Consolidated Annual Report, Program Year 2015 - 2016
Texas

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

Last year, the TEA provided a $185,000 grant to the CTE Special Populations Resource Center at Texas A&M University to research, develop, and disseminate resources and provide technical support for CTE teachers to more effectively meet the learning needs of special populations. The CTE Special Populations Resource Center offers technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. These services are available to LEAs and parents. The Center continually increases the number of multimedia products, printed material, and presentations available to stakeholders, annually adding new resources and outreach.

Additionally, the TEA allocated $105,000 for the regional education service center CTE specialists to conduct regional workshops and provide resources for career counseling and for recruiting students into both male and female nontraditional fields. ESC workshops provided training in identifying barriers students may experience in entering nontraditional careers and offered strategies to eliminate those barriers. In addition, information was distributed to LEAs to increase awareness and understanding of nontraditional fields that lead to high skill, high wage, or high demand careers.

Postsecondary: THECB awarded Amarillo College $45,000 for the grant “Contract for Equity—Enlighten, Educate, Employ.” The project facilitated the dissemination of best practices to help grantees meet Perkins indicators 5P1 (nontraditional student participation) and 5P2 (nontraditional gender completion). The project further assisted colleges in developing marketing and recruitment plans targeting the nontraditional gender.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary: In 2015-2016, the TEA awarded $185,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University (more information is available at http://ctsp.tamu.edu/). The CTE Special Populations Resource Center offers technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. These services are available to LEAs and parents. The Center continually increases the number of multimedia products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and continuing outreach.

Postsecondary: The Perkins basic grant supported services for special populations at community and technical college campuses. Examples of services include childcare, transportation, textbooks, tutors, and sign language interpreters.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary: Regional education service center CTE specialists are the primary providers of technical assistance for secondary CTE programs in Texas. The TEA allocated $700,000 in Perkins administrative support funding to the 20 regional education service centers for technical support and professional development. Each regional education service center CTE specialist served as a liaison between TEA and LEAs and provided technical assistance to districts in completing the annual Carl D. Perkins application and Perkins Program Effectiveness Report. In addition, the education service centers establish and maintain communications among districts, colleges, universities, workforce development boards, and TEA CTE staff. Regional education service centers were provided $105,000 for support of training and employment in nontraditional fields and $200,000 for support of performance-based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the education service center CTE specialists through a variety of media including videoconferencing, annual face-to-face training, listserv bulletins, telephone, and email.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through telephone support, web conferencing, email, site visits, and presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. THECB staff conducted monitoring site visits for programmatic review. The THECB Perkins online portal provided technical assistance with grant management including electronic submission, amending, and

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

921143

Number of students participating in Perkins CTE programs in state correctional institutions:

15527

Describe the CTE services and activities carried out in state correctional institutions.

Secondary: The Windham School District and Texas Juvenile Justice Department were allocated $921,143 in Perkins funds in 2015-2016; of that amount, the two institutions expended $921,143. The Windham School District provides secondary education services to adult inmates and served 14,833 CTE students. More information is available in the most recently published Windham School District annual report found at http://www.windhamschooldistrict.org/. The Texas Juvenile Justice Department provides secondary education services to juvenile inmates and served 694 CTE students. The strategic plan for the Texas Juvenile Justice Department is available at http://www.tjjd.texas.gov/about/TYC_Strategic_Plan_2011_to_2015.pdf and includes CTE-specific information.

Postsecondary:

Perkins funds were used by Lee College to provide CTE textbooks at a lending library at a correctional facility, for a total of $14,386.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

18981

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

335

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Secondary: The Texas School for the Blind and Visually Impaired (http://www.tsbvi.edu/) and the Texas School for the Deaf (http://www.tsd.state.tx.us/) are eligible for Perkins funds. The Texas School for the Blind and Visually Impaired does not apply for Perkins funds, but the Texas School for the Deaf does. The Texas School for the Deaf serves students ages 0 through 21 who are deaf or hard of hearing “in a culture that optimizes individual potential and provides accessible language and communication across the curriculum.” Texas School for the Deaf admits students based on referral from a local school district or parent. Texas School for the Deaf also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners.

Postsecondary:

The stand-alone postsecondary institution that serves individuals with disabilities is SouthWest Collegiate Institute for the Deaf (SWID), a campus of Howard College. SWID does not submit a separate Perkins grant application; rather, Howard College is the grantee. Howard College used Perkins funds at SWID to purchase computers with specialized video recording capabilities and steno masks for the Interpreter Training program to help develop expressive skills and give feedback and build receptive/voicing skills. Funds were also used for tutoring and to purchase trainers for the automotive program providing hands-on, visual practice. SWID offers a variety of CTE programs including automotive maintenance technician, deaf support specialist, office technology, welding, and graphic arts technology.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary: The Texas Essential Knowledge and Skills are the state standards that define what students should learn in Texas K-12 education. Texas Education Code Section 28.002 requires that LEAs teach all the Texas Essential Knowledge and Skills for each course an LEA offers. During 2014-2015, Texas completed a revision of the Texas Essential Knowledge and Skills for CTE. The revised Texas Essential Knowledge and Skills increase relevancy and both academic and technical rigor, incorporate the Texas College and Career Readiness Standards, and address employability skills. Also, some courses were added to address labor market needs, including courses in health care, manufacturing, and transportation. Currently, 17 secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts. Under the newly revised Texas Essential Knowledge and Skills, additional courses have been recommended to meet the requirements for math and science.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the web-based inventory of pre-approved CTE courses available for use by at Texas public community, technical, and state colleges:
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Additionally, TEA provided Perkins funds to the TWC to provide programming and live roll-out of an online application Help Wanted Online that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve programs.

Postsecondary: A portion of the THECB administration grant ($77,550) was provided to the Texas Workforce Commission (TWC). Funds were used for an Automated Student and Adult Learner Follow-up Study. The follow-up system provides a coordinated avenue whereby the Texas Workforce Investment Council, local workforce boards, educational institutions, and state agencies determine the workforce and education outcomes of individuals that have participated in the Texas workforce system.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

Secondary

1S1 = 180

1S2 = 66

2S1 = 102

3S1 = 13

4S1 = 30

5S1 = 178

6S1 = 187

6S2 = 219

Postsecondary

1P1 = 4

2P1 = 8

3P1 = 9

4P1 = 2

5P1 = 33

5P2 = 26

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Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission

Row	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated (Column 9 - 10)
	1	2	3	4	5	6	7	8	9	10	11

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Row	Net Outlays Previously Reported	Total Outlays This Report

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	62391	46190	1037	421	0	0
Architecture & Construction	23935	7275	6121	873	0	0
Arts, A/V Technology, & Communications	80798	69704	4177	2797	0	0
Business Management, & Administration	62495	55935	7850	13409	0	0
Education & Training	4338	16702	531	761	0	0
Finance	21185	17130	42	58	0	0
Government & Public Administration	986	1256	88	63	0	0
Health Science	35593	85729	10645	43633	0	0
Hosplitality & Tourism	17572	25203	1241	2113	0	0
Human Services	26944	62717	828	7269	0	0
Information Technology	35771	20111	8128	2091	0	0
Law, Public Safety & Security	34714	29938	5266	4819	0	0
Manufacturing	19139	1879	14638	2079	0	0
Marketing Sales & Services	13905	10005	617	1005	0	0
Science, Technology, Engineering & Math	47953	16353	211	91	0	0
Transportation, Distribution & Logistics	20936	1956	5887	418	0	0

Secondary Definition for CTE Concentrators:
A secondary student who has earned three (3) or more credits in two (2) or more courses in a CTE program of study.

Postsecondary Definition for CTE Concentrators:

A postsecondary student who: (1) completes at least 12 academic or CTE credits in a CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Postsecondary:The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2 2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especially in the metropolitan areas like Dallas/Fort Worth area, where the unemployment rate is currently 3.7. All career clusters have been impacted with decreases, with most clusters having significant decreases (i.e. Business Management and Administration, Human Services, and Transportation, Distribution and Logistics). Some clusters have slight to no difference in decrease (Finance, and Science, Technology, Engineering and Math), however, all have contributed to the overall decreases.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	58,760	71,035	83	79
GENDER				
Male	28,947	35,680	83	79
Female	29,813	35,355	83	79
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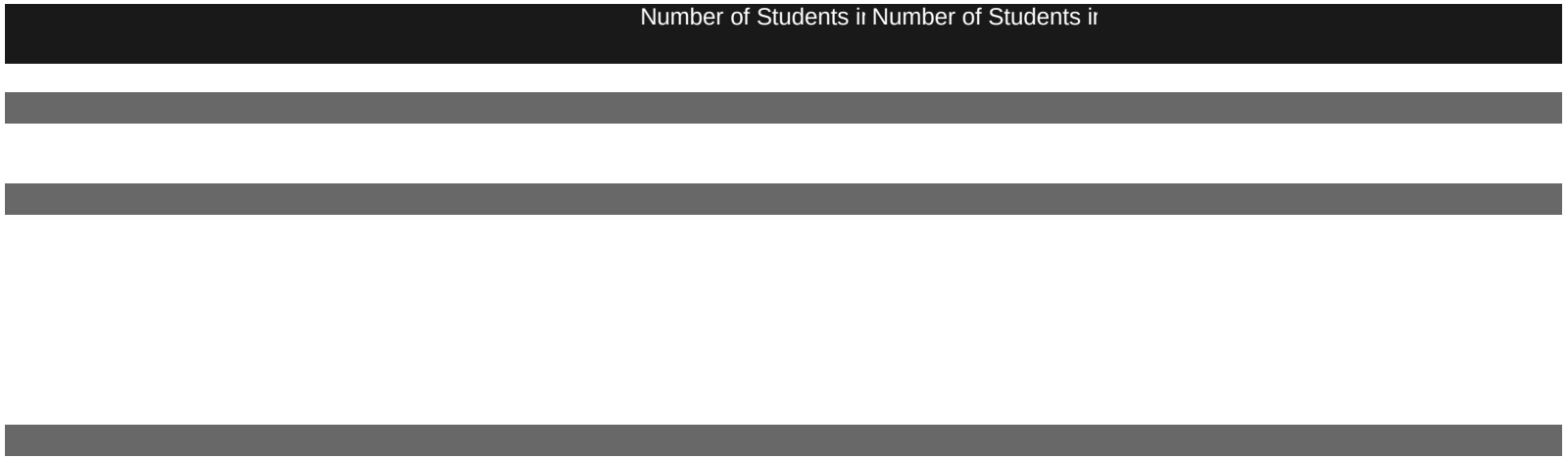
American Indian or Alaskan Native	686	771	83	79
Asian	2,093	2,450	83	79
Black or African American	4,575	5,623	83	79
Hispanic/Latino	33,722	40,728	83	79
Native Hawaiian or Other Pacific Islander	98	122	83	79
White	16,459	19,873	83	79
Two or More Races	1,127	1,468	83	79
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	83	79
Disability Status (ESEA/IDEA)				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	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance

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Additional Information

Secondary Performance Data - 5S1: Placement increase and/or decrease in the numerator and/or denominator for displaced homemaker, limited English proficient, enrollment numerator are consistent with enrollment trends. Military numerator: we did not receive back the matched data from the Federal Employment Data Exchange System (FEDES).

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	280,542	604,873	46	44
GENDER				
Male	82,546	313,999	46	44

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	136,124	305,297	45	42
GENDER				
Male	40,004	156,263	45	42
Female	96,120	149,034	45	42
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American Indian or Alaskan Native	557	1,241	45	42
Asian	3,916	8,445	45	42
Black or African American	14,554	31,703	45	42
Hispanic/Latino	69,022	157,629	45	42
Native Hawaiian or Other Pacific Islander	157			

Postsecondary: The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2013-2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especi the metropolitan areas like Dallas/Fort Worth area, where the

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	56,142	74,648	75	76
GENDER				
Male	26,203	34,921	75	76
Female	29,939	39,727	75	76