

**Texas Consolidated Annual Report
for
Fiscal Year 2013-2014**

under the

Carl D. Perkins Career and Tech(T)1.4nv25 TDv241

Consolidated Annual Report, Program Year 2013 - 2014

Texas

Step 3: Use of Funds: Part A

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

No

Secondary: Texas uses industry-recognized certifications and licensures that are available to and appropriate for secondary students at the end of a program to measure technical skill attainment. The instrument that Local Educational Agencies (LEAs) use to report performance includes a list of 155 exams, as well as a mechanism for LEAs to recommend additions to the list. Texas Education Agency (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, and licensure or certification examinations to measure technical skill attainment.

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

No

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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: The 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 public 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 of intervention, whereas LEAs with more performance deficits are staged at Levels 2,

The data used to calculate the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Secondary: To support leadership development and continuous program improvement, in 2013-2014 the TEA provided \$277,275 in Perkins funds for three professional development events: the statewide recruitment and retention conference for new secondary CTE teachers, the CTE Leadership Academy for new secondary CTE administrators, and the CTE Professional Counselor Academy. Attendance at these conferences continues to grow, and each year the conferences are filled to capacity. Sample topics include curriculum resources, programs of study, special populations, secondary/postsecondary linkage, data reporting and analysis, labor market information, Career Clusters, and career and technical student organizations (CTSOs).

Additionally, each of the 20 state regional education service centers (ESCs) received \$9,127 in Perkins funds to provide professional development activities for LEA personnel.

Postsecondary: Several postsecondary state leadership projects were developed and served to enhance CTE programs. Professional development activities were conducted for postsecondary faculty and staff across the state. Two Perkins leadership projects, MPOWER Texas and Detailed Occupational Skill and Learning Outcome Alignment provided webinars or workshops for professional development available at all community and technical colleges. The Navarro College MPOWER Texas project provided modules for CTE high school guidance counselors. The Texas State Technical College (TSTC) Waco project, "Detailed Occupational Skill and Learning Outcome Alignment

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Postsecondary: A portion of the discretionary grant supported activities for special populations, including Amarillo College's CTE: Linking the Nontraditional Gender to the Future grant by providing ongoing professional development and support for CTE faculty and staff working with nontraditional

Secondary: The Texas School for the Blind and Visually Impaired (TSBVI, see <http://www.tsbvi.edu/>) and the Texas School for the Deaf (TSD, see <http://www.tsd.state.tx.us/>) are eligible for Perkins funds. The TSBVI does not apply for Perkins funds, but the TSD does. The TSD serves students, ages zero through 21, who are deaf or hard of hearing “in a culture that optimizes individual potential and provides accessible language and communication across the curriculum.” TSD admits students based on referral from a local school district or parent. TSD also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners. TSD offers a work-based training program for students. Sophisticated equipment and industry-standard software provide students with hands-on training to develop marketable job skills. Information about career opportunities, requirements,

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and

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Step 3: Use of Funds: Part C

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

Secondary: The Texas Essential Knowledge and Skills (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code, Section 28.002 requires that LEAs teach all the 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. Currently, 17 secondary CTE courses meet state graduation requirements for mathematics, science, English language arts, languages other than English, or fine arts. The State Board of Education is in the process of reviewing and revising the TEKS for CTE. Current courses are being updated and revised and new courses are being created. As a result of the revision of the TEKS for career and technical education, new courses have been recommended to meet the

Texas also uses Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. The State Board

Secondary: The TEA used Perkins funds to review almost 200 secondary courses for alignment with postsecondary courses to create statewide articulated Advanced Technical Credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training. Approximately 903 LEAs at 1,415 campuses have 13,150 ATC-eligible teachers who may teach 76 enhanced secondary courses that articulate to 95 participating Texas colleges for postsecondary credit. More information about ATC is available at <http://www.atctexas.org/>. These alignments add to the methods secondary students can use to earn postsecondary credit; students may also use dual credit, including college credit earned through approved Early College High Schools, technical dual credit, Advanced Placement and International Baccalaureate exams, and locally articulated courses to earn college credit while they are in high school.

Postsecondary: Perkins funds supported the San Jacinto College for Workforce Education Course Manual (WECM) Leadership Project. From secondary and postsecondary courses, the project used a revised course selection process based on national and state (Texas) programs of study for WECM course review groups where CTE faculty participants updated, revised or developed new WECM CTE courses and identified outdated or unused courses. As a result, the WECM database provides courses that reflect current technology trends in workforce education. Further, the San Jacinto College "Program of Study: Strategic Alignment" grant supports and sustains alignment of programs of study with the TEA's AchieveTexas College and Career Initiative.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education programs into baccalaureate programs?

Yes

Secondary: Not applicable

Postsecondary: The WECM Leadership grant supported the update and maintenance of a database of CTE courses. CTE certificate and Associate degree programs provide the foundation for Bachelor of Applied Technology (BAT) and Bachelor of Applied Arts and Sciences (BAAS) degrees. The State of Texas are eligible to award BAT and BAAS degrees.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Postsecondary: Texas postsecondary institutions use basic grant funds to upgrade curriculum. Innovative Perkins-funded initiatives for curriculum development included an award to Texas State Technical College (TSTC)-Waco for Detailed Occupational Skill and Learning Outcome Alignment. THECB also awarded Del Mar College a grant for the project "Texas Skills Standards Based TSSB Curriculum Development and Assessments" to encourage institutions to incorporate skill standards from the TSSB into their CTE curriculum or to have TSSB recognized institutions develop the assessments for technical core courses. TSTC-Waco was awarded a grant for their "Advanced Irrigation/Water Conservation Training" project that developed new curriculum to enable students to monitor weather, assess soil moisture, and activate irrigation pump systems remotely in an effort to preserve increasingly limited water resources in the state.

Perkins reserve funds (\$1 million) were used to fund four CTE Early College High Schools (ECHS). This initiative was the result of collaboration among the commissioners of education, higher education, and workforce. The intent of the CTE ECHS initiative was to allow students to enter high-skill, high demand workforce fields by earning a high school diploma and a post-secondary credential simultaneously. Students at CTE ECHS campuses will be able to earn a stackable credential that includes Level II certificates, at least 60 credit hours toward an Associate of Applied Science (AAS) degree, or an AAS degree. The initiative required collaboration among independent school districts, community colleges, local workforce boards, and local business and industry.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary: Many courses throughout the 16 Career Clusters incorporate entrepreneurship information, but Texas

Secondary: TEA provided \$136,905 to the TWC, which included \$22,817 to support a toll-free career hotline, and \$114,088 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 supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices; more information is available at <http://www.texasrealitycheck.com/>.

Additionally, the TEA provided Perkins funds to the TWC to complete 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. LEAs may use these DWA documents to work with local business and industry to improve programs.

Postsecondary: THECB awarded a \$167,198 Perkins leadership grant to Texas State Technical College –Waco for Detailed Occupational Skill and Learning Outcome Alignment, Part III. The project provided Detailed Work Activities (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

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Step 4: Technical Skills Assessment

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

Secondary: To verify technical skill attainment, the TEA requires secondary LEAs to report industry recognized licensure and certifications that are available to and appropriate for secondary students at the end of a CTE program. The instrument the TEA provides to LEAs for reporting this information includes 155 exams. The instrument includes a mechanism to allow LEAs to suggest additions or revisions to this list. For the 2013-2014 and 2014-2015 school years the state implemented a certification reimbursement program for

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Step 8: Program Improvement Plans
