



Perkins Local Application Guide

Guide to help postsecondary institutions complete a local application based on the thorough and meaningful CLNA assessment as required by Perkins V, Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)

April 2024

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The CLNA and Its Connection to the Local Application

The intended purpose for the Comprehensive Local Needs Assessment (CLNA) is to foster data-driven decision making and support more aligned program planning, spending, and accountability. The results of the CLNA must form the foundation of the local application and drive spending decisions. There should be a clear connection between the strengths and challenges identified in the CLNA and the strategies and activities outlined in the local application. The CLNA is a fact-finding mission to discover strengths and opportunities in the six identified areas, and these findings are validated by data and evidence, and informed by stakeholder input. The local application includes strategies and solutions to address the needs, to drive the budget toward the highest impact on student achievement in career and technical education (CTE).

The importance of the CLNA cannot be understated; it is the foundation of implementation of the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act (Perkins V) at the local level and drives development of each local application and all future CTE spending decisions.

Local Basic Application

Each applicant shall submit a local application that addresses the specific requirements identified in Perkins V and the first goal of *Building a Talent Strong Texas: Attainment of Postsecondary Credentials*. The local application shall be consistent with Section 135 of the Perkins V Act, “Requirements for Uses of Funds.”

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same period as the state plan — four years.

The local application has six sections: cover page with statements and assurances, application questions, performance plan (if required), local use of funds, project goals and outcomes, and budget.

Additional Documentation for the Local Basic Application

All eligible recipients will be required to submit three federal certification forms and the 504-certification form with the local application. The forms that must be submitted are:

1. [Certification Regarding Lobbying](#)
2. [Disclosure of Lobbying Activities \(If applicable\)](#)
3. [Federal Funding and Accountability Transparency Act \(FFATA\)](#)
 - a. Remember to make sure your Sam.gov (Unique Entity ID Number) is ACTIVE
4. [Certification of Compliance with Section 504](#)

The local application with certification forms is due every year on June 15.

The Local Application (Basic)

Resources to complete your Perkins local application can be found on the Texas Higher Education Coordinating Board (THECB) website on [Perkins Basic Grant](#) page.

Section 1: Application Cover Page/Statement of Assurances and Provisions

Section 1 entails applicants filling out the application cover page and certifying acknowledgment of the assurances and provisions of the local application.

Section 2: Local Application Questions

[Local Application Planning Tool](#)

Question 1: Comprehensive Local Needs Assessment

Describe the results/findings of the comprehensive needs assessment. Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA (Perkins V, Section 134(c)(2) (A-E)). *The following sections within this local application will include the postsecondary institution's in-depth analyses and findings regarding the variety of assessments performed in the CLNA:*

- Evaluation of Student Performance (text box to answer)
- Evaluation of Program Quality (text box to answer)
- Labor Market Alignment (text box to answer)
- Progress Towards Implementing Programs of Study (text box to answer)
- Recruitment, Retention, and Training of CTE Educators (text box to answer)
- Progress Toward Closing the Gaps and Access (text box to answer)

Question 2: Programs of Study

Provide information on the CTE course offerings and activities to be provided with Perkins funds, which includes at least one state-approved program of study (refer to CLNA sections for Labor Market and Program Size, Scope, and Quality) (Perkins V, Section 124(b)(2)). *The postsecondary institution should speak specifically to the information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by the state.*

- Explain how the analysis of CLNA informed the selection of specific CTE programs and activities to be funded. (text box to answer)
- Describe any new programs of study your institution will develop and submit for state approval. (text box to answer)
- Provide a list of CTE course offerings that will be marketed for students and members of special populations to know what CTE course offerings are offered. (text box to answer)

Question 3: Collaboration with workforce development boards and workforce agencies

Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners (refer to CLNA sections for Program Size, Scope, and Quality; CTE Program Implementation; and CTE Program Closing the Gaps and Access) (Section 134(b)(3)(A-C)). *A description of how the postsecondary institution, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities.*

- Describe career exploration and career development coursework, activities, or services the postsecondary institution will provide. (text box to answer)
- Provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA. (text box to answer)
- Describe an organized system of career guidance and academic advising that will be available to student enrolled and participating in CTE. (text box to answer)

Question 4: Integrated Academic and Technical Skills

Based on the data analysis conducted as part of your CLNA, describe the strategies your institution will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs (refer to CLNA sections Student Performance; CTE Program Implementation; and CTE Program Closing the Gaps and Access) (Section 134(b)4). *The postsecondary institution should speak specifically to assessments conducted in the CLNA and the respective findings that include but are not limited to: (1) CTE programs that progress toward equal access to high-quality CTE programs that address both academic and technical knowledge and skills, including employability skills, access, and opportunities toward achievement of CTE Skills Attainment Certificates; and (2) CTE programs that are of sufficient quality that include career guidance as one of the measures of quality.*

- Describe how the postsecondary institution will improve the academic and technical skills of students participating in CTE programs, as determined by the CLNA. (text box to answer)

Question 5: Special Populations

Describe how your postsecondary institution will prepare special populations for high-skill, high-wage, or in-demand occupations or industries; prepare students for nontraditional fields; and provide equal access to CTE for special populations, as defined in Perkins V, Sections 3(48) and 134(c)(2)(A),¹ and ensure they are not discriminated against (refer to CLNA sections CTE Program Implementation; and CTE Program Closing the Gaps and Access). *The postsecondary institution should speak specifically to assessments conducted in the CLNA and the respective findings that include but are not limited to: (1) CTE programs that progress toward equal access to high-quality CTE programs that address both academic and technical knowledge and skills, including employability skills and access and opportunities toward achievement of CTE Skills Attainment Certificates; (2) improving CTE educator recruitment, retention, and training, including*

¹ Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

individuals that provide special populations support; and (3) CTE programs that are of sufficient quality that include equity and access as one of the measures of quality.

- Analysis of CLNA (text box to answer)
- Planned actions based on analysis and priority/priorities identified (text box to answer)

Question 6: Work-Based Learning

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will collaborate with representatives from employers to develop or expand work-based learning opportunities, as applicable (refer to CLNA sections Program Size, Scope, and Quality; and CTE Program Implementation).

- Analysis of CLNA (text box to answer)
- Planned actions based on analysis and priority/priorities identified (text box to answer)

Question 7: Early Postsecondary Credit Opportunities

Describe how students participating in CTE will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable (refer to CLNA sections Program Size, Scope, and Quality; and CTE Program Implementation).

- Analysis of CLNA (text box to answer)
- Planned actions based on analysis and priority/priorities identified (text box to answer)

Question 8: Support to Professionals

Describe coordination with the state and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized appropriately certified instructional support personnel, including individuals from groups underrepresented in the teaching profession (refer to CLNA section CTE Program Professionals, Recruitment, Retention and Development). *The postsecondary institution should speak specifically to assessments conducted in the CLNA and the respective findings that include but are not limited to improving CTE educator recruitment, retention, and training, including individuals of groups underrepresented in such professions.*

- Analysis of CLNA (text box to answer)
- Planned actions based on analysis and priority/priorities identified (text box to answer)

Question 9: Performance Gaps

Describe the process for how disparities or gaps in student performance identified in the CLNA will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions that will be taken to eliminate those disparities or gaps (refer to CLNA Student Performance; CTE Program Closing the Gaps and Access) (Section 134(b)(9)).

- Describe how the postsecondary institution will address disparities or gaps in performance between groups of students. (text box to answer)

- Describe additional actions that will be taken to eliminate these disparities or gaps, if no progress is made by Year 3. (text box to answer)

Question 10: *Building a Talent Strong Texas*

In addition to the nine items above, describe how the activities discussed above will contribute to Goal Two of *Building a Talent Strong Texas*, the state’s strategic plan for higher education: Postsecondary Credentials of Value. (Refer to [Building a Talent Strong Texas](#).)

Section 3: Performance Evaluation Plan (if required)

The Perkins V Local Improvement Plan Guide and Template is available below. If a postsecondary institution falls below 90% of the approved target for a state-determined core indicator, it must create and execute a program performance improvement plan. The institution is obligated to develop an improvement plan (IP) for each performance indicator in which it fails to achieve at least 90% of the state-determined performance level (SDPL) and submit it with their Perkins local application.

To determine if your postsecondary institution met its 90% approved target, log in securely into the [MOVEit Portal](#) to retrieve your data and answer the student performance data questions as they relate to the [Perkins V three indicators of performance](#). (Refer to the [MOVEit Portal Guide](#) for instructions on downloading the data). **If line 1 is less than 90% on any of the three data sheets (1P1, 2P1, and 3P1), an improvement plan is required for the sheet that is below 90% (see highlighted cell below).**

EXAMPLE

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Actual Performance	State Determined Level of Performance	Met or Not Met (performance gaps and disparities)
1	Grand Total - UNDUPLICATED	4572	5530	82.68%	83.20%	99.37%

Improvement Plan Template

Directions: An improvement plan must be submitted annually for each performance indicator on improvement plan status. Be sure to include any context and details that would aid in understanding why the need for improvement is occurring. Fill in the template shown below in [Table 1](#) inside the Perkins Portal online.

Table 1. Planning for Improvement

Postsecondary Institution:				
Performance Indicator:				
	Planning for Improvement			
DATA REVIEW: Determine the primary factors that led to not meeting the goal for this performance indicator. What growth and high-need opportunities will be the focus of your improvement plan?				
DISPARITIES ANALYSIS: Among the student groups highlighted as requiring concentrated attention in your gap analysis, which ones do you plan to prioritize in your efforts to serve, and what are the reasons for this prioritization?				
Explain how input from stakeholders was sought during the creation of the improvement plan. Which groups of stakeholders were included in the process?				

Directions: Insert more rows in the *Action Plan: Current Year* table, shown below as [Table 2](#), to include additional action steps, etc., as needed. Progress on the improvement plan will be reported in the final report.

Table 2. Action Plan: Current Year

Action Plan: Current Year (What will you do right now?)				
SDPL (Grant Year):				
Actual Performance:				
Action Steps:	Stakeholders involved in <u>implementation</u> :	Project Lead (Person responsible for implementing Action Step):	Completion date (by step):	Describe the activities that financial resources will be used for:
1.				
2.				
3.				

Improvement Plan Template EXAMPLE

Table 3. Planning for Improvement Example

Postsecondary Institution:	**Postsecondary Example**
Performance Indicator:	2P1: Earned Recognized Postsecondary Credential
Planning for Improvement	
<p>DATA REVIEW: Determine the primary factors that led to not meeting the goal for this performance indicator. What growth and high-need opportunities will be the focus of your improvement plan?</p>	<p>We noticed that two of our largest CTE postsecondary programs are not part of our state-recognized (S-R) programs of study (POS). We need to increase our attention to these non-S-R POS areas.</p> <p>Also, many of our students are securing employment before they earn their degrees and not finishing their programs.</p> <p>Finally, we want to explore what value-added certificates may be offered that are recognized by industry and employers.</p> <p>The two S-R POS we want to focus on are “Construction” and “Facilities and Mobile Equipment Maintenance.”</p> <p>The two non-S-R POS for focus are “Production” and “Network Systems.”</p>
<p>DISPARITIES ANALYSIS: Among the student groups highlighted as requiring concentrated attention in your gap analysis, which ones do you plan to prioritize in your efforts to serve, and what are the reasons for this prioritization?</p>	<p>The biggest gaps among most of the programs of study were among Black and Hispanic students not completing degrees, while the females in these programs tended to move to completion.</p> <p>Our focus will be on Black, male students in Production and Hispanic, male students in Construction. These are the two areas that we anticipate being able to have the biggest impact, as they are our largest in terms of participation and in non-completion.</p>
<p>Explain how input from stakeholders was sought during the creation of the improvement plan. Which groups of stakeholders were included in the process?</p>	<p>We used in-person interactions, Zoom discussions, and surveys to engage with stakeholders. We also reviewed local, state, and national research on this topic. The stakeholders we consulted included industry representatives, employers, and students, mostly from the Black and Hispanic groups; we value the input of all students and made a point to include them. Additional input was provided by deans, faculty, administration, and institutional research, as well as individuals with chambers of commerce and other workforce development agencies.</p>

Directions: Insert more rows in the *Action Plan: Current Year* table, shown below as [Table 4](#), to include additional action steps, etc., as needed. Progress on the improvement plan will be reported in the final report.

Table 4. Action Plan: Current Year Example

Action Plan: Current Year (What will you do right now?)				
SDPL (Grant Year):	50.60% (2021)			
Actual Performance:	45.20%			
Action Steps:	Stakeholders involved in implementation:	Project Lead (Person responsible for implementing Action Step):	Completion date (by step):	Describe the activities that financial resources will be used for:
1. Contact 25 present and former students to understand their current and past plans, as well as the factors that influenced the decisions they made.	Consortium Leaders, Current Students, Past Students	Postsecondary Perkins Director	June 2022	Staff Time, Travel
2. Request input from the dean, four faculty members, two trade organizations, and two major employers to explore potential gaps in certifications.	Dean, Faculty, Trade Representatives, Employers, and Consortium Leaders	Postsecondary Perkins Director	June 2022	Staff Time, Travel
3.				

Section 4: Local Use of Funds

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in Perkins V, Sections 134(c) and 135(b).

Explain how your institution is implementing the following requirements of the Perkins legislation to support career and technical education programs that are of sufficient size, scope, and quality.

Directions: In the “Required Use of Funds” table, shown below as [Table 5](#), identify which funds are aligned with the application by clicking on “Yes” or “N/A.” This table will be filled out in the [Perkins Portal](#) online and guides the project goals you will choose for use of funds. This table will be filled out in the Perkins Portal online.

- **Step 1:** Assess the Summary and Needs sections of your CLNA, examining how identified needs can be translated into program goals while aligning with the six local uses of funds table. One goal must address special student populations. Keep your goals limited to a maximum of 5.

- **Step 2:** Direct Perkins funding towards addressing the needs identified in your CLNA. As the CLNA spans two years, institutions can address needs in either the FY 2025 or FY 2026 grant years. Specify the year(s) for addressing identified needs. In fall 2024, institutions can revise their CLNA for FY 2026. The institution's Project Goals should prioritize programs with the greatest need according to the CLNA, unless alternative funding sources will support those programs. Institutions must demonstrate that these alternative funding sources adequately support identified programs, justifying the allocation of Perkins funds to address the next most crucial needs in the CLNA.
- **Recap:**
 - ✓ The maximum number of goals you may have is 5
 - ✓ 1 goal must address special population students
 - ✓ Goals must align to CLNA and Core Indicators

TIP: Create a rough draft of goals, combine related needs into one goal, consider priorities, and consider needs that can be addressed with other funds.

Table 5. Required Use of Funds

Use of Funds	Are Funds Aligned with Application?
1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, to assist them in making informed plans and decisions about future education and career opportunities and programs of study.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
3. Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
4. Support integration of academic skills into career and technical education programs and programs of study.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
5. Plan and conduct elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement in the local levels of performance established by Perkins V, Section 113.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A
6. Develop and implement evaluations of the activities conducted with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required by Perkins V, Section 134(c), and the local report required by Section 113(b)(4)(B).	<input type="checkbox"/> Yes <input type="checkbox"/> N/A

Section 5: Project Goals and Outcomes

Provide a maximum of five project goals that align with the required use of funds selected in Section 4. Copy this section for each separate project goal when creating goals to submit in the [Perkins Portal](#) (*no more than five project goals*).

- **Step 1: List the Perkins V Goals and give each Goal a Title**
 - ✓ Drawing from the data, needs, and gaps pinpointed in the institution's CLNA, pinpoint up to five goals. These goals will chart the course and set the vision for the CTE programs within your institution.
 - ✓ Create an individual Goal Format for each proposed goal, ensuring that goals allocate funding and services to programs identified in the CLNA as having the highest priority. The maximum allowable number of goals is five.
- **Step 2: Narrative for Each Project Goal**
 - ✓ Write down the CTE programs that your Goal will focus on.
 - ✓ Clarify why you chose these programs by looking at the results of the CLNA.
 - ✓ Estimate how many CTE students will benefit from this goal.
 - ✓ List the Core Indicator(s) of Performance that this goal will impact.
 - ✓ Identify which Local Uses of Funds are part of this Goal (check *Section 4: Local Uses of Funds*). Remember, you don't have to cover all six local uses of funds.

TIP: Consider number of students and core indicators.

- **Step 3:** Create clear and measurable objectives that directly help you reach your goal.
- **Step 4:** Include both existing data and aspirational data for each goal.
 - ✓ **Measurable Objective (s):** Describe the specific program-level improvements the institutions will work toward during the grant year.
 - ✓ **Current Data Points:** Provide data from the most recent year available to show the institution's performance in the area targeted for important.
 - ✓ **Aspirational Data Points:** Provide the institution's goal for improvement as a number and as a percentage.
- **Step 5:** Re-Read all your objectives and ask yourself: Can I be more specific? **Rewrite if needed.**
- **Recap:**
 - ✓ The maximum number of goals you may have is 5
 - ✓ 1 goal must address special population students
 - ✓ Goals must align to CLNA and Core Indicators

- ✓ Each Goal can have more than one objective
- ✓ Objectives should be ambitious, but realistic and attainable

Goal Format in the [Perkins Portal](#):

1. **Project Goal Name:**
2. **Proposed Funding Amount:**
3. **Complete Narrative for Project Goal:**
4. **Project Proposal:**
5. **Description on how the project goal will help address priorities in the CLNA:**
6. **Description how the funded program, project, or services will guide students' completion toward a postsecondary credential:**
7. **Measurable project goal outcomes:**
8. **Timeline:**

Activity	Anticipated Completion Date	Person(s) Responsible for Activity Item

9. **Staffing description** (if no funding is requested for staffing, indicate with N/A):
10. **Project sustainability following grant funding:**

Section 6: Budget

Make sure your budget is based on your local application and CLNA. For additional information, look at the [Budget Planning Guide](#) or contact our Fiscal Lead for additional questions.

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) EXPENDITURE CATEGORIES	
<p>Schedule A Compensation— Personnel 2 CFR 200.430</p>	<p>Compensation for personnel services includes all remuneration, paid currently, or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.</p>
<p>Schedule A Compensation— Fringe Benefits 2 CFR 200.431</p>	<p>Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick, or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.</p>
<p>Schedule B Travel Costs 2 CFR 200.475</p>	<p>Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.</p>
<p>Schedule C Equipment 2 CFR 200.1</p>	<p>Equipment is defined as an article of tangible personal property (including information technology systems) that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i></p>
<p>Schedule F Supplies 2 CFR 200.1</p>	<p>All tangible personal property [other than those described in §200.1 Equipment]. Supplies include any materials that are expendable or consumed during the grant. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life.</p>
<p>Schedule D Contractual Services 2 CFR 200.318 Consultant/ Professional Service Costs 2 CFR 200.459</p>	<p>All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to conduct the project or program under a federal award. Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.</p>
<p>Schedule G Administration/Training and Education 2 CFR 200.473</p>	<p>The cost of training and education provided for employee development.</p>

Reporting

There are several types of reports that are required throughout the Perkins grant cycle. Fiscal and program report forms can be found in the [Perkins Portal](#).

Reports include:

- **Annual Final Reports:** Recipients will summarize the projects/programs and report the final outcomes as they relate to accountability measures used to assess progress in meeting negotiated performance levels. Annual final reports are completed in the [Perkins Portal](#).
- **Expenditure Reports:** Expenditure reports are due to the in the [Perkins Portal](#) 30 days after the end of each quarter. Final expenditure reports for the grant period ending August 31 are due September 15.

Table 5. Required Expenditure Reporting

Date Due	Basic
December 10	Expenditure Report 1
March 10	Expenditure Report 2
June 10	Expenditure Report 3
September 15	Expenditure Report 4 - Final

- **Equipment Inventory:** All capitalized purchases (**Schedule C**) should be made by **March 31**.
 - When purchasing and disposing of equipment with federal funds, please refer to and ensure compliance with the regulations in EDGAR, Part 80.32, and 2 CFR 200 UGG guidelines. For more information, read the THECB's [Perkins V Equipment Inventory Guide](#).
 - When there is no longer a need for a specific piece of equipment to accomplish the purpose of the career and technical education program, or if the equipment becomes worn out or obsolete, fill out the [Equipment Disposition form](#). For more information, contact Fiscal Lead, Tanisha Shorter-Lott, Tanisa.Shorter-Lott@highered.texas.gov.

Texas Higher Education COORDINATING BOARD

This document is available on the Texas Higher Education Coordinating Board website:
<https://highered.texas.gov>.

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