

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. *Prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]*

This document serves as a 2018-2019 update to the Texas State Plan 2008-2013 for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The unified plan includes secondary and postsecondary career and technical education (CTE) components. The State Board of Education (SBOE) is responsible for approving the CTE State Plan and administration of the Perkins funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for ensuring quality CTE programs in Texas.

The state priorities during the transition year of 2007-2008 included an increased focus on improving the academic and technical achievement of CTE students through rigorous programs of study; designing state and local accountability systems to promote continuous improvement of CTE programs, including preparing students for high-skill, high-wage, or high-demand occupations in current or emerging professions; and strengthening the connections between secondary and postsecondary education. Effective implementation of the goals of the AchieveTexas College and Career Initiative and *60x30TX*, formerly Closing the Gaps by 2015, is critical to the success of college and career preparation for Texas students.

The United States Department of Education (USDE) approved the Texas Perkins Transition Plan for 2007-2008 in July 2006. The transition year provided the state with opportunities to effectively utilize Perkins IV criteria to improve CTE programs in Texas.

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*
  - (a) *The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—*
    - i. *Incorporate secondary education and postsecondary education elements;*
    - ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

The Texas State Plan is based on the understanding that a rigorous academic foundation contributes to success in school and in life and that all students are entitled to equal educational opportunities. CTE programs complement and enhance academic preparation by enabling students to apply academic principles and technical skills essential to career success. CTE allows students to see the relevance of their academic preparation to their future career goals. All activities set forth in the plan are intended to assist local education agencies (LEAs)



employment needs will be accessed through i career cluster advisory councils to provide input and feedback on the revised programs of study.

Districts will have access to the new programs of study in 2018-19 to effectively plan for implementation. Dual credit, Advanced Placement, Articulated Transfer Credit, and







In 2007, a statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, education service center (ESC) CTE specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the governor's office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE State Leadership Council, comprised of representatives from postsecondary institutions, provided content experts to review the programs of study. In addition, CTE stakeholders had the opportunity to validate or recommend changes to the programs of study. The workgroup took all recommendations into consideration before disseminating the programs of study.

A leadership grant funded the development of the *AchieveTexas Implementation Guide*, distributed to superintendents, counselors, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. ESC CTE specialists provided extensive training and technical assistance to assist communities and schools in implementing career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops that are offered statewide. Resources for the career clusters and programs of study have been available on the AchieveTexas website at [www.achievetexas.org](http://www.achievetexas.org). Beginning with the 2017-2018 school year, the programs of study are housed on a new Texas CTE Resource Center website at [www.txcte.org](http://www.txcte.org).

The SBOE reviewed the CTE TEKS, the state standards for secondary education courses, during 2008-2009. State teams revised CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant and rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. The SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The SBOE adopted the revised CTE TEKS in July 2009, and districts implemented the new standards in the 2010-2011 school year. Texas CTE teachers had opportunities for professional development on the revised CTE TEKS through a variety of venues during 2010. In January 2010, the SBOE identified the CTE courses that meet graduation requirements for mathematics, science, speech, and fine arts.

In April 2010, the State Board for Educator Certification (SBEC) approved new district personnel assignment rules (19 Texas Administrative Code (TAC) §231.1(e), found at <http://www.tac.state.tx.us/sections/231/231.1e.htm>)





Postsecondary courses are listed in the THECB's *Workforce Education Course Manual* (WECM) and the *Lower Division Academic Course Guide Manual* (ACGM). THECB reviews these courses on a periodic schedule, eliminating outdated courses and developing new courses. The THECB will review WECM and ACGM courses based on the alignment with the programs of study and fields of study curriculum.

Perkins state leadership funds have been used to develop model programs of study with postsecondary instructional teams within the 16 Career Clusters, using the League of Innovation's College and Career Transitions Initiative program of study models, which were further aligned with AchieveTexas during 2011. This process was essential in identifying outdated courses, aligning with college readiness standards, and ensuring that all CTE programs prepare students for career success and/or baccalaureate options. Previously, postsecondary programs in Texas were "job" focused; the current process was used to ensure that program of study models are "career" focused.

HB 2628, 84<sup>th</sup> Texas Legislature, Regular Session, was passed and went into effect in September 2015. The bill requires the THECB, with the assistance of advisory committees composed of representatives of secondary, postsecondary, business and industry, other state agencies or licensing bodies, and other career and technical education experts, to develop career and technical education programs of study. The legislation further requires advisory committees to identify the knowledge, skills, and abilities to prepare students for high-skill, high-wage jobs in high-demand occupations. The first two career clusters that are being addressed are Architecture and Construction, and Health Sciences. Advisory committees were appointed and have determined subcommittees to develop discipline-specific programs of study. A program of study developed under this legislation must

- focus on the current and future needs of Texas employers;
- clearly define career pathways with logical entry and exit points for students;
- indicate the types of careers and the names of certifications or licenses aligned to the program of study;
- provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study;
- be designed to meet the needs of business and industry with a high degree of commonality across the state;
- align with the College and Career Readiness Standards; and
- be revised on a reoccurring schedule, not to exceed once every five years, to ensure the programs of study remain current and relevant to the needs of business and industry.

*(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;*

In the fall of 2008, each secondary school district implemented a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program (Texas Education Code (TEC) §28.009). The opportunities for college credit may include international baccalaureate, advanced placement, and dual credit courses, as well as local and statewide articulated credit, and any combination of those options.

CTE specialists from the state's twenty ESCs provide direct technical assistance to secondary and postsecondary institutions to help develop and effectively implement local articulation agreements.

In addition, a system of statewide articulation for CTE courses was implemented. In the current Advanced Technical Credit [crosswalk](#) between secondary and postsecondary courses, Texas has identified approximately 106 secondary CTE courses that articulate statewide to approximately 164 postsecondary technical courses. As new courses are added to the crosswalk, the statesen (e)42 (3m)-7p neatehno m3.9-6 ( r)3 (e)40.004 Tm(c)4 (onn)-4 (ce)13 (n )-10 fvnt cy

Beginning in 2018-2019, the state will focus more on embedding dual credit, AP/IB into the new CTE programs of study to increase student access to postsecondary credit. In addition, Texas supports eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions through the following College and Career Readiness Models: 198 Early College High Schools, 132 Texas Science Technology







graduation plan had a rigorous core academic foundation (four credits each in English



The TEA, as a recipient of federal education funds, is required by the United States Department of Education Office of Civil Rights (USDE-OCR), to conduct on-site reviews of campuses within districts that receive federal financial assistance and offer CTE programs.

*(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;*

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities and identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields. In 2008, THECB adopted college and career readiness standards, which TEA incorporated into revised state CTE standards. The College and Career Initiatives grantee completed its project to identify the CCRS in the CTE curriculum standards. Local districts develop programs, with the assistance of program advisory committees and workforce boards that analyze regional data to provide information on current high-skill, high-wage, or high-demand occupations.

Academic and technical dual credit articulation agreements identify appropriate secondary courses for college credit to ensure that students are directed toward the completion of a college degree, certificate, and/or a credential in a specific career field. To enable students to matriculate two-year technical coursework into baccalaureate programs with minimal loss of credit and duplication of effort, Perkins state leadership funds have been used to help Texas identify a common technical core curriculum

demand occupations. The TWC used the following definitions during 2006 to assure that each state-recognized CTE program of study leads to high-wage or high-demand occupations. A high wage occupation is defined as an occupation that exceeds the median weekly wage threshold for all earners. For Texas, the median figure is currently \$16.61 per hour, or \$34,550 annually. High demand occupations are those that are expected to grow faster than the 20.7% projected for all occupations statewide.

House Bill 809 from the 83rd Texas Legislature, 2013, required that the Texas Workforce

*(i) How funds will be used to improve or develop new career and technical education courses—*

Additionally, TEC §28.002 requires that the State Board of Education (SBOE) review secondary courses when THECB reviews its postsecondary courses, to ensure that secondary programs continue to align with postsecondary programs.

In 2013, the SBOE began the process for reviewing the CTE curriculum standards or TEKS. Committees of secondary and postsecondary educators, business and industry representatives, parents and other stakeholders met to review the current CTE TEKS and draft recommended revisions and updates. This process required three multi-day face-to-face meetings.

The recommendations for revision of the CTE curriculum standards (TEKS) by the SBOE-appointed committees were completed in 2015. Approximately half of the revised courses were adopted by the SBOE in April 2015 and the remaining courses were adopted in July of 2015. The official public comment period began in early March 2015 and comments were received from all stakeholders, including business and industry. The TEKS are scheduled for implementation in the 2017-2018 school year.

In the revised TEKS, Texas emphasizes the student development of general employability skills. The standards for each CTE course begins with an employability skills strand and with a knowledge and skills statement that says, “the student demonstrates professional standards/employability skills as required by business and industry.” The student









not graduate more than 25 students in five years. Programs established within the previous five years are exempt from review. Completers of CTE certificate level programs are included within the count of similar applied associate degree completers. If a program does not meet the minimum standards for the number of graduates, the institution must phase out or consolidate the low-producing degree program, or request a temporary exemption. The 83rd Texas Legislature passed Senate Bill 215, which removed the THECB's authority to order the closure or consolidation of low producing programs at institutions of higher education. Instead, the THECB may issue recommendations for closure or consolidation to the institution and its governing board. The institution's governing board must provide to the Legislative Budget Board a response to the THECB's recommendations.

The THECB requires the CTE programs at the state's postsecondary institutions to submit performance information through the online self-evaluation process and through the state's accountability system. This information is reviewed by THECB staff and is used for monitoring the institution's performance so that improvement plans can be implemented as needed.

3. *Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*
  - (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*
  - (b) *Increases the percentage of teachers that meet teacher certification or licensing requirements;*
  - (c) *Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;*
  - (d) *Encourages applied learning that contributes to the academic and career and technical knowledge of the student;*
  - (e) *Provides the knowledge and skills needed to work with and improve instruction for special populations; and*
  - (f) *Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]*

The TEA awarded secondary Perkins leadership funds to several Texas universities for CTE professional development: TEA also awarded a statewide leadership grant to provide

professional development for the recruitment and retention of secondary CTE teachers. This grant funds an annual conference for new CTE teachers and an annual three-part academy for new CTE administrators. Both programs include follow-up components to support new CTE teachers and administrators beyond the initial event. These events have completed their eighth year; both the new teachers conference and the new administrator's academy have enrolled participants at capacity each year. In 2016-2017, TEA implemented a new teacher mentoring program. This program was designed to aid in the retention of new CTE teachers in6 ( TEA)]Taheiretenticrng pr[(e)4 3.41 09.6[(s)-5 (ge)4 (rong pr)3 (e)4 (nt)-2 (or)3 (i)-2 (ng pr)3 (d a)4 (dn

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In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions, including support on topics such as program design and evaluation, data-driven program improvement, response to monitoring and intervention, assistance to special populations, work-based learning, data submission, integration of technical and academic skills, required and permissive uses of Perkins funds, and individualized professional development based on needs analysis or requests.

Academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. One particular professional development opportunity that has been highlighted is the Geometry in Construction model. Geometry in Construction integrates CTE technical skills and mathematics. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue.

One priority is the development of a quality, high-tech professional development system provided online so teachers can access the resources and tools to improve teaching and learning. TEA first realized this priority with the introduction of Project Share, an online platform for collaboration and professional development. By the beginning of the 2010-2011 school year, all Texas teachers had the opportunity to enroll in Project Share. TEA uploaded several online courses and developed an extensive inventory of professional development that was deployed in Project Share. As described earlier, required professional development for teachers who teach any of the nine CTE courses that meet mathematics or science graduation requirements was deployed through Project Share. [The Project Share system has now transitioned into the Texas Gateway](#) professional development system found at [www.texasgateway.org](http://www.texasgateway.org).

Professional development activities include, but are not limited to, topics in academic and technical knowledge and skills; labor market and career information; integration of rigorous academic and technical curricula; developing and delivering online courses; effective strategies for teaching and learning; methods of teaching to diverse student backgrounds and needs; effective use of research in instruction; and the use of technology, multimedia, and telecommunications in instruction.

Each postsecondary institution utilizes a portion of its allocation to support the professional development of faculty, counselors, and administrators related to rigorous academic and CTE standards, industry standards, applied learning strategies, and improvement of access/success of special populations, including nontraditional occupations.

A Leadership project entitled “CTE eCourse for High School Guidance Counselors and Community College Personnel,” provides a modular-based CTE professional development course to familiarize secondary guidance counselors and post-secondary academic counselors with techniques in career guidance, academic counseling, and CTE pathways that lead to high skill, high-wage, and high-demand occupations. The modules continue to be useful for new Perkins directors and CTE faculty and advisors.

4. *Describe efforts that your agency and eligible recipients will make to improve—*
  - (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
  - (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*

Improving the quality of teachers is a national and state priority. The State Board for Educator Certification



Historically, Texas public universities have accepted technical degreed students into Bachelor of Applied Arts and Sciences (BAAS) or Bachelor of Applied Technology (BAT) programs with a minimal loss of credit, depending on the policies of the university. Recently, Texas universities have begun accepting the complete applied associate's degree into BA and BS programs either as a BA or BS in Interdisciplinary Studies or into traditional BA or BS programs. Aligning Associate of Applied Science (AAS) degree programs has enabled the universities to award college credit without any loss of course credits to the student. The model programs of study project that was funded for the 2008-2009 program year included additional program models and articulated pathways to the baccalaureate degree. Past Perkins state leadership funds have been used to provide technical assistance to universities for the development of BAAS and BAT programs to facilitate the transition of students from the



All Texas students, including students in CTE programs, must pursue a rigorous program of study to graduate from high school. Prior to 2014-2015, the SBOE had established three high school graduation programs: the Minimum High School Program; the Recommended High School Program, and the Distinguished Achievement Program. TEC §28.025(b) required all students to graduate under the Recommended High School Program or Distinguished Achievement Program unless the student, the student's parents and a school counselor or school administrator agree, in writing signed by each party, that the student should be allowed to graduate under the Minimum High School Program. Further, the student must have been at least 16 years of age, must have completed two credits required for graduation in each subject of the foundation curriculum, or failed to be promoted to grade 10 one or more times as determined by the school district. In addition, TEC §28.002 (a)(2)(F), authorized the

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- they may add performance acknowledgments by meeting specific benchmarks and/or by

CTE programs in all Texas local education agencies (LEA). CTE programs will be analyzed by LEA and the analysis findings should explain:

- A. Alignment of CTE programs with regional and local workforce needs (e.g., in-demand job opportunities),
- B. Outcomes of CTE programs (e.g., course completion, postsecondary enrollment, industry-based credentials earned),
- C. CTE-student preparation for postsecondary opportunities (e.g., college readiness, dual credit completion).

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges (SACS), all associate of applied sciences degrees must contain a minimum of 15 semester credit hours of general education, academic transfer-level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to specific degree programs. Technical job skills are identified by local advisory committees and, where appropriate, by third party accrediting agencies. The rate at which program completers pass credentialing examinations is one measure of accountability for the colleges. All postsecondary CTE programs are required to identify a capstone course and most utilize an external learning experience, such as clinical, internship, practicum, or cooperative experience to provide students with a strong experience and understanding of all aspects of an industry.

Texas's two-year colleges partner with secondary schools through P-16 programs to increase the rigor of high school programs and increase the academic level of students entering postsecondary programs. College equivalent courses including dual credit, workforce dual credit, advanced placement, and courses taken at CTE Early College High Schools enable students to have courses added to a college transcript prior to high school graduation. State data shows that students who participate in these programs complete high school and matriculate into college in greater numbers than high school students in other programs.

*(b) Provide students with **strong experience** in, and understanding of, **all aspects of an industry**; and*

All programs of study provide students with strong experience in and understanding of all aspects of an industry. The vertical alignment of CTE programs ensures that all CTE programs include rigorous academic and technical content, coherent sequences of courses, opportunities for industry certification and licensure, and work-based learning experiences. Active participation by business and industry partners during the vertical alignment process provides the relevance of content to industry standards. Eligible grant recipients are required to describe how their CTE programs provide students with strong experience in all aspects of an industry.

Texas strives to provide effective training and education opportunities for students in secondary career and technical education. Students participating in work-based learning have an opportunity to gain general employability skills and training. Opportunities such as on-the-job training, internships, or job shadowing are considered capstone experiences in a student's program of study.

In Texas, public school districts are responsible for ensuring that each teacher assigned to use the work-based learning method of instruction has completed appropriate training in state and federal labor/child labor laws requirements and safety. To further assist districts with consistency in training, the Texas Education Agency (TEA) contracted for the development of online training modules to help teachers who will be coordinating student work-based learning experiences for the first time. This work-based learning training covers all the best practices information needed to implement a high-quality work-based learning program at Texas high schools. To further opportunities for students to experience the work-based learning method of instruction, the TEA will hire a state-level work-based learning coordinator. This focus is to work more directly with LEAs and employers to provide CTE students with authentic, real-world experiences linked to a career interest of their choice.

It is the expectation of the TEA and the State Board for Educator Certification that work-based learning instructors will continue to enhance their knowledge and skills by participating in additional professional development opportunities after completing this online training.

For 2018-2019, the TEA is expanding work-based learning (WBL) learning in Texas to allow students to collaborate with industry to explore careers of interest while gaining valuable employability skills. Through their work with employers, students will apply classroom theory, explore careers options, and pursue personal and professional goals. To support local districts in revitalizing and scaling work-based learning, TEA will lead the development of a WBL framework for Texas that provides guidance, resources, and ultimately training for K-12 and industry partner to provide increased opportunities (including internships and pre-apprenticeships) to students. These WBL opportunities should overlap with the externship opportunities available to educators.

*(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]*

Prior to 2014-2015, TEC §28.025(b) required all students, including students served in CTE programs, to choose between two rigorous graduation programs: the Recommended High School Program or the Distinguished Achievement Program. A third program, the Minimum High School Program, provides the minimum requirements for admission to most postsecondary institutions. As described in section 7. (a), the 83rd Texas Legislature passed HB 5, establishing the Foundation High School Program, which was available for all high school students beginning in 2014-2015 and required for all students entering ninth grade beginning with the 2014-2015 school year.

Additionally, all CTE courses have state-adopted standards (TEKS) that reinforce and enhance the rigorous academic standards measured on the statewide assessment. A Texas Workforce Commission analysis of the CTE TEKS resulted in categorizing approximately 50% of the knowledge and skills statements as technical and 50% academic.

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide assessments to graduate from high school. As Texas implemented the accountability system required under No Child Left Behind, CTE programs integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies.

Texas has phased out the Texas Assessment of Knowledge and Skills (TAKS) tests and implemented the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) assessments. Students who entered grade 9 in the 2011-2012 school year were the first cohort of secondary students who took the STAAR EOCs instead of the TAKS.

For secondary students, 12 end-of-course assessments were scheduled to replace the TAKS. The plan was to include assessments in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. House Bill 5 reduced from 12 to 5 the number of EOCs students must complete to graduate. The five remaining STAAR EOCs are English I, English II, Algebra I, U.S. History, and Biology.

Since Texas reports accountability data on a one-year lag, this change affected Texas 1S1 and 1S2 reporting beginning with the 2016 Perkins consolidated annual report (CAR).

These graduation and assessment requirements apply to all secondary students (CTE and non-CTE students).



ESC CTE specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies. In 2015-2016, TEA began a comprehensive training program for experienced and new ESC CTE specialists to ensure that the most up-to-date information on CTE laws, rules, and program guidelines are relayed to LEAs.

The ESC CTE specialists have partnered with TEA as the primary source for teachers seeking professional development in the implementation of the CTE TEKS. The ESC CTE specialists have provided extensive professional development

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9. *Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*

The CTE TEKS revision process in 2007 culminated with implementation during the 2010-2011 school year. The process used research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. The SBOE began another revision of CTE TEKS in 2013 to be implemented in 2017-2018, using a similar process once again. TEA encourages school districts to use area occupational projections and labor market information from the Texas Workforce Commission (TWC) when evaluating the relevance of their course offerings. In 2013, the 83rd Texas Legislature passed a bill requiring the provision of occupational and labor market information to help districts with planning and determining which programs of study to offer students. Information about current and projected job opportunities and wages helps inform students' decisions about which program to enter. The Texas Education Agency (TEA) and the TWC provide districts with information to use in their local planning and implementation of CTE and training programs. The TWC updates the information at least quarterly and disaggregates the data by county and region. Districts are able to better .Tj- are





secondary and postsecondary detailed work activities projects, and revision of programs of study.

In 2014, the TEA joined with the Texas Higher Education Coordinating Board (THECB) and



responsible for reviewing, monitoring, sanctioning, and intervening in school districts and campuses to ensure excellence in education.

THECB is organized to accomplish its strategic goals as published in the Closing the Gaps by 2015 initiative document, and now the 60 x 30TX goals. Since 2006, the Community and Technical Colleges Department has been named the Academic Quality and Workforce Division.

Attachments F and G are organizational charts for TEA and THECB, respectively. Attachment H provides a list of 2018-2019 eligible recipients and allocations for secondary education. Attachment I provides a list of the eligible recipients and allocations for postsecondary education.

3. *Provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

The community, state, and technical colleges will continue to participate in the one-stop centers under existing memoranda of understanding (MOU) with the local workforce development boards. The TWIC advises the SBOE on CTE issues in its capacity as the state advisory council. The TEA, THECB, and TWC are represented with membership on TWIC and have provided input on the development of TWIC goals, performance measures, and the strategic plan.

### **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

#### **A. Statutory Requirements**

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*

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(F) individuals with limited English proficiency.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal

- providing Perkins funds for child care, transportation, and textbook loan programs

Eligible recipients at the local level ensure that strategies and services for special populations in CTE programs are appropriate and prepare special population students for high-skill, high-wage, or high-demand occupations. Additional strategies include

- career exploration activities and resources that are free of gender bias;
- comprehensive career development for academic counseling and career guidance;
- equitable access to quality work-based learning opportunities; and
- information on nontraditional training in high-skill, high-wage, or high-demand fields.

Each postsecondary institution must describe in the local application how it will meet the needs of special populations. In addition, Perkins State Leadership funds at the postsecondary level are distributed for statewide projects through a Request for Application (RFA) process and are used to develop innovative ways of closing the achievement gaps of special population students and bring the performance of special populations to the level of performance of the rest of the CTE students. The participation, retention, and graduation achievement rates of special population and nontraditional students are being monitored through research-based programs in mentoring, career guidance, tutoring, and contextual learning programs.

*(b) Will not be discriminated against on the basis of their status as members of special populations; and*

As a recipient of federal financial assistance, districts and charter schools are required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, and disability. School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the general public. Nondiscrimination statements are required in all district publications.

TEA monitors the exclusion of special population students from CTE programs or a disproportionately high number of special population students in CTE programs, as well as the performance of special population students in CTE programs. Risk factors in these areas may trigger a monitoring visit.



*further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]*

All Texas students, regardless of demographic group or special population, have access to rigorous CTE programs that prepare them for further learning and for careers in high-skill, high-wage, or high-

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the development of special curricula and effective teaching strategies for students from special populations.

2. *Describe how you will adequately address the needs of students in **alternative education programs**, if you have such programs. [Sec. 122(c)(14)]*

Texas school districts are not required to offer alternative education programs, except in the case of students who have been removed from school for inappropriate conduct. State law requires districts to establish alternative education programs for students who have been removed from regular classrooms for inappropriate conduct. TEC §37.008(a)(4) requires alternative education programs to focus on English language arts, mathematics, science, history, and self-discipline. For districts operating state-mandated alternative education programs that choose to provide CTE programs, districts may use Perkins funding to support students who receive instruction in CTE areas.

3. *Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]*

TEA provides Perkins funds to the ESCs for promoting programs that are nontraditional for gender. Perkins statewide performance level data for core indicators 6S1 and 6S2 indicate that LEAs could benefit from training on nontraditional participation and completion. The TEA provided intensive training for ESC CTE specialists using the train-the-trainer model for 2015-2016. The focus of the nontraditional professional development was intended to help LEAs examine the power of micromessages on student achievement and career choice. The desired outcome is for Texas teachers to identify and plan the implementation of strategies to increase the participation, persistence, and completion of students in CTE programs and courses that lead to nontraditional careers. ESC CTE specialists use the Explore Nontraditional Toolkit to facilitate conversations with educators that they support in their region. TEA also provides school districts with data demonstrating how the local school district's nontraditional course enrollments and completions compare with the state levels of nontraditional student course enrollments and completions. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. In 2017-2018 in response to the Texas Consolidated Annual Report Improvement Plan for nontraditional participation and completion, the ESC CTE specialists will again be trained to provide professional development in these areas primarily focusing on STEM careers.

At the postsecondary level, data are used to examine the number of special populations served as well as gender information on specific programs. Annual data profile figures provide colleges not only with local data but also with statewide comparison data. Approximately 30% of basic Perkins funds are allocated directly to special population programs that also support and encourage students to enter and complete nontraditional

programs. Additionally, local applications are required to focus funds on high-skill, high-wage, and high-demand occupations. The state's community, state, and technical colleges produce and distribute a variety of media and materials encouraging participation in nontraditional programs. A Perkins-funded state leadership grant developed and implemented a state marketing campaign for CTE programs, TEXASgenuine. The grantee has developed short videos for marketing CTE programs. At least 50% of the videos spotlight non-traditional CTE students (<http://www.texasgenuine.org/>).

4. *Describe how funds will be used to serve individuals in **State correctional institutions**. [Sec. 122(c)(19)]*

One percent of Texas's Perkins grant is provided for CTE programs at the Texas Juvenile Justice Department and the Texas Department of Criminal Justice. The grantee will use the funds to develop and implement a state marketing campaign for CTE programs, TEXASgenuine. The grantee has developed short videos for marketing CTE programs. At least 50% of the videos spotlight non-traditional CTE students (<http://www.texasgenuine.org/>).

#### IV. ACCOUNTABILITY AND EVALUATION

##### A. Statutory Requirements

1. *Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Following the reauthorization of the Perkins Act in August 2006, both TEA and THECB met with stakeholders from secondary and postsecondary institutions to discuss measurement definitions and approaches for the core indicators of performance for CTE students. Presentations were made at CTE conferences with time allowed for input from participants. The transition plan was posted on the TEA website, so all secondary and postsecondary eligible recipients could provide input into the development of the State Plan.

Collaborative technical assistance workshops were held throughout the state during the summer of 2007 where both the State Director of CTE and THECB Director of Grants and Development received input from eligible recipients. Opportunities were also provided for written comments, including through electronic mail. The accountability performance measure requirements were implemented as a component of the transition plan, with the understanding that these could be revised based on input from eligible recipients during the transition year.

TEA and THECB sought input during the development of the State Plan. Public hearings were held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October 2007. The draft State Plan was posted on the TEA website, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

2. *Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State*





**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry recognized standards, if available and appropriate, during the reporting year.

**Denominator:** Number of CTE concentrators who took the assessments during the reporting year.

**3S1: SECONDARY SCHOOL DIPLOMA EARNERS** (2015-16) (2016-17) (2017-18) (2018-19) (2019-20) (2020-21) (2021-22) (2022-23) (2023-24) (2024-25) (2025-26) (2026-27) (2027-28) (2028-29) (2029-30) (2030-31) (2031-32) (2032-33) (2033-34) (2034-35) (2035-36) (2036-37) (2037-38) (2038-39) (2039-40) (2040-41) (2041-42) (2042-43) (2043-44) (2044-45) (2045-46) (2046-47) (2047-48) (2048-49) (2049-50) (2050-51) (2051-52) (2052-53) (2053-54) (2054-55) (2055-56) (2056-57) (2057-58) (2058-59) (2059-60) (2060-61) (2061-62) (2062-63) (2063-64) (2064-65) (2065-66) (2066-67) (2067-68) (2068-69) (2069-70) (2070-71) (2071-72) (2072-73) (2073-74) (2074-75) (2075-76) (2076-77) (2077-78) (2078-79) (2079-80) (2080-81) (2081-82) (2082-83) (2083-84) (2084-85) (2085-86) (2086-87) (2087-88) (2088-89) (2089-90) (2090-91) (2091-92) (2092-93) (2093-94) (2094-95) (2095-96) (2096-97) (2097-98) (2098-99) (2099-100) (2100-101) (2101-102) (2102-103) (2103-104) (2104-105) (2105-106) (2106-107) (2107-108) (2108-109) 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**POSTSECONDARY LEVEL:****1P1: TECHNICAL SKILL ATTAINMENT**

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

**2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA**

**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

**3P1: STUDENT RETENTION OR TRANSFER**

**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

**Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

**4P1: STUDENT PLACEMENT**

**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the

**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Texas has comprehensive student-level data collection systems at both the secondary and postsecondary levels. The TEA manages the Public Education Information Management System (PEIMS) for secondary schools. In 2014-2015, the TEA transitioned to the Texas Student Data System (TSDS), a suite of applications that will improve education data collection in the state of Texas, and equip educators with timely, actionable, and historical student data. ESC PEIMS coordinators receive training regularly to address updates and changes in the system. After submission, the data go through a series of edits to ensure the highest level of accuracy. Data elements are continuously refined to ensure that data the school districts report are valid, accurate, and reliable. The state PBMAS accountability system added a data quality measure to review the PEIMS data districts provide to identify any issues related to data quality or data integrity.



for the grade level tested, the test at the eleventh grade was more challenging than the test at the tenth grade.

The mathematics assessments at grades ten and eleven were somewhat different in that high school geometry was not included until the exit level assessment because there is not a required sequence for taking high school mathematics courses. The eleventh-grade exit level mathematics TAKS was therefore more rigorous and challenging for students.

The Texas Legislature determined that high school assessments required for graduation would transition from TAKS to STAAR end-of-course (EOC) exams in the core academic areas. This transition took several years, and was not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV, since reauthorization of the Carl D. Perkins Act continues to be delayed. Seniors who graduated in 2013-2014 school year were the last graduating class to take the exit level TAKS. Since Texas reports performance data on a one-year lag, Texas reported exit-level TAKS scores for 1S1 and 1S2 for the last time in the 2014-2015 reporting year. For the class of 2014-2015, Texas used STAAR exit exams to report these core indicators, if the high school graduation plan required it.

To report 2S1, technical skill attainment, TEA uses valid, reliable industry-recognized credentials, licensures and certifications data as reported by eligible recipients. Texas reported the total number of licensures and certifications CTE students earned as an additional measure for Perkins III. The state began collecting 2006-2007 data using the Perkins IV performance measure definition for technical skill attainment, so the 2008-2009 Perkins consolidated annual report (CAR) was the first opportunity for Texas to accurately report 2S1 data. Although all programs of study do not have valid, reliable industry certifications and licensures, the goal was to evaluate programs during the CTE vertical alignment process and identify or develop additional assessments so that by 2013, all secondary CTE concentrators have a means to validate technical skill attainment. However, Texas was not able to accomplish the vertical alignment project as early as planned. During the 2012-2013 and 2013-2014 school years, the vertical alignment process was still in the validation stage. With the implementation of HB 3485, the validation process of certifications and licensures in CTE programs of study will continue.

The 3S1, secondary school completion, measure (graduation or Texas Certificate of High School Equivalency) did not change for Perkins IV. The methodology only differs from 4S1 by the inclusion of CTE concentrators earning a Texas Certificate of High School Equivalency.

For 4S1, Texas will use the state's computation of graduation rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act (ESEA) as the method for

calculating the graduation rate for CTE concentrators. Beginning in 2005-2006, Texas put in place the National Center for Education Statistics (NCES) definition for dropout, which has an impact on the state's computation of graduation rate.

THECB provides secondary concentrator placement data for 5S1. THECB matches postsecondary enrollment data with unemployment insurance wage records from TWC. By agreement, THECB is permitted to submit secondary placement data to the Federal Employment Data Exchange System (FEDES) so THECB can access federal employment data, including military data, for the reporting of student placement.

The methodology for calculating 6S1 and 6S2 has not changed for Perkins IV. TEA developed a new list of CTE courses that are nontraditional for males and females based on the 2006 CIP (classification of instructional program) crosswalk from the Bureau of Labor Statistics, and updated that list when the SBOE adopted new CTE curriculum standards in 2010. The current lists are posted on the TEA website. With the 2015 adoption of new CTE courses, the list of nontraditional courses has been updated.

THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which are certified by the reporting institution prior to aggregation and analysis. THECB requires state institutional effectiveness indicators as well as the federal and state performance indicators. Onsite monitoring visits and desk reviews conducted by THECB staff ensure compliance with all federal and state requirements.

Texas colleges began collecting data on the core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions have redesigned their data collection methods to accommodate the new federal requirements.

The THECB currently collects data for all programs that may result in licensure or certification upon completion. Through collaboration with other state workforce organizations and industry boards, a statewide system was developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The Coordinating Board Management (CBM) reporting system provides data for certificates, degrees, retention transfer, nontraditional participation/completion, and participation/success of all special population groups. This data reporting system will be used for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-up System will provide the data for 4P1 along with the supplemental follow-up data that postsecondary institutions provide

on the CBM116 report. The THECB uses licensure pass rates for those programs with established certification and/or licensure for 1P1.

The Texas Skills Standards Board (TSSB) was an advisory body of the governor, charged with the development of a statewide system of skill standards for subbaccalaureate occupations with strong employment and earning opportunities. The TSSB collaborated with THECB to collect data on Technical Skill Attainment and Credential, Certificate or Diploma performance indicators. A leadership grant awarded to Del Mar College, the Skills Standards Based Curriculum Development and Assessments, promoted the role, awareness, adoption and assessment of skill standards among Texas community and technical colleges. The TSSB published a list of recognized skill standards on their web site at [www.tssb.org](http://www.tssb.org). Colleges that integrate TSSB-recognized skill standards into their curriculum may have their program recognized by the TSSB. As part of TSSB Program Recognition, colleges must develop assessments that measure students' attainment of the skill standards content. Such assessments, which are aligned with (l)-2h(ndi)-2 ((t)-2 ( de)4 s)-1 y Tc 00.33 015.11[(r)3 (e)4 (c)4 (ogni)-2e

The eleventh grade TAKS was developed according to the same quality standards as the tenth grade TAKS used for reporting Annual Yearly Progress. Because most CTE concentrators are enrolled in CTE courses primarily in the eleventh and twelfth grades, the exit level TAKS was an appropriate indicator of academic attainment of concentrators and CTE program effectiveness. Under the STAAR EOC exam assessments, the end of course assessments measure academic attainment for Algebra I, English I and II, Biology, and U.S. History.

The THECB has combined the core indicators of performance with the institutional effectiveness measures to eliminate duplication of effort in collecting information from the postsecondary institutions.

5. *On the forms provided in Part C of this guide, the state must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]*

Performance level baseline data and targets were provided as required for the state plan (See Texas FAUPL).

6. *Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section*

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address student performance, program effectiveness, systemic issues, and data quality concerns related to substantial, continuing, or imminent risk(s) identified across programs, as described above. The integrated intervention process relies on data analysis, needs assessment, and improvement planning to improve outcomes for students served in CTE and other programs; however, TEA continues CTE program-specific monitoring and intervention activities when programs are newly identified for interventions or are identified only for low performance in the CTE program.

The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Institutions that do not meet 90% of the state's performance targets must develop a Performance Improvement Plan (PIP) and gain approval from the THECB Perkins staff before its application for the use of Perkins funds can be approved. Postsecondary institutions are evaluated through desk reviews, data analysis, bi-annual reports, evaluation/performance measures, and on-site monitoring visits. CTE programs that do not achieve performance targets can propose improvement plans before sanctions are imposed.

7. *Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

TEA developed criteria for performance measure negotiations, as well as an appeals process. During the time the eGrant application is open, districts may request assistance in understanding their performance data. No adjustments can be made after the eGrant closes unless unanticipated circumstances arise, such as a disaster that could adversely affect a district's ability to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and TEA may approve a request for renegotiation based on the district request.

A self-evaluation is part of the online application system for eligible postsecondary recipients. The THECB populates the data in the self-evaluation to allow colleges to track their performance against the targeted levels. THECB has developed a process to allow institutions to present unusual circumstances and amend their local adjusted levels of performance based on those circumstances.

8. *Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible*



For the state's community, state, and technical college programs, achievement of the core indicators of performance is determined based on data collected from the institutions. This data collection system uses the THECB CBM reports and data from the Texas Success Initiative, the Annual Self-Evaluation, and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community, state, and technical college students. The results are reported to the USDE each year, or as required by federal law, through the CAR. State measures and standards are collected at the postsecondary level as part of the state's accountability process to make data reporting more complete, reliable, and accurate. The community, state, and technical colleges are accountable for performance on these measures in their annual plans. The THECB has developed reliable methods of collecting data that are used consistently across the state, such as awarding of certificates or industry credentials embedded in the technical programs.

9. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The required elements for local Perkins plans are integrated into the Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA Grants Administration Division staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide final approval (pr)3 (0 Tw 7.94 0 Td(, )Tj-0.004 Tc )TJ-20.04 Tc 0.[(c)4 thearo]TJ-20co m( )Tjem





**V. TECH PREP PROGRAMS**

**A. Statutory Requirements**

1. *Describe the competitive basis or formula the state will use to award grants to Tech Prep consortia*

*(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;*

**A. Statutory Requirements**

1. *Describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

each spring after analyzing charter school enrollments and adjusting census data by deleting students who have elected to attend charter schools. TEA determines allocations based on the following formula: 100% of the grant is awarded based on the number of individuals age 5-17 residing in the district (30%) and the number of individuals age 5-17 in poverty (70%). Beginning in 2017-2018, the reserve funds were distributed through a competitive grant process. Perkins Reserve grantees are eligible to continue their grants for up to three years.

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]*

As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution shall be allocated an amount based on the number of CTE students who are Federal Pell Grant recipients.

4. *Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

Districts that are eligible for a federal Perkins allocation of less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts with a total combined consortium allocation of \$15,000 or greater. The consortium determines a fiscal agent, usually an ESC or a district that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in the formula grant application. TEA only approves the grant application after the allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon.

Because of SBOE action (formal objection by THECB) that changed the Title I funding split from 60% secondary/40% postsecondary to 70% secondary/30% postsecondary beginning with the 2008-2009 program year, the state's postsecondary institutions have experienced a loss of more than \$9 million annually. For the 2012-2013 program year, one community college fell below the \$50,000 threshold. Consequently, a portion of the Basic Reserve was used to restore funding to the minimum required threshold for that rural institution. The





- Includes all technical majors and workforce continuing education
- Full time equivalent (FTE) students are calculated for each eligible institution; this constitutes each institution's





Secondary reserve funds will be awarded to secondary eligible recipients through a competitive grant process. Eligible postsecondary recipients are requested to submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities.

6. *Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.*

NA

### **C. Procedural Suggestions and Planning Reminders**

- ✓ *Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, 004 Tw stnth gr sen rntn(n r)/LBody2 (i)- ( i)-2( and anot)-2 ( be)4w(nt)-y TJT\$FhECved undetude the Actay not beeby to tal*

- ✓ *The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).*
  
- ✓ *Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).*