welding Processes* tasks students with operating welding equipment according to safety standards in each of its eighth summative assessments as well as routinely throughout its lessons.		Example (A) shows the use of a narrative to explain how the substitute course maps to the TEKS-based course.
(B) identify and properly dispose of environmentally hazardous materials used in welding;	*Welding Processes*, Unit 2, Lesson 3: Waste in Welding	This lesson in *Welding Processes* provides an overview of proper disposal methods for hazardous welding materials that are used throughout the rest of the course.	Example (B) shows the use of a unit and/or lesson to show how the substitute course maps to the TEKS-based course. A comment is provided.

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January TAAG Meeting CCMR Proposal

Approaches	Meets	Masters

• Met TSI using
  • an approved College Prep Course
  OR
• Potential for college credit (any subject)
  • 1 AP/IB passed exam, or
  • 3 hours On Ramps, or
  • 3 hours Dual Credit
  OR
• Earn Tier 3 IBC and CTE Completer
  OR
• Workforce Ready IEP Diploma
  OR
• JROTC Completion and 31-49 (Category IIIB AFQT)
	• Met TSI using
	  • SAT or ACT or TSIA
	  OR
	• Earn Tier 2 IBC and CTE Completer
	  OR
	• SPED Advanced Diploma
	  OR
	• JROTC Completion and 50-64 (Category IIIA AFQT)
		• Associate Degree
		  OR
		• Met TSI using SAT/ACT/TSIA **and** potential for college credit (any subject)
		  • 1 AP/IB passed exam, or
		  • 3 hours On Ramps, or
		  • 3 hours Dual Credit
		  OR
		• Earn Level I or Level II Certificate
		  OR
		• Earn Tier 1 IBC and CTE Completer
		  OR
		• Military Enlistment
		  OR
		• JROTC Completion and 65+ (Category II AFQT)

Note: TSI criteria must be met in both Math and RLA for CCMR, and if either Math or Reading TSI criteria is met using a CPC, CCMR is Approaches.	Note: TSI criteria must be met in both Math and RLA for CCMR, and if TSI criteria is a combination of SAT, ACT, or TSIA scores, CCMR is Meets or Masters.	

Based on data correlating CCMR indicators and postsecondary outcomes, a final proposal for differential weighting of CCMR is being brought to TAAG and EAG for 2028 implementation

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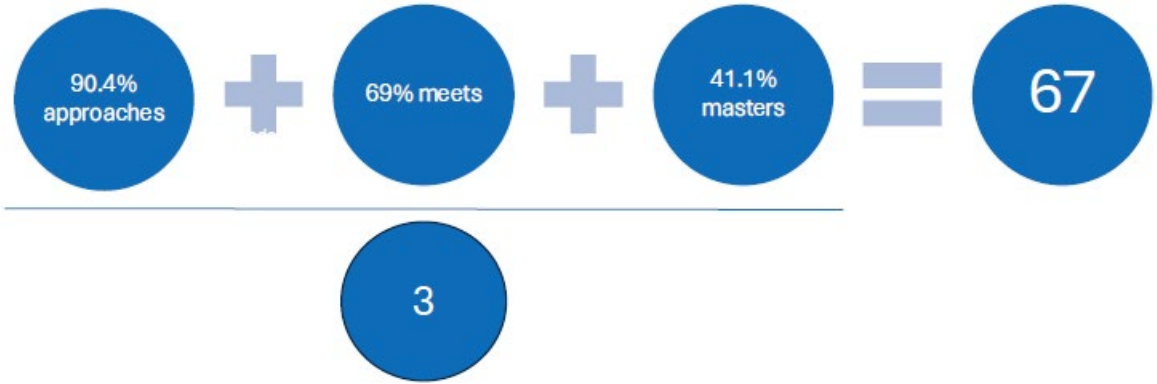
January TAAG Meeting CCMR Proposal

Potential STAAR-based calculation but scaling is unknown



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2028 Accountability Manual

- August 2025 – Preliminary 2028 Framework published
- Spring 2026 – Framework Update with responses to public comment & HB 8 changes
  - ESC Accountability Group (EAG) feedback
  - Stakeholder Feedback Form
  - Refresh Roadshow
- Early Summer 2026 – Preliminary Manual (including cut points)
  - EAG feedback
  - RDA Taskforce
  - Refresh Roadshow
- Late Summer 2026 – Final Manual Adopted
  - Public Comment Period
  - Refresh Roadshow

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Teacher and Student Opportunities

Connecting Education and Industry

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CTE Month

- Workforce Solutions North Central Texas is looking to highlight individual students, teachers, programs, schools, and districts
- Their Marketing team will work with you/your people to highlight and promote the amazing work happening in schools

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HMAC Scholarship Program

This program provides specialized training and prepares students to enter the workforce directly in the dynamic and growing asphalt industry. Applications are being accepted now through **March 2, 2026**.

This scholarship includes:

- **What:** 10-Day TxDOT Level 1A, Level 1B, and SB102 Training & Certification Program
- **Value:** $6,650 (includes hotel, food reimbursement, and cost of training and certification courses)
- **Where:** At the Hot Mix Asphalt Center in Buda, TX
- **When:** June 8-19, 2026
- **How:** Apply online at https://www.txhmac.org/history/scholarship/
- **Flyer**



For more information, reach out to **Josh Whitehead**, HMAC Technical Director.

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CCMR Bridge Summit

- March 4, 11:00 AM – 1:00 PM
- Dallas College Redbird Center (Lecture Hall)
- Registration extended to February 25

- Receive a custom CCMR Scorecard to identify gaps in your program alignment, performance and return on investment.
- Pinpoint "low-hanging fruit"— certifications that boost district scores and student employability fast.
- Explore scalable Foundational Labs designed to reach your largest student populations without increasing complexity or cost.
- Expert insights on navigating Perkins V and grant alignment for the 2026-27 cycle



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Sphero Symposium

Wednesday, March 11

9:00am—2:30pm CT

ESC Region 11 and Sphero are excited to partner to offer The Sphero Symposium. This free day-long STEM and Computer Science Professional Development session will engage educators in hands-on learning with various Sphero products to explore innovative ways to teach coding, computational thinking and real-world problem solving. Breakfast and lunch are provided. Participants will earn PD hours.

Register Here

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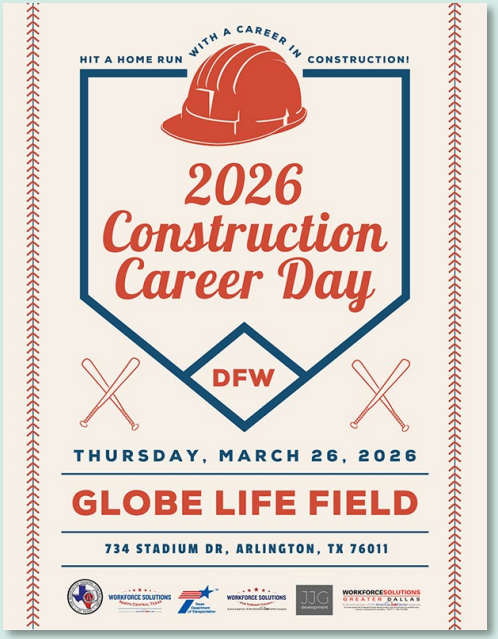
2026 Construction Career Day

- Organized by TxDOT, all three DFW Workforce Solutions, Association of General Contractors of Texas, and JJG Development
- Meet industry professionals, watch hands-on demonstrations
- Free
- Thursday, March 26, 2026 from 9 AM-2 PM
- Globe Life Field in Arlington
- Schools register for a 2-hour block, which fall every 30 minutes by March 12 (first-come basis)
- Students should bring resumes if pursuing a job
- Questions? Reach out to Kim Hunziker with TXDOT



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Forge Her Future – All Female Welding Contest

- Who: High School Girls
- What: All-girls welding competition
- Where: Alief Center for Advanced Careers (Houston area)
- When: March 28, 2026
- Cost: $30 per student (can be paid at the contest)
- Registration: Register them at TX.WeldingSeries.com



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AMTEC Institute for Industry 4.0 Innovation (AI3)

Train the trainer sessions focused on Industry 4.0 concepts in the classroom are available in 2026.
A program agenda is on the website.
Session topics include: Industry 4.0 skills, Competency-Based Education, artificial intelligence, and virtual/augmented reality.
There is no cost for registration. We are able to provide travel assistance and stipends to instructors who meet program requirements.
We have four sessions available for 2026: March 17-18, May 19-20, June 16-17, and October 6-7.
After attending the training, instructors will also gain access to virtual, monthly community-of-practice sessions that will provide continued resources and feature industry partners, educational peers, and best practice tips.
Contact Cadie cadie.underwood@kctcs.edu with questions.



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AMTEC Institute Community Practice

- The AMTEC Institute for Industry 4.0 Innovation includes monthly Community of Practices.
- Next session is onFebruary 27th at 11am (CT) regarding Additive Manufacturing.
- To sign up an join (free): Explore Additive Manufacturing! – Fill out form.



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Ken Parmerter Memorial Scholarship

The SEMI Texas Chapter and the SEMI Foundation are offering a scholarship for Texas junior and senior high school students pursuing a STEM field of study in college.

Application Deadline: March 31, 2026
Award Notification: April 17, 2026
Scholarship(s) Presentation Ceremony: May 14, 2026

Send Application via email to:
Michelle Fabiano, mfabiano@semi.org

Information


KEN PARMERTER MEMORIAL SCHOLARSHIP

Scholarship Opportunity for Jr. & Sr. High School Students

Application Deadline: March 31, 2026
Award Notification: April 17, 2026
Scholarship(s) Presentation Ceremony: May 14, 2026

Send Application via email to:
Michelle Fabiano, mfabiano@semi.org

Eligibility Requirements:
1. Awarded applicants must be able to attend the awards presentation on May 14th . Austin-area location TBA.
2. Applicants must be in their junior or senior year of high school in the Austin or Central Texas area and will be pursuing a STEM/technology-related field of study in college
3. Applicants must have a GPA of 3.0 or better at their graduating high school or approved institution
4. Applicants must submit a cover letter, resume, and respond to the three essay questions listed below
5. Applicants must include also include a letter of recommendation from a school faculty member or an academic adviser
6. If awarded, a signed photo release from parent/guardian and student for press or media opportunities will be required

Essay Questions:
SEMI promotes collaboration to develop future professionals in the semiconductor and microelectronics industries. Using one page in total, please answer these three questions:
1. How do you demonstrate your passion for technology outside the classroom?
2. What was the most difficult problem you have had to solve as part of a team? Describe your role in solving it and describe the ultimate outcome.
3. How have you demonstrated the behaviors below in your daily life, either inside or outside of school?
   - Being a team player
   - Demonstrate interest and aptitude for technology
   - Showing a positive attitude

Offered by:
SEMI Texas Chapter in collaboration with SEMI Foundation

Education Service Center Region 11

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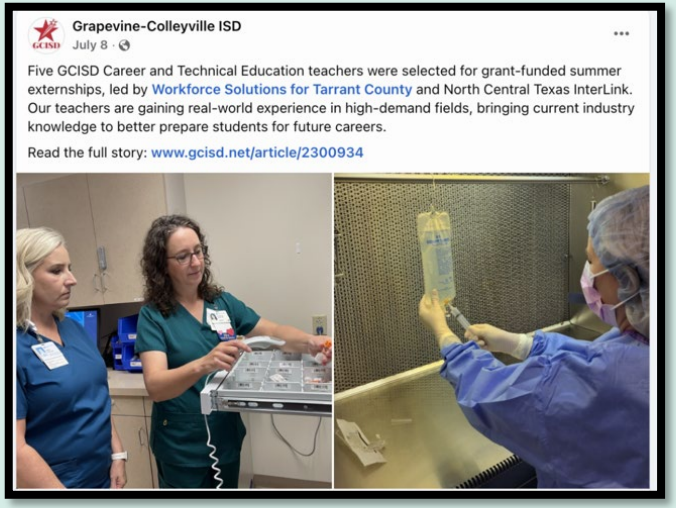
Teacher Externships

Teachers will:

- 🤝 Partner with an industry professional
- ⏰ Job shadow on-site
- 👁️ Observe day-to-day operations
- 💡 Gain industry-specific insights
- 🌐 Expand their professional network
- 📘 Develop a classroom-ready lesson plan

In order to:

- 🌱 Strengthen students' workforce readiness



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Teacher Externships

📈 2026 Teacher Externship Capacity

Teachers Served: ~140

Funded through current anticipated allocations

Regional Teamwork

Workforce Solutions Greater Dallas
Workforce Solutions for North Central Texas
Workforce Solutions for Tarrant County
InterLink

Estimated Future Workforce Impact:

Over 2,200 students

Contingent on grant funding



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Teacher Externships

New Program Design

Stronger Alignment to Target Occupations

First come, first-served for placements with partners

Minimum of 10 days across one or two businesses
(New TWC requirement)

Sample 10-Day Teacher Externship Schedule

Total Hours: 40 (10 days x 4 hours/day)

	Day	Focus Area	Activities (4 Hours)
WEEK 1	1	Orientation & Welcome	Introductions, company overview, facility tour, review goals
	2	Understanding the Business	Company history, products/services, shadow team meeting
	3	HR & Talent Development	Recruiting, onboarding, observe training session
	4	Operations	Shadow operations, learn safety/quality, debrief
	5	Marketing & Communications	Brand strategy, observe planning session, social media
WEEK 2	6	Finance & Budgeting	Budgeting overview, cost management, scenario exercise
	7	Technology & Innovation	Tools/software demo, tech trends, shadow IT/innovation
	8	Leadership & Strategy	Meet executives, observe strategy session, leadership development
	9	Applied Project Work	Collaborate on project, receive feedback, reflect on learning
	10	Reflection & Next Steps	Final debrief, extern presents takeaways, discuss future engagement

InterLink

Contact for Questions
Daphne Kent at daphne@interlink-ntx.org
Lisa Harrison at lisa@interlink-ntx.org

WORKFORCESOLUTIONS GREATER DALLAS
A proud partner of the AmericanJobCenter network

WORKFORCE SOLUTIONS FOR TARRANT COUNTY
A proud partner of the AmericanJobCenter network

WORKFORCE SOLUTIONS NORTH CENTRAL TEXAS

*A submission does not guarantee your participation.
100% of this project is funded with federal funds. Workforce Solutions is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. For the hearing impaired, call TDD 1-800-735-2989 or VOICE 1-800-735-2988.

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Airport Design Challenge

- Facilitated by the Federal Aviation Administration's (FAA) Aviation and Space Education program
- **Free**
- This virtual challenge invites **K–12 students** to learn about airport design and aerospace careers by building model airports in **Minecraft**. Students can explore aviation concepts, collaborate in teams, and even compete nationally — all while learning directly from FAA engineers and airport planners.
    - Airport Design Challenge is:
    - Open to all K–12 students
    - Free to participate
    - Aligns with engineering and career exploration standards
    - Includes lesson plans, video tutorials, and certificates
- Online **registration is now open** through **March 25, 2026,** with a **final project deadline** for this year set for **August 31, 2026**.
- For more information: www.faa.gov/adc

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CafeVisions

Brian Dixon, Bryan Miller, and Guillermo Villalobos

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Comprehensive Local Needs Assessment

Parts 1 - 4

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Overview of CLNA & Timelines

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Comprehensive Local Needs Assessment (CLNA) Application Designation is Based on the $15,000 Perkins Grant Allotment

Independent Applicants

must complete all sections

- **Part 1 -** Applicant Designation
- **Part 2 -** Student Performance
- **Part 3 -** Labor Market Alignment
- **Part 4 -** Programs of Study
- **Part 5 -** Recruitment, Retention, and Training of CTE Educators
- **Part 6 -** Improving Equal Access
- **Part 7-** Summary

The school system meets the $15,000 Perkins V Grant allotment or qualifies for a waiver

The school system does not meet the $15,000 Perkins V Grant Allotment nor did it qualify for a waiver

Shared Service Applicants

must collaborate to complete all sections

Each Member Completes

- **Part 1 -** Applicant Designation
- **Part 2 -** Student Performance
- **Part 4 -** Programs of Study
- **Part 7-** Summary

The Fiscal Agent Completes

- **Part 3 -** Labor Market Alignment
- **Part 5 -** Recruitment, Retention, and Training of CTE Educators
- **Part 6 -** Improving Equity and Access

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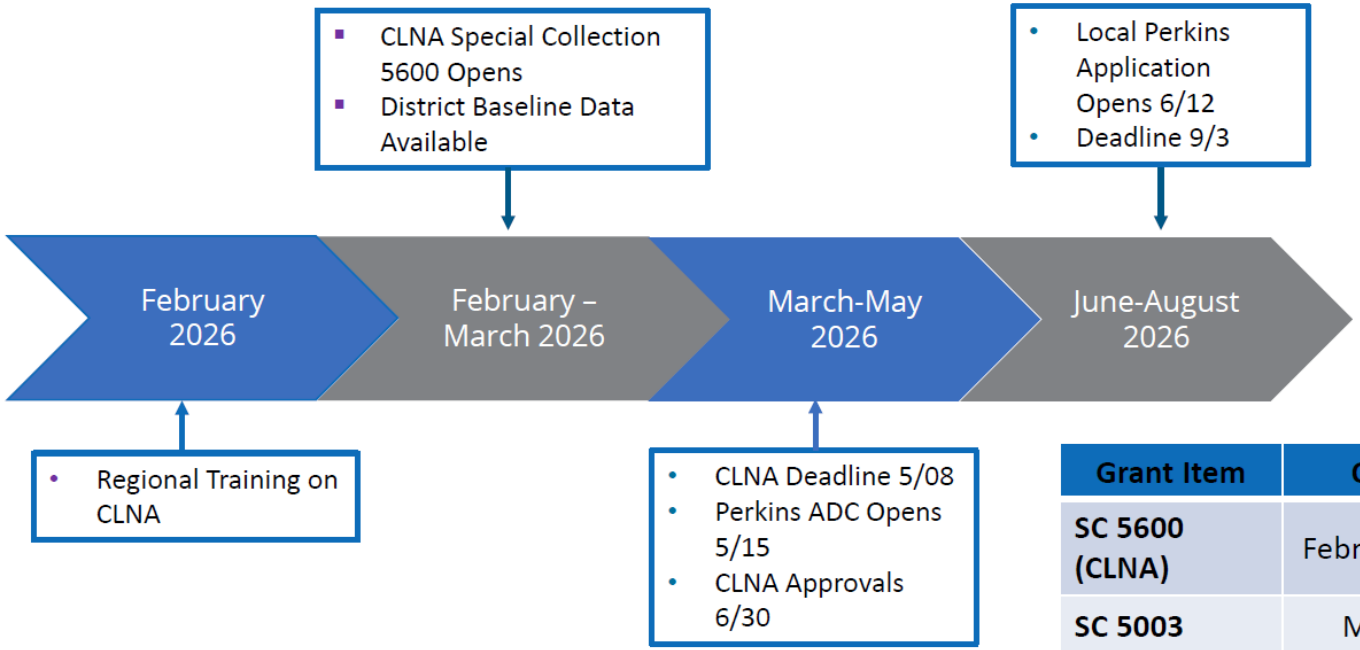
CLNA, Perkins Applicant Designation and Certification Document (ADC), and Perkins V Local Application Timeline



Grant Item	Open Date	Close Date
SC 5600 (CLNA)	February 17, 2026	May 8, 2026
SC 5003	May 1, 2026	September 3, 2026
Perkins ADC	May 15, 2026	September 3, 2026
Perkins Grant Application	June 12, 2026	September 3, 2026

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Resources Provided to School Districts

- Student Performance Report
- Proposed Perkins State and Local Performance Levels
- State and Regional Labor Market Information
- CLNA Guidebook
- Disaggregated data for each core indicator of performance

Phase 1: Stakeholder Engagement

Perkins V requires consultation with an advisory committee that consists of the following stakeholders to complete the CLNA:

- School System CTE representatives
- Postsecondary CTE representatives
- Business & Industry representatives
- Local Workforce Development Boards
- Parents and students
- Representatives of special populations, agencies serving out-of-school youth, homeless children, and at-risk youth
- Representatives of Indian Tribes where applicable



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Phase 2: Understanding the CLNA

- Perkins V requires that school systems conduct a review of local CTE programs while including specific stakeholders to aide in the evaluation process.

- The CLNA has six major sections which address the requirements described in Perkins V. In completing the Comprehensive Local Needs Assessment, the results are findings outlined in each section named below.

Understand the CLNA



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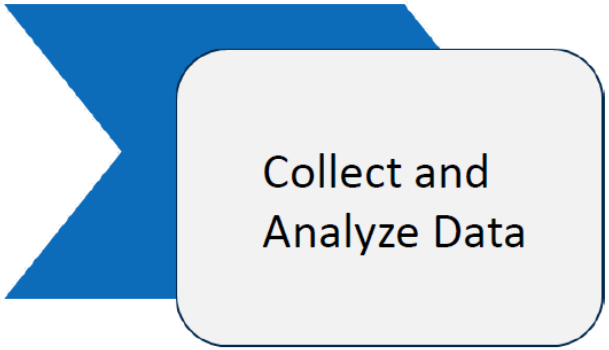
Phase 3: Collect and Analyze Data

Each school system's leadership, in collaboration with the advisory committee, must participate in data analysis to set priorities.

Provided by TEA

- Perkins V Indicator data accessible in the Texas Education Agency Login (TEAL) system through the Career and Technical Education Reports (CTER)
- Perkins V Summary and Perkins V Supplemental reports
- Regional Labor Market Information accessible on the CCMP, CTE, LWDA Labor Market Information and Resources



Provided by School System

- Local data
- Local labor market knowledge of trends

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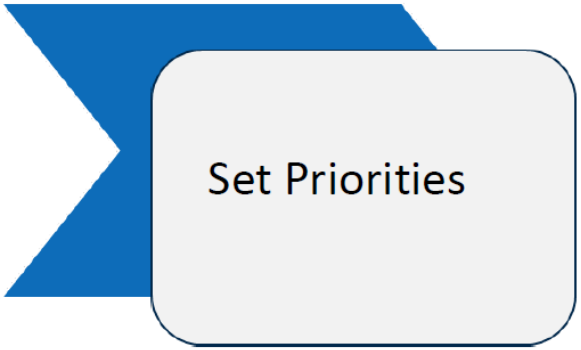
Phase 4: Set Priorities

The advisory committee decides which actions will have the greatest impact on areas identified by Perkins V:

- Closing performance gaps for special population groups
- Improving program size, scope, and quality and ensuring labor market alignment
- Improving program quality
- Ensuring school systems have high quality educators
- Removing barriers that limit access and success



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Phase 5: Relationship between the CLNA and the Local Perkins V Application

- The CLNA identifies needs of students and industry, highlights the program areas needing the most attention, areas of opportunity gaps, and the areas having the greatest impact on student achievement

- The Local Perkins V application provides an opportunity to address needs found through the CLNA process and use Perkins Funding to improve CTE programs



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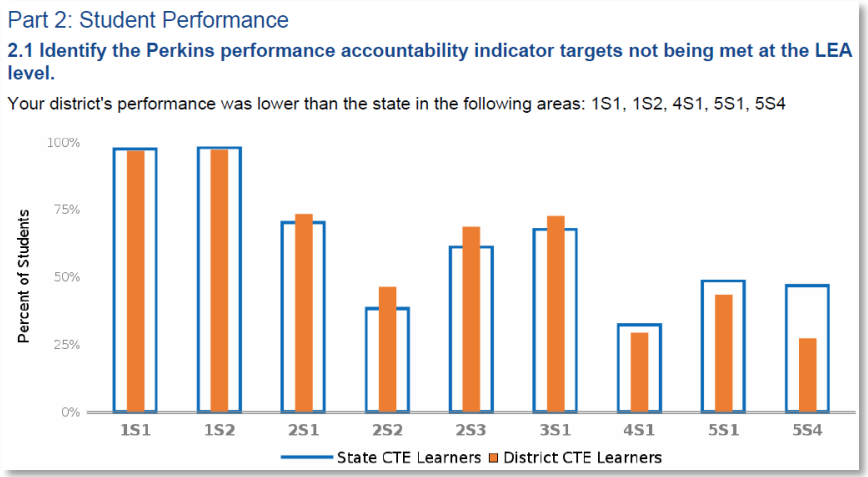
Summary Report

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	**GRAND TOTAL - UNDUPLICATED**		
	GENDER		
2	Male		
3	Female		
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)		
4	Group 1:		
5	Group 2:		
6	Group 3:		
7	Group 4:		
8	Group 5:		
9	Group 6:		
10	Group 7:		
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)		
11	Individuals with Disabilities		
12	Individuals from Economically Disadvantaged Families		
13	Individuals Preparing for Non-traditional Fields		
14	Single Parents		
15	Out of Workforce Individuals		
16	English Learners		
17	Homeless Individuals		
18	Youth In Foster Care		
19	Youth with Parent in Active Military		
20	Migrant Students		
	CAREER CLUSTERS		
21	Agriculture, Food & Natural Resources		
22	Architecture & Construction		
23	Arts, A/V Technology & Communications		
24	Business Management & Administration		
25	Education & Training		
26	Finance		
27	Government & Public Administration		
28	Health Science		
29	Hospitality & Tourism		
30	Human Services		
31	Information Technology		
32	Law, Public Safety, Corrections & Security		
33	Manufacturing		
34	Marketing		
35	Science, Technology, Engineering & Mathematics		
36	Transportation, Distribution & Logistics		
37	Other: Please identify:		

Supplemental Report



Your Local Levels of Performance (LLPs) are in this document

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Part 1

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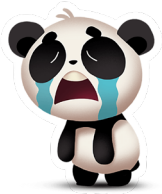
Part 1: Application Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	☐	☐	☐	☐

Based upon the 2025-26 Allocation Amounts

$15,000 or more in Perkins funds



Less than $15,000 in Perkins funds

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Part 2

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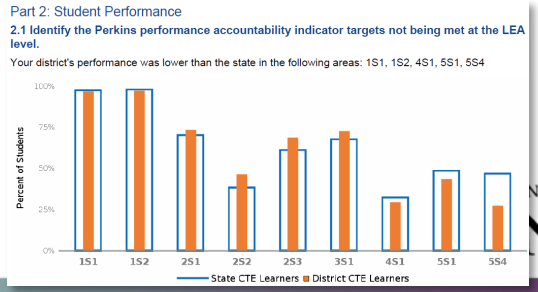
Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- ☐ 1S1: Four-Year Graduation Rate
- ☐ 1S2: Extended Graduation Rate
- ☐ 2S1: Academic Proficiency in Reading/Language Arts
- ☐ 2S2: Academic Proficiency in Mathematics
- ☐ 2S3: Academic Proficiency in Science
- ☐ 3S1: Postsecondary Placement
- ☐ 4S1: Non-traditional Program Enrollment
- ☐ 5S1: Attained Recognized Postsecondary Credential
- ☐ 5S4: CTE Completer
- ☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☐ 2023-2024 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.



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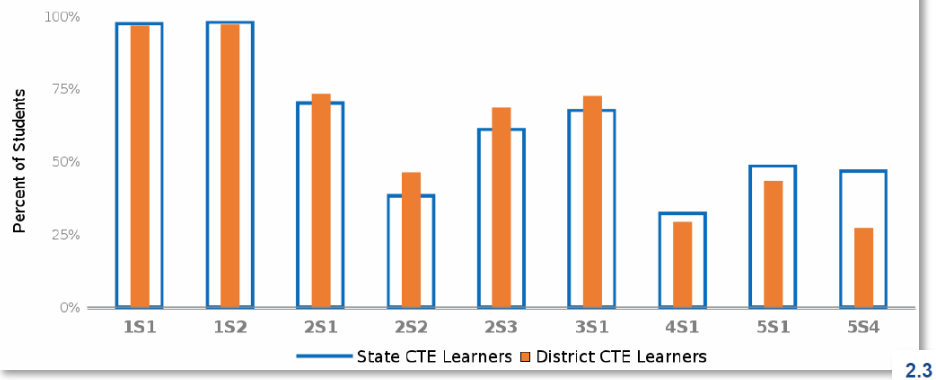
Part 2: Student Performance

2.1 Identify the Perkins performance accountability indicator targets not being met at the LEA level.

Your district's performance was lower than the state in the following areas: 1S1, 1S2, 4S1, 5S1, 5S4

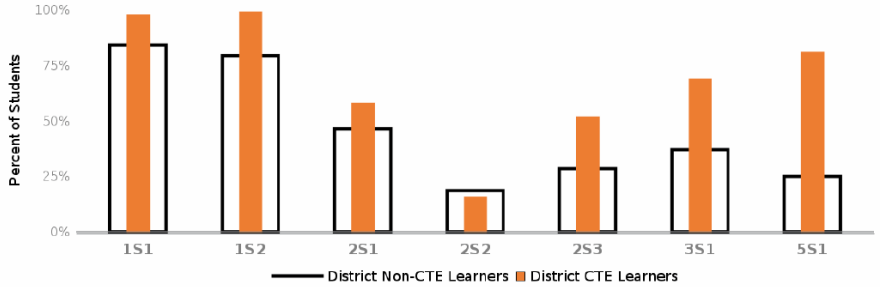


Your CTE Learners compared to **the state's** CTE Learners

Your CTE Learners compared to **your non-**CTE Learners

2.3 Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

Your district's CTE learner performance was lower than your district's non-CTE learner performance in the following areas: 2S2



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Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
1S1	4-year graduation rate for the Class of 2022	Concentrators (code 6 and 7) who started high school 4 years prior to expected 4-year graduating year and graduated high school in four years	Cohort of concentrators (code 6 and 7) who dropped out, graduated, or left; started high school 4 years prior to expected 4-year graduating year
1S2	Extended graduation rate	Concentrators (code 6 and 7) who started high school 4 or 5 years prior to expected 5-year graduating year and graduated high school within five years	Cohort of concentrators (code 6 and 7) who dropped out, graduated, or left; started high school either 4 or 5 years prior to expected 5-year graduating year

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Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
2S1	Academic Proficiency in Reading/Language Arts	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on English 2 (scores at or above the "meets grade level" or "masters grade level" performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) both English 1 and English 2 and have a valid value in performance standard.
2S2	Academic Proficiency in Mathematics	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Algebra 1 (scores at or above the "meets grade level" or "masters grade level" performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Algebra 1 and have a valid value in performance standard.
2S3	Academic Proficiency in Science	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Biology. (Scores at or above the "meets grade level" or "masters grade level" performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Biology and have a valid value in performance standard.

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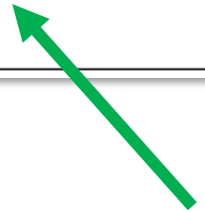
Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
3S1	Post-Secondary Placement	Annual concentrators (code 6 and 7) who left secondary education and either: intend to enlist in the military, are enrolled in postsecondary education, or employed within two quarters of leaving secondary education.	Annual leavers who are concentrators (code 6 and 7) who left secondary education. (Annual concentrators who left defined as grade 9-12 dropouts, GED, other exits, and graduates)
4S1	Non-traditional Program Enrollment	CTE concentrators (code 6 and 7) from underrepresented gender groups that completed a non-traditional program of study	Annual leavers who are CTE concentrators (code 6 and 7)



The list is the same as last time.

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Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
5S1	Program Quality – Attained Recognized Postsecondary Credential	Annual graduates who were concentrators (code 6 and 7) and obtained an industry-based certification, an associate degree, or a Level I or Level II certificate.	Annual graduates who were concentrators (code 6 and 7) at the time of exit.
5S4	Program Quality – CTE completer	Annual graduates who are CTE completers (code 7) (deduplicated within unique career cluster and unique program of study)	Annual graduates who are CTE concentrators (code 6 and 7) (deduplicated within unique career cluster and unique program of study).

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3a. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

Part 2: Student Performance *Data on this simulation is fictious and should be used as a guide only*

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level. **(This requires your district data)**

☐ 1S1: Four-Year Graduation Rate	☐ 3S1: Postsecondary Placement
☐ 1S2: Extended Graduation Rate	■ 4S1: Non-traditional Program Enrollment
■ 2S1: Academic Proficiency in Reading/Language Arts	■ 5S1: Attained Recognized Postsecondary Credential
■ 2S2: Academic Proficiency in Mathematics	■ 5S4: CTE Completer
■ 2S3: Academic Proficiency in Science	☐ All Perkins performance accountability indicator targets have been met at the LEA level.

Graph 2.1

2. ■ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Anyschool's CTE learner performance was lower than the district's non-CTE learning performance in Academic Proficiency in Reading/Language Arts, Mathematics and Science. There is a need for curriculum adjustment, intervention, and remediation to ensure alignnent to core standards and programs of study. There is a need for program-specific cross-curricular implementation. There is an opportunity for improvement through the alignment of the curriculum and skills between CTE and core content areas.

This is where the LEA would explain differences betwen CTE and non CTE learners , in terms of data, where the gaps are and what can be done to close them

Graph 2.3

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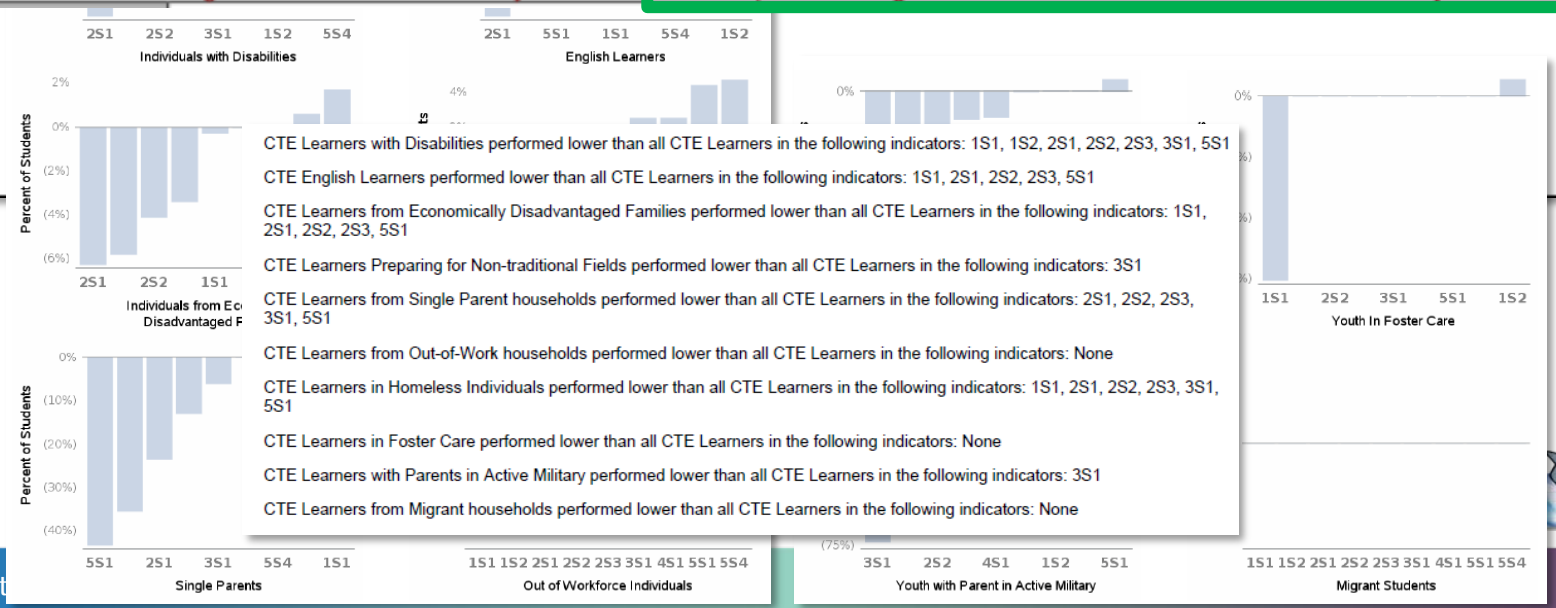
4a. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the

CTE learners with disabilities performed lower than all CTE learners in the following indicators: Academic Proficiency in Reading/Language Arts, Academic Proficiency in Mathematics, Academic Proficiency in Science, and Postsecondary Placement. CTE English Learners performed lower than all CTE learners in the following indicators: Academic Proficiency in Reading/Language Arts, Postsecondary Placement, and Non-traditional Program Enrollment. CTE learners from economically disadvantaged families performed lower than all CTE learners in the following indicators: Four-Year Graduation Rate, Academic Proficiency in Science, and Non-traditional Program E

Prescriptive tutoring and intervention after school and on Saturdays will be implemented.



CTE Learners with Disabilities performed lower than all CTE Learners in the following indicators: 1S1, 1S2, 2S1, 2S2, 2S3, 3S1, 5S1

CTE English Learners performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 5S1

CTE Learners from Economically Disadvantaged Families performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 5S1

CTE Learners Preparing for Non-traditional Fields performed lower than all CTE Learners in the following indicators: 3S1

CTE Learners from Single Parent households performed lower than all CTE Learners in the following indicators: 2S1, 2S2, 2S3, 3S1, 5S1

CTE Learners from Out-of-Work households performed lower than all CTE Learners in the following indicators: None

CTE Learners in Homeless Individuals performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 5S1

CTE Learners in Foster Care performed lower than all CTE Learners in the following indicators: None

CTE Learners with Parents in Active Military performed lower than all CTE Learners in the following indicators: 3S1

CTE Learners from Migrant households performed lower than all CTE Learners in the following indicators: None

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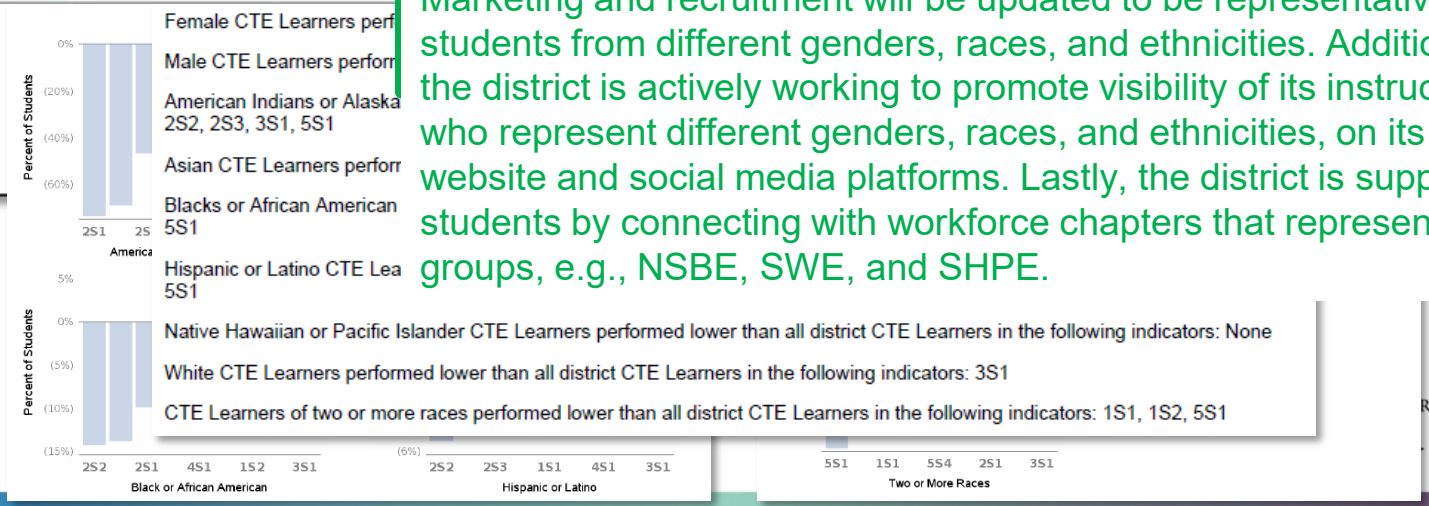
5a Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

Female CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 4S1. Male CTE learners performed lower than all district CTE learners in the following indicators: None. Asian CTE Learners performed lower than all district CTE Learners in the following indicators: None. African American CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1, 2S2, 2S3, 4S1. Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S3, 4S1. White CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1, 2S2, 2S3, 3S1. CTE leaners of two or more races performed lower than all district CTE learners in the following indicators: 2S1, 2S2, 4S1.

Marketing and recruitment will be updated to be representative of students from different genders, races, and ethnicities. Additionally, the district is actively working to promote visibility of its instructors, who represent different genders, races, and ethnicities, on its website and social media platforms. Lastly, the district is supporting students by connecting with workforce chapters that represent these groups, e.g., NSBE, SWE, and SHPE.



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Part 3

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Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.
1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

Step 1

a. Meet with your advisory committee consisting of all stakeholders including LE
counselors,
reps of spec
Indian Tribe
current prog
new prograi

b. Make a list
and potentia
offered in t

Step 2

Review local labor market data and information to confirm demand of the programs of study. You may use Workforce Solutions data, the TEA LWDA labor market information, WIOA Plan (for your Workforce Board), the Target Occupations List by Board Area, and/or your local chamber of commerce data.

LEA program of study decisions cannot rely on one single occupation. Local decision-making must rely on all aligned occupational demands within a program of study.

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Regional Workforce Labor Market Information (LMI)

Growth and wages at or above the median values are displayed in **green**. Growth and wages below the median values are displayed in **yellow**. Gray cells that are empty indicate a lack of LMI data reported for an occupation. The "Growth Wage category" column displays **above or below values** for people with visual impairment.

In-demand as over 500 annual openings and over 17% median growth rate

High-wage as over the statewide median wage of $46,909

High-skill as requiring a core IBC or bachelor degree

Permian Basin Workforce Development Area (11) Labor Market Information, 2021 - 2031

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage	Growth Wage Category	Annual Average Employment 2021	Annual Average Employment 2031	Total Annual Openings	Competitive Education Requirement
Health Science	Nursing Science	29-1171	Nurse Practitioners	71%	$118,813	ABOVE/ABOVE	239	408	34	Master's degree
Health Science	Nursing Science	29-1141	Registered Nurses	12%	$80,503	BELOW/ABOVE	2,748	3,078	208	Bachelor's degree
Health Science	Nursing Science	29-2061	Licensed Practical and Licensed Vocational Nurses	2%	$51,862	BELOW/ABOVE	1,156	1,179	105	Industry-Based Certification
Health Science	Nursing Science	31-1132	Orderlies	115%	$32,904	ABOVE/BELOW	31	67	14	High school diploma or GED
Health Science	Diagnostic and Therapeutic Services, Nursing Science	31-9092	Medical Assistants	34%	$36,410	ABOVE/BELOW	766	1,023	157	Industry-Based Certification
Health Science	Nursing Science	31-1128	Home Health and Personal Care Aides	11%	$22,402	BELOW/BELOW	2,978	3,301	527	High school diploma or GED
Health Science	Nursing Science	31-1131	Nursing Assistants	8%	$31,974	BELOW/BELOW	1,220	1,316	209	Industry-Based Certification
Health Science	Nursing Science	29-1151	Nurse Anesthetists	.	$240,513	REDACTED/ABOV	.	26	3	Master's degree

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.
1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The LWDA information from the TEA website was utilized to determine the top career clusters for this district. The top clusters for this area are Information Technology, Engineering, and Health Science. Anyschool's programs of study align with the top clusters for the Alamo area; our district has complete programs of study in each of these Career Clusters, which include capstone courses, and industry-based certifications may be obtained in the areas of Health Science and Engineering.

Step 3

Meet with your business and industry stakeholders and make a list of recommendations and issues to consider with any programs of study your LEA does not yet offer but show as in-demand and high-wage.

If need be, recalibrate and validate your current and potential program of study list with your business and industry stakeholders.

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Part 3: Labor Market Alignment(Cont.)

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

Health Science is offered with up to 3 different IBCs which is in the top three clusters for that area. CTE learners have the opportunity to participate in dual credit programs through Alamo Academies in San Antonio, Gaps include Culinary Arts being offered but does not fall within the top occupations for the regions. Community & stakeholder committees, however, expressed the importance of Hospitality-based careers in a city whose economy depends heavily upon tourism and hospitality.

3.2 Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

District Rank	State Career Cluster	CTE Learners
1	ARTS, AUDIO VISUAL TECHNOLOGY, & COMMUNICATION	66
2	AGRICULTURAL, FOOD, & NATURAL RESOURCES	61
3	HEALTH SCIENCE	39
4	BUSINESS, MARKETING, & FINANCE	13
5	SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS	13
6	EDUCATION & TRAINING	10
7	LAW & PUBLIC SERVICE	10
8	HUMAN SERVICES	9
9	INFORMATION TECHNOLOGY	8
10	ARCHITECTURE & CONSTRUCTION	1
11	MANUFACTURING	1

Note. Only career clusters with district CTE Learners are represented. Compare top career clusters identified in 3.1 of the CLNA to the district's top career clusters.

How does this compare to what you found for question 1?

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Part 4

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

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Anyschool ISD currently serves 1,500 students total in grade 7-12 district-wide. Based on this enrollment number, AISD exceeds the minimum required three Programs of Study. Of the 1,500 studentsl, 1109 of them are CTE students, Four year plans have been developed for grade levels 8-12 throughout the year LEA is transitioning to the SchooLinks platform to include the coherent course sequencing for students. Due to this transition, not all coherent sequence takers were included in Fall snapshot, only those with the four year plans at that time. LEA offers Principles of Arts, AV at the middle school level & has a total of 1109 CTE students within enrolled in the Health Science, Culinary Arts, Law Enforcement, and Engineering Programs of Study.

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

To evaluate **scope**, consider how programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs.

Explore the **quality** by whether the LEA program is delivering the full breadth of knowledge and skills within each subject area, or if there are gaps in the curriculum and opportunities provided. To assess this breadth, compare LEA curricular offerings to state standards and state-developed programs of study within each CTE subject area. Also, consider if extended learning experiences, such as work-based learning, advanced academic courses, dual credit, CTSO opportunities are across all programs of study, or only in some.

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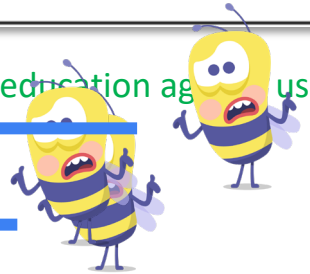
2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. (*Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)*

Anyschool ISD's high school campus partners with Alamo Colleges for the Health Science, Information Technology, Engineering and Culinary Arts programs.Anyschool's CTE advisory council meets quarterly to guide the planning, and implementation of the CTE programs districtwide. Each of the partner/stakeholder groups participate in compiliation and completion of Anyschool ISD's Local Needs Assessments as it pertains to their expertise. The CTE Advisory council included campus administration, district administration, special populations representative, district nurse, parents, students, post-secondary education repreresentatives, business and industry partners, and a federal programs representative.

Provide a narrative on the policy and procedure the local education ag uses to:

- Grow and improve current programs of study.
- Implement new programs of study.
- Retire or phase out programs of study.



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3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

2019-2021 created enormous gaps in opportunities for students to participate in hands-on work-based learning. Remote learning, did offer opportunities for students to participate in virtual job shadowing, interact with remote guest speakers (industry specialists) using Nepris, and hone their presentation and online/ camera front job interviewing skills. High mobility rates among families. Positive COVID testing and quarantine caused challenges for district attendance and academic mastery of both CTE and core academic courses. Interventions such as Saturday school, virtual credit recovery and summer school are some of the strategies being used to help students who have fallen behind grade level.

Using LEA data, identify the level of participation of CTE Learners in each category:

- CTE Students participating in work-based learning opportunities.
- CTE Students enrolled in or who completed an advanced academic course.



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

The Local Education Agency (LEA) is actively pursuing affiliation agreements with employers to enhance work-based learning (WBL) opportunities for Career and Technical Education (CTE) students. These agreements will facilitate a structured approach for teachers to reach out to industry partners and coordinate WBL activities, including field trips, apprenticeships, internships, and potential employment. By leveraging these partnerships, the LEA aims to provide CTE students with hands-on experience that aligns with their academic and career objectives.

Provide a narrative on the policy and procedure the local education agency uses to:

- Work with employers to develop work-based learning opportunities for CTE students.
- Work with employers to expand work-based learning opportunities for CTE students.



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5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

The Local Education Agency (LEA) is committed to enhancing Advanced Academic learning opportunities for Career and Technical Education (CTE) students. This initiative includes expanding dual credit opportunities across all campuses, with a focus on those that do not offer Early College High School (ECHS)

Discussions are already underway to integrate additional dual credits into our trades and cosmetology programs. These efforts aim to provide CTE students with a broader range of academic options and the potential to earn college credits while still in high school, thereby fostering a more robust educational foundation for their future careers. This strategic approach is to encourage post-secondary program enrollment with our IHE partners. Lastly, we are working with our industry partner to develop apprenticeships programs that will provide students with additional learning opportunities.

Provide a narrative on the policy and procedure the local education agency uses to:

- Provide academic learning opportunities, such as Advanced Academic Courses
- Increase Advanced Academic Course credit completion for CTE students
- Provide opportunities for dual credit with in CTE

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PARTS 1-4 ARE FINISHED!

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