

Texas Consolidated Annual

Texas Consolidated Annual Report for Fiscal Year 2008-2009 Carl D. Perkins Act of 2006

State Administration

A. Sole State Agency and Governance Structure

The State Board of Education (SBOE) and the Texas Education Agency (TEA) are the eligible recipients of the Perkins funds for Texas. TEA provides leadership for secondary career and technical education (CTE) programs, and the Texas Higher Education Coordinating Board (THECB) provides leadership for postsecondary and tech prep programs. In 2008-2009, Texas was allocated \$93,446,248 in Perkins basic grant and \$8,391,455 in tech prep funds for a total of \$101,837,700 for required, permissive, and core indicator activities. Attachment A is the TEA organizational c

development in an interactive online environment. The platform offers online resources, online course content, online collaboration, academic networking, and professional learning communities. This initiative is called Project Share. More information about Project Share is available in the press release at <http://ritter.tea.state.tx.us/taa/comm111309.html>. A demonstration of the platform's capabilities is available at <http://tea.epsilen.com/Public/Home.aspx>.

Postsecondary state leadership projects were designed and funded to expand the use of technology in technical education, e.g., ADN Camp Success-Online Featuring Critical Thinking Skills Building, Podcast Training for CTE Online, and STARLINK. The Camp Success-Online project developed technology and simulation lab centers for the purpose of helping nursing students develop clinical competencies and improve their critical thinking skills. The Podcast project provided training and ongoing technical assistance to community college faculty regarding the use of the most recent Internet technology for enhancing online instruction. The STARLINK project maximized the use of telecommunications systems for providing professional development and information to higher education, state agencies, and other public entities. Perkins basic grant funding was utilized to upgrade and expand the use of technology on college campuses by purchasing equipment, providing training, and developing curricula.

Professional development programs

At the secondary level in 2008-2009, TEA provided \$150,000 in Perkins funds for the continuation of two professional development activities that were new in 2007-2008 and that proved to be very successful. In the fall of 2008, Texas conducted the second statewide recruitment and retention conference for new secondary CTE teachers. To support leadership development and continuous program improvement, Texas also held the second year-long CTE leadership academy for administrators and counselors.

Each participating ESC received \$10,000 in Perkins funds to provide professional development activities for local school district and charter school personnel. ESC 13 received an additional \$225,000 in Perkins funds for technical support and statewide professional development for the High Schools That Work initiative. The University of Texas at Tyler received \$250,000 in Perkins funds to support professional development for districts implementing Project Lead the Way pre-engineering programs. Leadership funds were [(pr)-6(e)]TJ 0 an 13 received

Support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE

The Texas Essential Knowledge and Skills (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code §28.002 requires that districts teach the TEKS in every course a school district offers. During 2007-2009, SBOE-appointed teams reviewed the TEKS for CTE courses. In July 2009, the SBOE adopted new TEKS for all secondary CTE courses. The new courses increase relevancy and both academic and technical rigor, and incorporate the Texas College and Career Readiness Standards (CCRS) into each new course. Additionally, the teacher professional development to implement the new TEKS in the 2010-2011 school year includes specific modules for college and career readiness standards and the integration of academics and CTE. TEA has provided high quality curriculum resources and training materials for extensive

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Coalition (TBEC), secondary teachers, and two and four-year college faculty. The programs of study facilitate cluster design and management to assure that students develop the rigorous academic and career and technical knowledge and skills essential for college and career success. Texas has moved from traditional CTE programs to the 16 national career clusters as the basis for organizing

Support for programs for special populations that lead to high skill, high wage, or high demand occupations

In 2008-2009, TEA provided \$150,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University. The 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 school districts, charter schools, and parents. In 2008-2009, the Center increased the number of resource holdings, webcasts, and professional development training modules that are available to stakeholders by DVD or streaming video. Other resource materials such as books, videos, journals, and magazines are also available at the Center for assessment, career and technical education, exceptionality and diversity, instructional strategies, policy, programming, and research. More information is available at <http://ctsp.tamu.edu>.

At the postsecondary level, 29.31 percent of the basic grant was utilized for activities for special populations. Examples of funded leadership projects include: Texas Network for Teaching Excellence in

college and career (more information is available at <http://www.texascaresonline.com/>), and \$200,000 was budgeted to develop online Career Orientation training for teachers and students.

For the 57 public two-year colleges, 9.7 percent of Perkins 2008-2009 funds supported guidance and counseling programs. For example, secondary Perkins leadership funds were used to continue the support of the Texas Counselors' Network, which brings together over 8,000 public secondary school, community, workforce, and postsecondary counselors for professional development in career counseling, development of seamless technical educational systems, and incorporation of technical education programs of study into life-long learning. In 2008-2009, Texas colleges utilized basic grant funds to support local One-Stop Shops to help provide social services and career placement services to students.

Support for CTE programs that offer experience in all aspects of an industry, including work based learning

Secondary students have the opportunity to participate in relevant classroom instruction with career training in areas of personal interest, and to prepare for postsecondary education and training or employment in their chosen field. Newly adopted TEKS provide multiple opportunities within each cluster for students to participate in work based learning, including workplace simulation, external learning experiences, and independent study.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a work based learning experience such as an internship, a cooperative education experience, a major project, or a clinical experience. Additionally, Perkins-supported CTE programs involve many education/business partnerships in some or all of the following ways: 1) employer sponsorship (including fees, tuition, books, uniforms, equipment, and tools); 2) employer adjustment of work schedules to allow time for attending classes; 3) employer paying for time to attend class or provide pay raises or promotions for course or degree completion; and 4) employer sponsored career exploration for eligible students. For example, several employers fund their employees' education to the baccalaureate level if the employee has completed an associate of applied science (AAS) degree and has been determined to be a good candidate for promotion. Programs are also offered to update and re-skill employees in the workforce.

Support for career and technical student organizations

Texas recognizes the

Support for partnerships between education and business

districts

Secondary CTE programs collaborate with local business and industry partners to provide quality CTE programs. Most districts use a local ad.005 Tw -0rp. Mø

6. The program is consistent with all the requirements from the Commission on Colleges of the Southern Association of Colleges and Schools.
7. The program is consistent with all requirements of relevant accrediting, approval, and credentialing authorities if applicable.
8. An advisory committee composed of representatives from business and industry has been directly involved in the creation of this program.
9. Adequate funding is available to cover all program costs for the first five years.
10. The institution has an improvement plan in place for all workforce education programs that do not currently meet Board standards for both graduation and placement.
11. Written notice of this application has been sent to the appropriate Higher Education Regional council(s).
12. Skill standards recognized by the Texas Skill Standards Board, if they exist for this discipline, have been reviewed and considered for inclusion in the curriculum for the program. The Texas Skills Standards Board is committed to expanding the number of new and existing programs that recognize and accept the inclusion of skills standards into the curriculum.

III. Implementation of State Program Improvement Plans

Section 123 (a)(1) of Perkins IV requires development and implementation of Bar 7-0.032 To (002) To 730 (c)

V. TechPrepG A information



VII. Accountability

A. Core Indicators

Americans and Hispanics, performed below the state average and also below the negotiated performance target. All special population groups, with the exception of the economically disadvantaged and the displaced homemakers, performed below the target.

3P1 Student Retention or Transfer: The performance target was 64 percent. The state's performance was 64.45 percent. White, Asian, females, Tech Prep, nontraditional, and economically disadvantaged students all performed above the negotiated performance target. Although some groups performed below the state's performance target, collectively, all groups met the 90 percent level of adjustment.

4P1 Student Placement: The performance target was 78 percent. The state's performance was 77.32 percent and was within the 90 percent level of adjustment. Males, Hispanics, and single parents were the only groups that performed at a level that exceeded the negotiated target. Although individuals with disabilities and displaced homemakers did not meet the 90 percent level of adjustment, the state's overall performance fell within the adjustment range. Of the students placed after completion, 98 percent were placed in employment and 2 percent entered in the military.

5P1 Nontraditional Participation: The performance target was 22.52 percent. The state's performance was 23.09 percent. All of the groups performed above the target with the exception of males, Whites, and displaced homemakers. The highest performing ethnic group was Asian followed by African Americans. The limited English proficient group was the highest performer in the special population category.

5P2 Nontraditional Completion: The performance target was 17.20 percent. The state's performance was 17.02 percent and was within the 90 percent level of adjustment. Three ethnic groups, Asian, African American, and Hispanic exceeded the performance target. (b) (5) - A

1STP5 Enrolled in remedial mathematics, writing, or reading courses: More than thirty-eight percent (38.52%) of Tech Prep students who were enrolled in higher education were enrolled in one or more developmental education courses in mathematics, reading, and/or writing.

Postsecondary Measures

1PTP1 Employment in related field after graduation: Almost eighty-five percent (84.79%) of postsecondary Tech Prep graduates were employed in the fourth quarter of the calendar year following their graduation.

1PTP2 Complete a state or industry -recognized certificate and licensure: Texas reported grade point average (GPA) as a proxy measure. Beginning in December 2010, licensure data will be reported for this measure. Approximately two-thirds (63.53%) of Tech Prep students earned a GPA of 2.0 or higher.

1PTP3 On-time completion of a 2 -year degree or certificate: More than twelve percent (12.42%) of Tech Prep students earned an associate degree or certificate within three years.

1PTP4 On-time completion of a baccalaureate degree program: More than three and one-half percent (3.60%) of Tech Prep students earned a baccalaureate degree within six years.

State's Performance Results for Special Populations and Program Improvement Strategies

Major Challenges for Special Populations that Did Not Reach Performance Level

Limited English proficient students, individuals with disabilities, economically disadvantaged students, and single parents generally exhibited below-average performance. These special population groups must overcome many challenges in order to be successful. Because the challenges are too numerous and complicated to address fully in this report, the report includes only a few examples.

For instance, limited English proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the performance based monitoring system have significant challenges with the performance of CTE limited English proficient and special education students. While most secondary schools and community colleges are spending a large portion of their Perkins basic g

B. Definitions

The definitions used for the Texas Perkins core indicators are in Attachment J.

C. Measurement Approaches

TEA negotiated with OVAE the secondary definitions and parameters for core indicators under the 2006 Perkins Act. The secondary enrollment and performance measure data for 2007-2008 does not include displaced homemakers; however, TEA began collecting these data during 2008-2009. The data for 4P1 do not include demographic performance for students in an apprenticeship program.

In 2008-2009, TEA staff presented information at conferences and workshops regarding the state plan, core indicators, and state and federal accountability systems. The CTE staff is working closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators.

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. Electronic delivery of postsecondary information, technical assistance, and data, along with web enhancement of the annual application and RFA for Perkins leadership grants, reinforce the core indicators and the need for accountability. The RFAs can be accessed on the Internet at <http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>. During the 2008-2009 program year, regional career technical education meetings were convened for the purpose of providing additional technical assistance statewide. THECB staff conducted the regional meetings, and state, community, and technical college administrators, faculty, and staff attended. The purpose of the meetings was to provide technical assistance and allow additional opportunities for colleagues to collaborate, share ideas, and find ways to partner in order to leverage their resources by coordinating their ideas and projects.

State's assessment of the data quality

Most of the data used for the Texas secondary performance measures are drawn from the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is annually updated and refined. Because the performance measures are based on accuracy of PEIMS data, Texas has focused on strategies to improve the quality of data that districts report.

The data used for the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting system, which has been in place since 1973 and is continuously refined and improved. All college and university registrars and research personnel provide feedback into the system, which is considered to be highly effective. All data are certified by the college presidents as being accurate. Texas is confident that the postsecondary data are of the highest quality.

The THECB collects data for all licensure programs and has begun the development of a process to identify the various skill assessments that can be used for technical skill attainment. Through collaboration with other state workforce organizations and business/industry boards, a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many career technical programs have embedded industry-recognized credentials within their certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The CBM reporting system provides data for certificates, degrees, retention, transfer, nontraditional

At the postsecondary level, the Educational Data Center (EDC), the Planning and Accountability Division, the Career Technical Programs Department, and the Academic Program departments in the Academic Affairs and Research Division at THECB work together to provide technical assistance workshops throughout the state to college reporting officials so that the college data will be accurately reported. All data are processed electronically from the colleges directly to the EDC where professional staff members process the data. The Planning and Accountability Division produces the reports in collaboration with the EDC. The reports go through a stringent review and editing process before they are considered complete and the data are certified. These data are of high quality. Any/all changes to the core performance measures can only be implemented if the CBM reporting system is modified as a result of the Texas Legislature's mandate regarding the reduction in college reporting requirements. Texas received an Institute of Education Sciences (IES) grant to develop a statewide longitudinal data system. The THECB, TEA, and TWC will work together to provide student data to monitor student success from kindergarten to employment.

Texas has made some progress with its statewide data collection systems. Specifically, unemployment insurance wage records were obtained via administrative record exchange with the TWC, allowing the collection of outcome information on the success of graduates in the workforce. Data from the Office of Personnel Management, the Department of Defense, the Defense Manpower Data Center, and the United States Post81Ea(H)3(E)2(7 -1(es) Tw 4.(.)JTJ 0 Tc2.6 Tw 2.109 0 Td ()Tj -0.e)JTJ -C

TEA will develop policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement.

TEA will continue to collaborate with the THECB to identify and promote statewide articulated Advanced Technical Credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

THECB will continue to require that colleges review core indicator data and perform a self-evaluation as part of the annual application process for Basic and Tech Prep funds.

THECB will continue to focus on priority topics based on the state's accelerated strategic plan for Perkins implementation in the annual RFA for state leadership funds.

THECB will continue to provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures.

<http://www.thecb.state.tx.us>

Attachments

- Attachment A: TEA organizational chart
- Attachment B: THECB organizational charts
- Attachment C: Perkins Secondary Eligible Recipients, 2008-2009
- Attachment D: TEA Discretionary Projects, 2008-2009
- Attachment E: Perkins Postsecondary Eligible Recipients, 2008-2009
- Attachment F: THECB Discretionary Projects, 2008-2009
- Attachment G: Tech Prep Consortia
- Attachment H: Perkins Secondary Application
- Attachment I: Perkins Postsecondary Application
- Attachment J: Perkins Core Indicator Definitions
- Attachment K: Program Effectiveness Report