



TEXAS EDUCATION AGENCY

Program-Specific Provisions and Assurances

Title I, Part C, Carl D. Perkins Grant

2012–2013 School Year

TEXAS EDUCATION AGENCY

1701 North Congress Ave.
Austin, Texas 78701

© Copyright 2012 by the Texas Education Agency. All Rights Reserved.
The eGrants logo is a trademark of the Texas Education Agency.

SAS# PERKAA13

The following Special Provisions and Assurances apply to all programs funded under the Public Law (P.L.) 109–270, Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title I, Part C.

The applicant agrees to do the following:

1. Expend no more than 5% of its Perkins grant award on administration, including direct and indirect costs.
2. Plan, develop, and offer career and technical education (CTE) programs, services, and activities in accordance with Federal and state statutes, rules and regulations, and the guidelines and instructions for completing this application, and where necessary, describe the manner in which the applicant will comply with the requirements specified.
3. Submit descriptive, statistical, financial, and evaluative information as may be required by the Texas Education Agency (TEA) for approval of the CTE programs, services, and activities described in this application.
4. Provide a CTE program that is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school or consortium.
5. Offer the appropriate academic and relevant CTE courses to support not less than three of the career and technical programs of study in three different career clusters.
6. Encourage CTE students at the secondary level to enroll in rigorous and challenging academic courses enhanced with relevant CTE courses, and ensure that students who participate in CTE programs are taught to the same challenging academic standards as are all other students.
7. Provide a CTE program that assists students who are economically disadvantaged (including foster children); students of limited English proficiency; students preparing for training and employment in nontraditional fields; single parents, including single pregnant women; displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.
8. Assure that the eligible applicant shall do all of the following:
 - A. Assist students who are members of special populations to enter CTE programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of Sections 1412, 1414, and 1415 of the Individuals With Disabilities Education Act.
 - B. Assess the special needs of students participating in programs receiving assistance under this application with respect to their successful completion of the CTE program in the most integrated setting possible.
 - C. Provide supplementary services to students who are members of special populations, including with respect to individuals with disabilities, all of the following:
 - i. Curriculum modification
 - ii. Equipment modification

- iii. Classroom modification
 - iv. Supportive personnel
 - v. Instructional aids and devices
- D. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services.
 - E. Provide counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to employment and career opportunities.
9. Ensure that the programs funded under this application shall be carried out according to the criteria for serving each special population.
 10. Ensure the following:
 - A. That individuals with disabilities will be provided CTE programs, services, and activities in the least restrictive environment and whenever appropriate that such programs, services, and activities will be included as a component of each student's individualized education plan
 - B. That students with disabilities who have individualized education plans shall be afforded with respect to CTE programs the rights and protections guaranteed such students under Sections 1412, 1414, and 1415 of the Individuals With Disabilities Education Act
 - C. That students with disabilities who do not have individualized education plans or who are not eligible to have such a program shall with respect to CTE be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973
 - D. For the purpose of this application, that such rights and protections shall include making CTE programs readily accessible to eligible individuals with disabilities through the provision of supplementary services and state rehabilitation agencies
 11. Participate in Education Service Center (ESC) programs and activities in preparing students for nontraditional fields.
 12. Provide relevant CTE programs, services, and activities to all students who desire to enter occupations that are nontraditional for their gender.
 13. Provide individuals who are members of special populations with equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific programs of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and ensure that such individuals shall not be discriminated against on the basis of their status as members of special populations.
 14. Ensure compliance with requirements of the No Child Left Behind Act of 2001 (P.L. 107–110) as it relates to students in secondary CTE programs.

15. Ensure that Federal CTE funds shall be used to supplement, not supplant, nonfederal funds and in no case shall replace nonfederal funds that would have, in the absence of such Federal funds, been used to support CTE programs.
16. Obtain written approval from TEA before the expenditure of Federal funds for capitalized equipment.
17. Ensure that none of the Carl D. Perkins funds received under this application will be expended on CTE programs below the seventh grade.
18. Maintain documentation in support of the assurances and other information provided in this application, and upon request, make such documentation available to TEA.
19. Prepare and submit the Program Effectiveness Report that includes the data required for assessing the technical skill attainment of CTE concentrators.
20. Fulfill all of the following requirements with Perkins or non-Perkins funds:
 - A. Strengthen the academic and technical skills of career and technical students by integrating academics with career and technical programs through a coherent sequence of courses, such as career and technical programs of study.
 - B. Link CTE at the secondary level and at the postsecondary level, including by offering the relevant elements of not less than three career and technical programs of study in three different career clusters.
 - C. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
 - D. Develop, improve or expand the use of technology in CTE, which may include the following:
 - i. Training of CTE teachers, faculty, and administrators to use technology, which may include distance learning
 - ii. Providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields
 - iii. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
 - E. Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including the following:
 - i. In-service and preservice training on all of the following:
 - a. Effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable

- b. Effective teaching skills based on research that includes promising practices
 - c. Effective practices to improve parental and community involvement
 - d. Effective use of scientifically-based research and data to improve instruction
- ii. Support of education programs for teachers of CTE in public schools and for other public school personnel who are involved in the direct delivery of educational services to CTE students to ensure that such teachers and personnel stay current with all aspects of an industry
 - iii. Internship programs that provide business experience
 - iv. Programs designed to train teachers specifically in the use and application of technology to improve instruction
- F. Develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
 - G. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
 - H. Provide services and activities that are of sufficient size, scope and quality to be effective.
 - I. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE program, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
21. Support state and local performance accountability systems to assess the effectiveness of CTE programs in achieving statewide progress in CTE and to optimize return on investment of Federal funds in CTE activities. In the local application, the eligible applicant shall identify levels of performance for each of the core indicators of performance. For each of the core indicators of performance, the eligible applicant shall agree to accept the State adjusted levels of performance as local adjusted levels of performance or shall negotiate with TEA to reach agreement on new local adjusted levels of performance. Each eligible applicant shall be required to continually make progress toward improving the performance of CTE students.