Texas Consolidated Annual Report
for
Fiscal Year 2009-2010

under the

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

Texas Education Agency
December 2010

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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 2009-2010, Texas was allocated $92,532,081 in Perkins basic grant and $8,391,458 in tech prep funds for a total of $100,923,539 for required, permissive, and core indicator activities. Attachment A is

Additionally, TEA entered into collaboration with Epsilen LLC and The New York Times Company to develop and deliver high quality professional development in an interactive online environment. The platform offers online resources, course content, collaboration, academic networking, and professional learning communities. This initiative is called Project Share; more information is available at http://www.projectsharetexas.org/.

Postsecondary state leadership projects were designed and funded to expand the use of technology in technical education, e.g., Podcasting to Enhance Instruction of CTE

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 2009-2010, Texas adopted new courses that increase relevancy and both academic and technical rigor, and incorporate the Texas College and Career Readiness Standards

Support for partnerships to enable students to achieve state academic standards, CTE skills, or complete CTE programs of study

TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for coordinating the continuing development of comprehensive programs of study for CTE, which began in 2005 with a statewide work group composed of relevant stakeholders. The programs of study facilitate cluster design and management to assure that students develop the knowledge and skills essential for college and career success. Texas has fully implemented all 16 national career clusters as the basis for organizing CTE. More than 120 updated programs of study are posted on the AchieveTexas website. In

of the annual application has been required as an attachment to this report; however, a non-interactive printed document does not do service to the fully interactive application/report/support system THECB uses for Perkins grants management, found at the following link: https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2010.

B. Permissible Activities

Improvement of career guidance and academic counseling programs

TEA allocated $90,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors. Additionally, TEA provided $50,000 in Perkins funds to support a toll-free career hot line, $250,000 for career development resources regarding choices for college and career (more information is available at http://www.texascaresonline.com/), and $200,000 to support Career Orientation training for teachers and students, including management of deployment online.

THECB allocated $4,000 to support the Community College Counseling Connections to provide professional development for student advising teams (counselors, advisors, student services, faculty, and business partners).

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 implemented 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 coursTJETBT1 0 0 1all1all1

of leadership skills, academic skills, and technical knowledge and skills; and providing scholarship opportunities. Texas members received more than $2.8 million in scholarships in 2009-2010. TEA holds nine CTSO state charters, and in 2009-2010 provided $353,103 in Perkins funds to support CTSO leadership development activities for the more than 163,000 members.

Support for charter schools

TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2009-2010, TEA provided $148,793 in Perkins funding to 18 charter schools offering CTE programs. (Attachment C)

Support for partnerships between education and business

Secondary CTE programs collaborate with local business and industry partners to provide quality CTE programs. Most districts use a local advisory committee to provide direction for implementation of local CTE programs.

TEA has established a state partnership with CompTIA to allow all state high schools (including charter schools) and postsecondary institutions to become members of CompTIA's Education to Careers (EtoC) program. This program targets recruitment and training, as well as opportunities to receive industry recognized certification. In 2009-2010, Texas public schools and postsecondary institutions participated at a cost of $143,885. Schools receive vouchers for students to take exams such as CompTia’s A+, Network+, Security+, INET+, and Linux+.

Additionally, TEA provided Perkins funds to the TWC to construct and validate a crosswalk between newly adopted and implemented TEKS and daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 career clusters. When complete, districts may use these DWA documents to work with local business and industry to improve programs.

Postsecondary programs that are supported by Perkins funding are required to have an active advisory committee with representation from local business and industry. When a national, regional, local, or outside certifying agency skill standard does not exist, program staff are encouraged to incorporate skill’s standards recognized by the Texas Skills Standards Board into the curriculum. Colleges must indicate how they have determined a need for a new program and certify

and DuPont. Businesses

A copy of the end-of-year report that includes the list of end-of-program industry-recognized licensures and certifications is included as Attachment K, on pages 10-12. This list includes 80 end-of-program industry-recognized licensure and certification exams. For 2009-2010, TEA added a mechanism to allow districts to suggest additions or revisions to this list.

Districts report only students who attempted end-of-program industry-recognized certification and licensure exams. Few of these assessments apply to secondary students. However, 758,694 CTE concentrators were enrolled in secondary CTE courses in this reporting period. 28,298 of those students attempted an end-of-program industry-recognized certification or licensure exam while 16,622 of those who attempted the exam passed. Therefore, 3.7% of secondary CTE concentrators attempted an end-of-program industry-recognized certification or licensure exam, and of those who attempted an exam, 58.74% passed.

At the postsecondary level, in the 2009-2010 program year, THECB required all public community, state, and technical colleges offering career and technical education programs to verify workforce competencies through capstone courses, an external learning experience, or a credentialing exam. Additionally, all new career and technical program applications are required to include verification that all new programs met the criteria outlined in the *Guidelines for Instructional Programs in Workforce Education* (GIPWE).This documents local or regional demand for the program, integration of basic and workforce skills into the curricuplications113(r)-3(r)-3(i)5(>-4(i)5(nte)10(grat)-4(469.431.47 Tm[(co6(0)]

performance but will clearly cause Texas to fall well below the performance target for this core indicator until the next opportunity to negotiate a new performance target. The performance targets are set through 2010-2011; states will negotiate new performance targets for 2011-2012 and 2012-2013. Because Texas reports performance on a one-year lag, this will mean a new performance target for data reported in 2013.

IV. Implementation of Local Program Improvement Plans

TEA has an electronic grant application system populated with allocations for each

Budgets for the 26 tech prep consortia totaled $8,312,766 in Perkins Title II funds for the regional implementation of tech prep programs and activities during the 2009-2010 program year. During the 2009-2010 year, THECB negotiated with the 26 consortia on levels of performance based on the requirements in Perkins IV. Because of the unique structure of each consortium, individual negotiations were conducted to establish levels of performance measures and strategies to determine continual progress. During 2009-2010, all consortia operated under the performance measures negotiated with the Coordinating Board for the program year. For more information, go to http://www.techpreptexas.org/. A list of tech prep consortia and funding amounts are included in Attachment G.

VI. State Program Improvement Plans

For 2009-2010, Texas exceeded the secondary target for five of the eight negotiated secondary core indicators, fell within the 90% threshold for two indicators, and fell below the target for one indicator (2S1, see explanation above). Texas missed the target for 1S1 and 5S1 but remained within the required 90% threshold for both. CTE students exceeded the graduation rate performance target by 4.5 percentage points, which is a significant improvement over the previous year when Texas exceeded the target by more than 2 percentage points. CTE students exceeded the completion target by 4.3 percentage points, exceeded the target for reading/language arts by 2.9 percentage points, and missed the target for mathematics by only 0.4 percentage points. The score required to pass the mathematics assessment increased during this reporting period, which likely accounts for the slight drop in performance. The two academic targets for Texas are set at the maximum of 95%.

The secondary state data system influences performance outcomes. Prior to 2008-2009, CTE students were coded as concentrators only in the fall reporting period. Course completion is reported in the summer following the school year, so differences in CTE student records for fall and summer data submission must be reconciled. Students who transfer districts may not be reflected in both data submissions, which negatively impacts actual performance data. TEA is testing an enhancement to the data system reporting requirements so CTE students are not lost between fall and summer reporting periods. This change began with the 2008-2009 data standards.

TEA used base year data for the Perkins IV indicators to negotiate performance targets with the Department of Education for the new performance indicators. The st3JETBte p.86.61 Tm[-)]TJETh9

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in reporting student performance data reflects Texas's timeline for the reporting and validation of student-

performance level. However, all subpopulations performed at a higher rate than the previous reporting year.

5S1 **Placement:** The performance target was 76.75%. While the actual performance was below target at 70.01%, it is still within the 90% threshold requirement (69.08%). Male (69.01%) CTE students were placed at a slightly lower rate than female (71.01%) students. White (74.85%) CTE students had the highest placement rate, followed by American Indian (71.05%), Asian (70.98%), Hispanic (66.63%), and Black (65.96%) CTE students. Limited English proficient (36.76%) CTE students' placement rates were disturbingly lower than the other groups. Nontraditional (71.04%) CTE students were placed at a higher rate than most other subpopulations and at a higher rate than the overall CTE population.

6S1 **Nontraditional Participation:** The performance target was 38.64%. The actual performance was above the target and slightly above the last reporting year at 40.06%. Female (46.98%) CTE students participated at a higher rate than male (35.40%) CTE students. All ethnic groups except Hispanic (38.72%) CTE students participated at a higher rate than the state target Migrant (34.50%), individuals with disabilities (36.88%), and limited English proficient (36.91%)

Postsecondary Measures

1PTP1 Employment in related field after graduation: Approximately 82% (81.98%) of postsecondary tech prep graduates were employed in the fourth quarter of the calendar year following their graduation, a decrease from last year.

1PTP2 Complete a state or industry-recognized certificate and licensure: Beginning this year Texas uses licensure/certification pass rates to report technical skills attainment. More than 90% (90.17%) of the tech-

B. Definitions

The definitions used for the Texas Perkins core indicators are found 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 2008-2009 does not include displaced homemakers; however, TEA began collecting these data during 2009-2010. The data for 4P1do not include demographic performance for students in an apprenticeship program.

TEA CTE staff works 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. Districts receive an annual performance based monitoring report for their CTE student populations and have access to follow-up reports in a secure online career and technical education reports (CTER) system.

The THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which each reporting institution certifies prior to aggregation and analysis. The THECB no longer requires institutional effectiveness monitoring. However, the agency is in the process of developing a program review for certificate and applied associate degree programs offered at community and technical colleges to evaluate program quality. A pilot review and full implementation are planned for 2011. Data are collected on federal and state performance indicators. Onsite monitoring visits, regional technical assistance meetings, and desk reviews conducted by THECB staff ensure compliance with all federal and state requirements.

The TEA and THECB actively participate in the data quality webinars and Next Steps Work Group (NSWG) telephone conferences with OVAE and other states and territories to continue to refine definitions and parameters for core indicators under the current Perkins Act, as well as discussions for changes at reauthorization.

The core indicators provide the foundation for the goals, activities/strategies, and evaluation of programs in the State's community, state, and technical colleges. The 2008-2009 program year was the final year that the institutional effectiveness desk review process was used as a means to evaluate institutional performance. The core indicators play a major role in the annual application for Perkins funds, which is driven by core indicator data for individual programs.

D. Improvement Strategies

TEA staff continued to provide professional development training and technical support to districts in 2009-2010 regarding federal and state performance indicators and the state performance based monitoring system. Districts must continue to evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close achievement gaps. As part of their responsibilities for the 2009-2010 award year, TEA required districts to submit a performance report through its online eGrants system. A sample of the report is included as Attachment K. As part of

their annual application, districts must also provide an improvement plan for any core indicators for which a local target is lower than the statewide target.

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/apps/Perkins/perkdata.cfm.

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) reporracyrepoBT1 0 0 1 206.33 540.7 3Tm3[r)-3(ep)14(osm)9( )-4(()(t)-4(he)(ech)3(ni

and TWC will work together to provide student data to monitor student success from kindergarten to employment.

Texas has made 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 Postal Service were obtained through FEDES, which is managed by the State of Maryland. Additional employment and enrollment data were obtained through the CBM116 report. This report collects information about students who are not found in other accessible databases. Postsecondary institutions contact students to obtain employment status or out-of-state enrollment information.

The following improvement strategies will be applied to improve performance under all core indicators:

Secondary Education

TEA will continue to improve the quality of professional development activities to ensure that educators have the academic and career and technical knowledge and skills they need to help students improve their educational preparation.

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/apps/Perkins/perkdata.cfm.

THECB will continue to evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.

THECB will continue to provide STARLINK teleconferences and other technical assistance workshops throughout the state including regional meetings.

THECB will continue to provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.

THECB will continue to align the Perkins measures with the revised goals of the Texas Higher Education Coordinating Board's Strategic Plan, *Closing the Gaps* by 2015.

Monitoring Follow-up

The State of Texas received a full monitoring visit in April 2006. The State has addressed and corrected all monitoring findings. The State considered and/or implemented the suggested improvement strategies duri