Texas Consolidated Annual Report
for
Fiscal Year 2012-2013

under the

Carl D. Perkins Career and Technical Education Improvement Act of 2006

Texas Education Agency
December 2013

The USDE has implemented an interactive portal that requires states to enter text directly into the portal in response to specific questions rather than submitting the complete narrative Following are the PDF versions of the online forms.

Consolidated Annual Report, Program Year 2012 - 2013
Texas

Step 3: Use of Funds: Part A

1.

uses industry recognized certifications that are available to and appropriate for secondary students at the end of a program to measure technical skill attainment. The instrument LEAs use to report performance includes a list of 155 exams, as well as a mechanism for LEAs to recommend additions to the list. TEA CTE staff members periodically review this list for accuracy and currency, and review LEA recommendations for inclusion.

Postsecondary: Texas community and technical colleges use third-party developed assessments,

Consolidated Annual Report, Program Year 2012 - 2013
Texas

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary: Texas Education Agency (TEA) has established a performance based monitoring analysis system (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Local education agencies (LEAs), including both independent school districts and charter schools, receive a comprehensive report of the performance of CTE coherent sequence students. LEAs with low-performing CTE students are then assigned to various stages of intervention, and required to respond accordingly. LEAs with only a few performance deficits are staged at Level 1 intervention, whereas LEAs with more performance deficits are staged at Levels 2, 3, or 4 of intervention. The staging level determines the program improvement activities TEA requires the LEA to perform. The level of program improvement activity increases with the level of intervention; therefore, TEA requires an LEA at Stage 4 to engage in broader and deeper improvement activities than an LEA at Stage 1. Additional information is available at http://www.tea.state.tx.us/index2.aspx?id=3846&menu_id=2147483683 and http://ritter.tea.state.tx.us/pmi/.

Secondary LEAs report most of the data used for the Texas secondary performance measures through the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is updated and refined annually. Because the performance measures depend on the accuracy of PEIMS data, Texas has implemented strategies to improve the quality of data that LEAs report through that system.

TEA provides technical assistance in improving the quality of data at the LEA leyn25 452.12 cm [41.29 f 1 0 0 1 320.15 464.68 cm [

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The data used to calculate

Secondary: To support leadership development and continuous program improvement, in 2012-2013 TEA provided $250,000 in Perkins funds for the fifth statewide recruitment and retention conference for new secondary CTE teachers and the CTE Leadership Academy for new secondary CTE administrators and counselors. Attendance at these conferences continues to grow, and each year the conferences are filled to capacity. Sample topics include curriculum resources,

Secondary: ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided $700,000 in Perkins administrative support funding to ESCs for technical support and professional

Consolidated Annual Report, Program Year 2012 - 2013
Texas

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 (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code §28.002 requires that LEAs teach all the TEKS for each course an LEA offers. During 2009-2010, Texas adopted revised CTE TEKS that increased relevancy and both academic and technical rigor, and incorporated the Texas College and Career Readiness Standards (CCRS) into each course.

The College and Career Initiative grant funds an iterative study to identify and validate the integration of the CCRS in the CTE TEKS. The initial review convened secondary and postsecondary educators along with representatives from business and industry to review the Texas CCRS and identify these standards in the CTE TEKS, and to vertically align secondary and postsecondary programs for the purpose of designing seamless pathways and/or providing recommended articulations. The review and crosswalk of all 16 Career Clusters is complete. The project is in the validation and editing phase for 15 of the Career Clusters; the Education and Training Career Cluster is complete.

Additionally, Texas Workforce Commission (TWC) analyzed the 2009 TEKS and found that approximately 50% of the knowledge and skills statements are academic and 50% are technical. Finally, 17 secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the guide for technical curriculum development (see http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/). CTE faculty throughout the state developed the courses in the WECM, which include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use WECM courses in order to be eligible for state funding. The WECM provides for consistent integration of academic and technical skills and helps

Postsecondary: During 2012-2013, THECB provided $97,846 in Perkins discretionary funds to San Jacinto College to expand the work started in 2008-2009 at Dallas County Community College with

Postsecondary: The WECM leadership grant provides for the updating and maintenance of a database of CTE courses. CTE certificate and Associate of Applied Science degree programs provide the foundation for Bachelor of Applied Technology (BAT) and Bachelor of Applied Arts and Science (BAAS) degree programs. Three community colleges in Texas are eligible to award BAT and BAAS degrees.

6. During the reporting year, did your state use Perkins funds

Secondary: TEA allocated $250,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors and the New Teacher Recruitment and Retention Conference. The New Teacher Conference provides professional development for CTE teachers who have been teaching for two years or less. 2012-2013 was the sixth year TEA has supported this conference; it fills to capacity each year and continues to grow annually.

Postsecondary: A Perkins leadership project provided $82,337 to Navarro College to develop a series of modules called CTE eCourse for High School Guidance Counselors and Community College Personnel. This project provided training modules specifically targeted for both high school and college career guidance counselors regarding all aspects of CTE programs, including advising CTE students with a special emphasis on special populations and veterans, CTE dual credit, and career service centers.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary: TEA provided $150,000 to the TWC, which included $50,000 to support a toll-free career hotline, and $100,000 for career development resources regarding choices for college and career and support of career orientation training for teachers and students; more information is available at http://www.texascaresonline.com/. This contract also included development of a free iPhone application that supports the Texas Reality Check website. This website and application allow users to link budgeting and education with career choices; more information is available at http://www.texasrealitycheck.com/.

Additionally, TEA provided Perkins funds to the TWC to continue validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and detailed daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. When complete, LEAs may use these DWA documents to work with local business and industry to improve programs. A further step in this project is the installment of the DWA Institute at Texas State Technical College, Waco.

Postsecondary: THECB awarded a $148,521 Perkins leadership grant to Texas State Technical College –Waco for Detailed Occupational Skill and Learning Outcome Alignment, Part II. The project provided a Detailed Work Activity (DWA) process to align curriculum and course learning outcomes to DWA common skills that business and industry require for jobs directly related to the field of study. Business and industry employers validate the DWA skill list to perform a gap analysis that links job skills to program learning experiences.

Consolidated Annual Report, Program Year 2012 - 2013
Texas

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Note: In some program areas, Texas students may take either a third-party assessment or a state credentialing exam. In those cases, I chose the predominant source for the assessment type (which is generally the state credentialing exam). "Third party assessment" denotes an industry related vendor, such as a software company. "State/local assessment" includes exams for credentials that the State requires to engage in an occupation, regardless of the source of the exam; for example, a multi-state consortium administers the nursing licensure exams, but the Texas Board of Nursing (a state agency) requires the license as a condition of engaging in the occupation.

Neither TEA nor THECB has developed assessments, and Texas does not collect data from LEAs regarding any locally developed assessments.

TEA collects 2S1 data on the state-required annual evaluation report from LEAs, called the Perkins Program Effectiveness Report (PER). That report includes a list of licensure and certification exams that meet the definition requirements for 2S1, along with a mechanism for LEAs to suggest additions to or deletions from the list of exams. TEA staff review LEA recommendations at least every two years. TEA has more than doubled the number of included exams in the last five years.

Community Colleges report to the THECB data collected from different sources, including licensing agencies.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Consolidated Annual Report, Program Year 2012 - 2013
Texas

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.

Secondary Program Improvement Plans

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Texas postsecondary students met or exceeded the target or the 90% threshold on all core indicators. With the exceptions described below, all subgroups met or exceeded the target or the 90% threshold on all core indicators.

1P1, Technical Skill Attainment: The performance target was 93.0%. The actual performance was 92.0%. LEP students did not meet the target; all other subgroups met or exceeded the target.

2P1, Credential, Certificate, or Degree: The performance target was 33.0%. The actual performance was 32.96%. LEP, Black or African American, nontraditional students, and single parents did not meet the target; all other subgroups met or exceeded the target.

3P1, Student Retention or Transfer: The performance target was 68.50%. The actual performance was 62.35%. Males, American Indian or Alaskan Native, Black or African American, and single parents did not meet the target; all other subgroups met or exceeded the target.

4P1, Student Placement: The performance target was 80.0%. The actual performance was 73.89%. American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, students of two or more races and unknown race/ethnicity, individuals with disabilities, displaced homemakers, LEP, and nontraditional students did not meet the target; all other subgroups met or exceeded the target.

5P1, Nontraditional Participation. The performance target was 23.15%. The actual performance was 25.50%, which exceeded the target. Male students did not meet the target; all other subgroups met or exceeded the target.

5P2, Nontraditional Completion: The performance target was 17.50%. The actual performance was 19.31%, which exceeded the target. Male and LEP students did not meet the target; all other subgroups met or exceeded the target.