

**PART A: STATE PLAN NARRATIVE**

## 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 the Texas Transition Plan for 2007-2008 under the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The blueprint for the development of the Perkins Transition Plan is found in Appendix A. This unified plan includes secondary and postsecondary career and technical education (CTE) components. The State Board of Education (SBOE) is responsible for Career and Technical Education (CTE) and administration of the Perkins State Plan and funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for implementing CTE in Texas.

The state priorities during the transition year include an increased focus on improving the academic and technical achievement of CTE students; 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 in order to effectively implement the goals of the *AchieveTexas College and Career Initiative* and the *Closing the Gaps by 2015 Initiative*.

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;*



A relevant, coherent sequence of CTE course options, including postsecondary connections for dual credit, statewide articulated courses, locally articulated courses, and Advanced Placement college credit opportunities;  
Opportunities for industry-recognized certifications and licensures where appropriate and available;  
Extended learning experiences - including curricular, extracurricular, work-based learning, service learning; and professional associations.

*(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;*

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, Educations 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. In addition, hundreds of stakeholders were interviewed prior to the creation of the *AchieveTexas: College and Career Initiative*, the design of the AchieveTexas Implementation Guide, and the development of the programs of study. THECB convened the Perkins State Leadership Council with representatives from postsecondary institutions that provide CTE programs. CTE stakeholders were given the opportunity to validate or recommend changes to the programs of study. All recommendations were taken into consideration before disseminating the new programs of study.

The implementation guide was distributed in July, 2006 to superintendents, counselors, College Tech Prep consortia, postsecondary and workforce stakeholders, and academic and CTE teachers that attended a statewide professional development conference during the summer of 2006. Extensive training and technical assistance is being provided by the ESC CTE Specialists to assist communities and schools in implementing the career clusters and programs of study. The implementation guide and programs of study are available on the [www.AchieveTexas.org](http://www.AchieveTexas.org) web site.

Beginning in 2009, the CTE Texas Essential Knowledge and Skills (TEKS), the state standards for secondary education courses, are scheduled for revision. During that time, state teams will revise CTE course standards, eliminate outdated courses, and

.175 0 Td[tse CTc.2.175ebasd c001 pir 8(i)-11Ce0)2c.15 Td[ scnBam:6P.245 0 TeE0SIDC BT(tse

implement local articulation agreements, including the development of successful College Tech Prep programs. All newly developed Tech Prep plans are being aligned to the sixteen career clusters and programs of study. In addition, a system of statewide articulation for Advanced Technical Credit (ATC) courses has been implemented. Texas has identified over 100 statewide articulated technical courses. Both local and statewide articulation opportunities are promoted through state professional development activities, opportunities for secondary teachers and postsecondary faculty to collaborate on course design, curriculum, and determine valid, reliable assessments. Dual credit options are being expanded to allow students to earn academic and technical college credit while still in high school.

(d) *How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;*

The *AchieveTexas* website was launched in July, 2006 to provide information and resources to help communities redesign their schools, including small learning communities, comprehensive high schools, academies and magnet schools. The site includes the *AchieveTexas Implementation Guide*, the state-recognized programs of study, and additional resources for career development.

The Texas approach to Section 118 implementation is a multifaceted strategy to:

- better prepare all students for the rigors of postsecondary education;
- facilitate informed education and career decision-making of students; and
- address the education and skill training needs of the Governor's economic development initiatives.

The cornerstone activity of all three strategies is the implementation of *AchieveTexas*, the state's college and career initiative, and the comprehensive redesign of CTE instruction around the sixteen career clusters.

During 2007-2008, TEA will disseminate cluster resources for each of the sixteen career clusters. The sixteen cluster guides will be available in hard copy and electronically to every school district, counselor, and CTE program in Texas. These valuable resources were developed to help students, parents, academic and guidance counselors, secondary teachers and postsecondary faculty, and business and industry partners to effectively implement the *AchieveTexas* career clusters and programs of study. Extensive technical assistance will be provided to inform stakeholders about high-skill, high-wage, or high-demand occupations in each of the sixteen career clusters.

In conjunction with *AchieveTexas*, the state American Career Resource Network (ACRN) entity, the Labor Market Career Information (LMCI) division of the Texas Workforce Commission (TWC), will develop and align a number of career information products and activities with the sixteen career clusters. Among them are:

The development of a new middle school and high school career tabloid. Both tabloids will be organized around the career clusters and will be made available in hard copy and online as an “e-zine” or electronic magazine;

The update and upgrading of the Digital

Through partnerships between TEA, the Governor's office, the TWC and the ACRN entity, this online application will include both secondary and postsecondary CTE courses connected to critical cluster occupations. Connections between CTE courses and industry cluster occupations will be facilitated through the career cluster structure – and manifested through the AchieveTexas initiative. The AchieveTexas initiative has been designed to effectively communicate the connections and the relevance of CTE career clusters and programs of study to state economic development priorities.

*(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;*

The uses of Perkins leadership funds support state efforts to develop, improve, and expand access to appropriate technology in CTE programs. The use of technology is an effective tool to enhance teaching and learning, but must be supported with quality professional development.

**Secondary:** TEA state leadership grant activities under Title I, Part B, Section 124

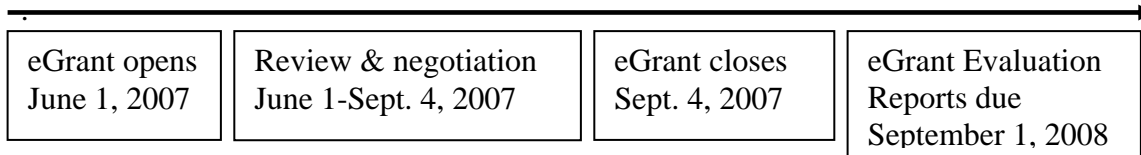
and programs for the improvement of CTE in current or emerging fields; development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; statewide and local assessment of program quality; technical assistance workshops related to implementing Perkins IV mandates. Funds for technical assistance are included and encouraged in Basic, Statewide Leadership, and College Tech Prep grant projects. Technology plays a vital role in creating access in rural areas and for individuals with disabilities and other special populations.

- (f) *Criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*
- i. *Promote continuous improvement in academic achievement;*
  - ii. *Promote continuous improvement of technical skill attainment; and*
  - iii. *Identify and address current or emerging occupational opportunities;*

**Secondary:** Beginning in 2007-2008, all Texas school districts that wish to receive Perkins funding must apply through the new TEA web-based eGrant system. The secondary Perkins application has been totally redesigned and contains all the elements required in Section 134. The new eGrant application will serve as an effective planning tool for a district’s CTE programs. Districts or consortiums that are eligible to receive Perkins funds under the Perkins legislation identify how they will use Perkins funds for the required and permissive uses of funds in Section 135 (a) and (b). In order to receive Perkins funds, eligible recipients must provide all information required in the eGrant application, as well as submit the required Final Evaluation and Use of Funds Report. The eGrant application is password protected. A new web page, the TEA Grant Opportunities Page, <http://burleson.tea.state.tx.us/GrantOpportunities/forms/>, is the central resource for all state and federal grant opportunities managed by TEA. Information about the Perkins application and supporting documentation may be viewed at <http://www.tea.state.tx.us/opge/formfund/carlperkins/>.

The criteria for review and negotiation of the secondary local application/plan are currently being developed for the 2007-2008 transition year.

#### 2007-2008 Perkins eGrant Timeline



The new eGrant application will be pre-populated with each district’s Perkins performance measure data, as available. Districts can accept the state performance targets, or propose an alternative target and negotiate that target with TEA staff. Districts that have student performance levels below the state targets will be required



to continually make progress. Districts must develop an improvement plan for areas below the state target and continually make progress toward the state targets.

The state Performance Based Monitoring Accountability System (PBMAS) holds districts accountable for the performance of their CTE concentrator students. Districts receive an annual report that identifies performance levels of CTE students. Districts with highest levels of concern are placed into stages of intervention, and are required to complete a Program Effectiveness Review, Focused Data Analysis, and Continuous Improvement Plan. Each year, approximatel

The institutional effectiveness review process is for CTE or workforce education programs; not for academic programs. However, academic courses included in the curricula of workforce programs are reviewed. As a result of gains in the quality of workforce education programs and student services, the Program Quality and Standards Advisory Committee recommended that colleges be given the option of requesting either an onsite peer review institutional effectiveness evaluation or an information and data review. Data reviews are conducted by THECB staff members unless a peer review is requested.

- (g) *How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;*

Secondary CTE programs of study are based on the Recommended High School Graduation Plan that effectively prepares students for college and career success. It is based on a rigorous 4x4 core academic foundation (4- English language arts, 4- mathematics, 4-science, and 4-social studies) that is enhanced with relevant CTE career-related courses. The components of the state-recognized programs of study help students see the relevance of their secondary and postsecondary education in relation to their career goals. The programs of study also serve to better engage students in their learning so they make informed career decisions, successfully graduate from high school, and develop an understanding of the importance of enrolling in and completing college.

career development information, job search resources, training programs, and valuable information on labor law and labor market statistics.

The TWC definitions for high wage and high demand mirror the definitions established by the Bureau of Labor Statistics (BLS). The following definitions were used to determine that each state-recognized program of study leads to high-wage or high-demand occupations.

High wage is defined as occupations that exceed the median weekly wage threshold for all earners. For Texas, that figure currently is \$12.91 per hour, or \$26,853 annually. Since no mean wage data is available for detailed occupations, the \$26,853 cutoff was applied to the mean hourly earnings data.

High demand for Texas is defined as an occupation growing faster than average for all occupations in the 2002-2012 projections, which is 17.6%.

Texas does not have an official state definition for high skill, but currently for CTE purposes, high skill occupations are defined as those that 1) require licensure, or 2) require apprenticeship, or 3) are identified by the Texas Skills Standards Board.

***Secondary:*** 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. Guidance and counseling programs supported with Perkins funds will help students explore career opportunities and identify the appropriate route to enter those occupations, which usually involves additional education after high school. Career development resources are available for Texas students and adults. These resources are continuously updated to reflect the most current workforce data. The new sixteen career cluster guides will provide valuable career information to secondary students and their parents. College Tech Prep programs, which annually serve over 160,000 secondary students, are designed to prepare students for high-skill, high-wage, or high-demand occupations, and require a CTE program of study including at least two years of secondary education and two years of postsecondary education.

***Postsecondary:*** Statewide efforts have been developed to improve CTE programs to better prepare students for success and opportunities in postsecondary education in high-skill, high-wage, or high-demand occupations. Postsecondary CTE programs are developed with the assistance of local workforce boards that analyze current high-skill, high-wage, or high-demand occupations by region, and provide regional institutions with lists of high-skill, high-wage, or high-demand occupations by region.

As part of the program approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand in the marketplace for projected graduates.





- (j) *How Texas will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);*

The website [www.TechPrepTexas.org](http://www.TechPrepTexas.org) includes a best practice



CTE programs in Texas. State leadership and program oversight is frequently provided



2. *Provide a description of y*

CTE program staff in the Division of Curriculum support regional and statewide workshops to assist teachers in meeting the needs of students who are members of special populations. Increasing numbers of academic teachers attend these workshops, illustrating Texas' expanding emphasis on integrating academic and technical education. Additionally, CTE teachers employed in the state correction institutions are invited to the workshops. School administrators are encouraged to send academic teachers as well as CTE teachers.

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including identifying strategies for assuring that students who are members of special populations are provided equal access to CTE programs. The Admission, Referral, and Dismissal (ARD) committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

***Postsecondary:*** Colleges in the state allocate an aggregate amount of 38% of the Title I funds to meet the needs of special populations. Funds are used to provide Elder/Child care services, textbooks, tutoring, transportation, special devices and other services as needed to ensure that special population students enrolled in CTE programs succeed. Special populations enroll in various education programs including occupational specific courses, cooperative education, internships and apprenticeships.

Colleges use different strategies for assisting special populations such as:

- § Outreach and recruitment information
- § Identification of special populations students
- § Determine special needs
- § Provide in-service activities for CTE teachers, counselors and administrators
- § Provide special instructional materials as needed

Eligible recipients at the local level will 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:

- § Exploration of career areas that is free of gender bias
- § Comprehensive career counseling and guidance
- § Access to work-based learning opportunities
- § Information on nontraditional jobs

Perkins leadership funds 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. Through research based programs in mentoring, career guidance, tutoring, and

contextual learning programs, the participation, retention, and graduation rates of special population and nontraditional students will increase.

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

**Secondary:** School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees and the general public. Exclusion of special population students from CTE programs, or a disproportionately high number of special population students in CTE programs, may trigger a monitoring visit by TEA staff. Individuals who feel that they have been victims of discrimination may take their concern to their local school boards or to the TEA.

**Postsecondary:** The THECB staff conducts a system of regularly scheduled OCR on-site visits as required by federal rules and regulations. Eligible recipients will be required to provide assurances of nondiscrimination via their local application. Technical assistance and professional development in the area of nondiscrimination will be available to eligible recipients from THECB staff and state leadership activities. A strict policy prohibiting non-discrimination is included in the assurances of all Perkins grants.

Texas community and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations is gathered and reported in the Annual Data Profile and that data is analyzed through the institutional effectiveness process. The THECB has a staff member who has the responsibility of responding to all complaints regarding all Office of Civil Rights issues. An annual report is submitted to the Office of Civil Rights regarding the complaints and resolutions during the preceding year and the staff person attends the annual meeting called by the Office of Civil Rights.

- (c) *Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]*

**Secondary:** 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-demand fields. The TEA Division of Standards and Programs coordinates its efforts with the Special Education Division, which is charged with ensuring that Texas students who are members of special populations are appropriately served. The division's mission is to assure students have the opportunity to achieve the academic and technical state standards. The Division of Standards and Programs includes services for migrant students, bilingual students, and those served in special education programs. The Curriculum

Division works closely with the Program Monitoring and Intervention Division to ensure that students in CTE program are appropriately served.

Districts may create CTE courses specifically for students with special needs that can better be served in Career and Technical Education for the Disabled (CTED) courses. CTED courses are eligible for state weighted funding for CTE in grades 7-12, while non-CTED CTE courses receive weighted funding in grades 9-12.

Texas provides extensive educational support programs for students who are members of special populations. During the 2006-2007 school year, Texas projected a budget of \$1,857,611,572 in state and local funds to support special education programs. State law also provides extensive support for students who are bilingual, students who are migrants, students who have limited English proficiency, or students for whom English is a second language. In 2006-07, the state projected \$1,441,003,647 in state and local Compensatory Education funds and \$188,232,068 in funding for Bilingual Education programs. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or through the Texas School for the Deaf.

Other programs that assist special population students in meeting the state's rigorous academic standards include:

**Texas Assessment of Knowledge and Skills (TAKS) Tests Remediation:**

Under the Texas Education Code (TEC) §28.0211, students who do not meet the minimum standards on the TAKS tests must have at least two additional opportunities to take the assessment. Each time the student does not meet the minimum standards on the assessment instrument, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a second time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a third time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a fourth time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a fifth time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a sixth time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a seventh time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for an eighth time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a ninth time, the school district shall provide the student accelerated instruction in the subject area. If a student does not meet the minimum standards on the assessment instrument for a tenth time, the school district shall provide the student accelerated instruction in the subject area.

accommodations, will participate in the State-Developed Alternative Assessment II (SDAA II); and

- students who are not being instructed in the state curriculum at any grade level in an area tested by TAKS will be exempted from TAKS and from SDAA II.

For additional information on the SDAA II, see

<http://www.tea.state.tx.us/student.assessment/admin/sdaa/index.html>

nontraditional students are encouraged to participate and are provided a barrier-free avenue for transitioning from secondary into postsecondary and completing their degree programs.

Strategies for assisting special populations include:

- Outreach and recruitment information
- Identification of special population students
- Determine special needs
- Provide in-service activities for CTE teachers, counselors and administrators
- Provide special instructional materials as needed.

Eligible recipients at the local level will 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:

- Exploration of career areas that is free of gender bias;
- Comprehensive career counseling and guidance;
- Access to work-based learning opportunities; and
- Information on nontraditional occupations.



*postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

*Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A state that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.*

**Secondary:** Texas has a comprehensive student-level data collection system, the Public Education Information Management System (PEIMS). ESC PEIMS coordinators receive training regularly to address changes in the system. After submission, the data goes through a series of edits to ensure accuracy. Data elements are continuously refined to ensure that data from the system is valid, accurate, and reliable. The state accountability system has recently added a new Data Quality measure to assess the data provided by districts in order to identify any issues related to data quality or data integrity.

For performance measures 1S1 and 1S2, Texas will use the Texas Assessment of Knowledge and Skills (TAKS) Exit Level assessment developed as the eleventh grade high-stakes assessment required for graduation. Texas has been using this TAKS assessment in reporting the secondary Perkins academic attainment performance measure. While Texas reports AYP utilizing the tenth grade TAKS assessment, students have only one opportunity to take the tenth grade assessment. Students have multiple opportunities to retake portions of the Exit Level TAKS in order to pass all four portions as required for graduation. Additionally, the majority of CTE concentrators participate in a CTE program primarily during the eleventh and twelfth grades. The Exit Level assessment is therefore a better indicator of the effectiveness of CTE programs to support and enhance student academic achievement.

The eleventh grade Exit Level TAKS test is developed by the same state assessment standards as the tenth grade TAKS assessments, and therefore meets the parameters for validity and reliability. The same parameters for calculating the 1S1 and 1S2 academic attainment for CTE concentrators will be used as the state AYP calculation. For more information, go to <http://www.tea.state.tx.us/student.assessment/taks/>.



The English Language Arts assessment at grades ten and eleven are integrated reading and writing tests. Although these assessments are the same length, they differ primarily in the complexity of the reading selections and the revising and editing passages. In addition, the eleventh grade items require a higher level of performance from students than tenth grade items.

The Mathematics assessment at grades ten and eleven are somewhat different in that Geometry is 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 is therefore more rigorous and challenging for students.

For 4S1, Texas will use the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA as the method of calculating the 4S1 performance measure for CTE concentrators.

During the transition year, Texas will evaluate performance data and determine how to effectively assess and collect data for secondary technical skill attainment. For over five years, secondary CTE programs have provided data for the number of CTE students that earned industry-recognized certifications. Districts have not been asked to provide how many CTE concentrators actually took the assessments, so the new data collection system will require districts to report performance data differently so the appropriate numerator and denominator data can be collected and reported. Industry certification data will be collected in the eGrant Perkins Final Evaluation and Use of Funds Report beginning in the fall of 2008. Districts will be required to report technical skill assessment data for 2007 in an online report since the eGrant report will not be available for submitting 06-07 data.

***Postsecondary:*** Postsecondary education has a similar system for reporting and collecting student data, which is certified by the reporting institution prior to aggregation and analysis.

For the transition year 2007-2008, states are not required to negotiate on the postsecondary Perkins IV indicator targets as stated in the final Guide for the Submission of State Plans released by U.S. Department of Education Office of Vocational and Adult Education (OVAE) on March 13, 2007.

However, the THECB will strongly encourage colleges to start collecting the data that will be required at the beginning of 2008. The early collection of the data will help colleges get a better understanding of whether to accept the state negotiated performance indicator targets or to negotiate different performance levels.

Furthermore, the State Leadership Council in conjunction with THECB staff will organize regional technical assistance workshops where the state, with input from colleges, will establish and identify core indicators of performance for postsecondary CTE students that are valid and reliable, and that will include, at a minimum, the five core postsecondary performance indicators.

Even though THECB have separated the federal and state performance indicators, colleges will still be required to report on the state institutional effectiveness indicators.

## **STUDENT DEFINITIONS**

### **Secondary Level:**

**CTE Participant:** A secondary student who has earned credit in any CTE course.

**CTE Concentrator:** A secondary student who has earned three (3) or more credits in two (2) or more courses in a CTE program of study.

### **Postsecondary Level:**

**CTE Participant:** A postsecondary student who has earned one (1) or more credits in any CTE program area.

**CTE Concentrator:** A postsecondary student who (1) completes at least 12 academic or CTE credits in a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

## **MEASUREMENT DEFINITIONS**

### **SECONDARY LEVEL**

#### **1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS**

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State as the Exit Level TAKS (Texas Essential Knowledge and Skills) assessment required for graduation from high school and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the Exit Level TAKS assessment in reading/language arts required for graduation and who, in the reporting year, left secondary education.

#### **1S2: ACADEMIC ATTAINMENT – MATHEMATICS**

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State as the TAKS Exit Level assessment required for graduation from high school and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the Exit Level TAKS assessment in mathematics required for graduation from high school and who, in the reporting year, left secondary education.

#### **2S1: 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 the assessments during the reporting year.

#### **3S1: SECONDARY SCHOOL COMPLETION**

**Numerator:** Number of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities) during the reporting year.

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

#### **4S1: STUDENT GRADUATION RATES**

**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate for ESEA.

**Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate for ESEA.

#### **5S1: SECONDARY PLACEMENT**

**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.

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





*programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]*

**Secondary:** Performance measures 1S1, 1S2, and 4S1 have been aligned with ESEA calculation methodology to assure that Perkins performance measure data is valid and reliable. Texas will use the Exit Level TAKS assessment in determining academic attainment for CTE concentrators. The eleventh grade TAKS assessment is developed according to the same quality standards as the tenth grade TAKS assessment used for reporting AYP. Because most CTE concentrators are enrolled in CTE courses primarily in the eleventh and twelfth grades, the Exit Level TAKS assessment is a better indicator of academic attainment of concentrators and CTE program effectiveness.

**Postsecondary:** The THECB staff responsible for Perkins funding worked collaboratively with the staff responsible for statewide data collection and reporting to align the indicators to the greatest extent possible to given the current capability of the statewide data collection system.

5. *On the forms provided in Part C of this guide, you 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)]*

*Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performa*

*ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.*

*To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) for these two core indicators would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.*

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.*

*The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose*

*h200 12120.6 357ch year. State9 of thted p1 Twe o9rforevemeou5s are differen*

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 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students.. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]*

**Secondary** - The Perkins eGrant application for secondary eligible recipients has been designed to provide two years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or propose different targets and negotiate those with TEA staff. Districts not accepting the state performance targets will be required to annually make improvement in performance, with the goal of reaching the state targets no later than 2013. Districts that do not annually make progress will be required to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. A more detailed process will be developed during the transition year once local performance data based on the new performance definitions are reviewed. Minimum improvement levels will be determined once district level data is analyzed.

**Postsecondary** – The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Eligible recipients not accepting the state performance targets must gain approval of THECB Perkins program staff. Postsecondary institutions will be evaluated through desk reviews and on-site visits. CTE programs which do not achieve performance targets will have the opportunity to propose an improvement plan 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)]*

**Secondary** – Criteria for negotiations are currently being developed, as well as an appeals process. During the time the eGrant is open (June 1 – September 14, 2007), adjustments to the district performance measure targets can be requested by the eligible recipient. No adjustments can be made after September 14, 2007 unless unanticipated circumstances arise, such as a disaster that could adversely affect the ability of the district to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and an approval for renegotiation may be approved based on the district request.

**Postsecondary** – THECB staff will be developing a process for institutions to present unusual circumstances and amend the local adjusted levels of performance based on these 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*





Coordinating Board Management (CBM) reports and data from the Texas Academic

**Secondary:** The effectiveness of CTE programs will be evaluated annually through a new Final Evaluation and Use of Funds Report. The new report will be submitted through an online reporting system for 2006-2007 and 2007-2008. The reports will be submitted through the new eGrant system beginning in 2008-2009. The state PBMAS is aligned with the requirements of the Office of Special Education, effectively aligning districts with high levels of concern related to CTE student performance with required program access monitoring. Districts in Intervention Stage IV for PBMAS receive a full site visit for CTE program effectiveness and program access. Other means of annually evaluating CTE student achievement and CTE program effectiveness include CTE performance reporting for the Texas Legislative Budget Board (LBB) and the Texas Workforce Investment Council (TWIC).

The required elements for the secondary local Perkins plans include resources to assist local education agencies in determining program strengths and opportunities for improvement. In February of 2004, the new online Career and Technology Education Reports (CTER) system was opened to provide districts with valuable follow-up information to assist districts in CTE program evaluation and planning. The demographic data for CTE students assist districts in eval

The THECB will continue to monitor and assess the effectiveness of all CTE programs for compliance with applicable laws, regulations, guidelines, and policies. The evaluation performed by THECB is conducted in accordance with a monitoring and assessment instrument which is available for review by the postsecondary institutions. In addition to federal laws and regulations, state law (TEC 61.051f) as well as THECB rules and regulations, Chapter 10, establish a legal framework for these activities. For additional information, go to:

<http://www.txhighereddata.org/Interactive/Institutions.cfm>

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

[http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/GIPWE2003/Chapter\(8\)Eight-Evaluation\\_of\\_Ins](http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/GIPWE2003/Chapter(8)Eight-Evaluation_of_Ins)

The Tech Prep Consortia application is included in Appendix F.

## **VI. FINANCIAL REQUIREMENTS**

### **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)]*

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split based on contact hours. For the 2006-07 funding year, the split was approximately 60 percent for secondary programs and 40 percent for postsecondary basic grant programs. Title I, Part B funds will be used as follows: At least 85% will be distributed by fo

For 2007-2008, TEA will make available at least \$49,240,747 in formula allocations to secondary local education agencies, including charter schools. (See the budget in

5. *Describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]*

Texas has adjusted district allocations to reflect the changes that occurred in district enrollment due to charter schools opening in the district geographical boundaries.

6. *Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

**Secondary:** No alternative formula is proposed.

**Postsecondary:** At this time, no alternative postsecondary formula is required

7. *Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 153(b) or 132(b). At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2), together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula describe din section 132(a)(2) does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

## **B. Other Department Requirements**

1. *Submit a detailed project budget, using the forms provided in Part B of this guide.*

The Texas Perkins budget for 2007-2008 is provided in Part B.

2. *Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.*

**Secondary Basic Grant Allocations:** Districts may view their individual allocations online at <http://www.tea.state.tx.us/opge/formfund/carlperkins/>. After districts apply for and receiving secure access to the eGrants application system, allocations may also be viewed by logging on to the application at <https://seguin.tea.state.tx.us/apps/logon.asp>. See Appendix G for a complete list of public school basic grant allocations for 2007-08, including allocations for consortium members and charter schools. In 2007-2008, TEA will make available at least \$49,240,747 in formula allocations to secondary local education agencies, including charter schools. (See budget in Part B) Specific dollar allocations will be available by June 2007 after charter school enrollments have been analyzed and Census data has been adjusted by deleting students who have elected to attend charter schools.

**Postsecondary Basic Grant Allocations:** There are 57 eligible recipients at the postsecondary level. For more information, see Appendix H and <https://www1.thecb.state.tx.us/apps/perkins/perkins2007/annapp/default.htm>.

3. *Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.*

**Secondary Formula:**

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations.

At least eighty-five percent of the state Perkins allocation is awarded to local school districts. Ninety percent of the funding that flows to local districts is awarded to eligible recipients based on:

Thirty percent of the 90 percent that each recipient receives is based on the number of individuals aged 5-17 that reside in the district as a percent of the state total of individuals aged 5-17.

Seventy percent of the 90 percent that each recipient receives is based on the number of individuals aged 5-17 that are from families with incomes below the poverty line as a percent of the state total of these same individuals.

From 2008-09 forward, Texas will distribute reserve funds as incentive grants to high-performing districts. For the transition year, Texas will utilize the 10% reserve funds through the secondary formula as was done under Perkins III using the following methodology:

One half of this allotment is based on the percent of CTE concentrator students in a coherent sequence (codes 2 or 3 PEIMS i



One half of this allotment is based on the percent of CTE full-time equivalent (FTE) students as a percent of CTE statewide FTEs.

**Postsecondary Formula:**

Postsecondary funds are awarded to eligible institutions based on a calculation (referred to as “Technical Pell”) of each participating institution’s percentage of the total number of students who are: 1) recipients of Federal Pell Grants and 2) enrolled in programs meeting the requirements of Section 135.

Technical Pell Formula elements include the following:

Only individual students which are Pell recipients are considered as colleges are required to:

- Exclude all Academic Majors
- Exclude all Undeclared Majors
- Include all Technical Majors
- Include any continuing education that are workforce education
- Total the hours for included students

Calculate the Full Time Equivalent (FTE) students for each eligible institution – this is their “Technical Pell”

Sum the total state Technical Pell FTE and

Calculate each institution’s percent of the state total

These percentages are the eligible institution’s share of the funds for allocation

Postsecondary reserve funds (up to 10% allowable) are targeted to CTE programs in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students. The THECB will initiate, improve, expand, and modernize quality CTE programs, including relevant technology. Applications are targeted to these high need colleges.

4. *Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.*

**Secondary:** From 2008-09 forward, Texas will distribute reserve funding as incentive grants to high-performing districts. For 2007-08 only, Texas will distribute the 10% reserve funding as previous years through a formula using the following methodology:

One half of this allotment is based on the percent of CTE concentrator students in a coherent sequence (Codes 2 or 3 - PEIMS indicator code) as a percent of the state total coherent sequence takers.

One half of this allotment is based on the percent of CTE full-time equivalent (FTE) CTE students as a percent of CTE statewide FTEs.

**Postsecondary:** Reserve funds are targeted to CTE programs in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students. The

THECB will use reserve funds to initiate, improve, expand and modernize quality CTE programs, including relevant technology.

5. *Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.*

**Secondary:** No ranking is currently being used for the secondary reserve funds. During the transition year, secondary stakeholders will determine if the reserve funds will be used differently, such as for incentive grants.

**Postsecondary:** Eligible recipients will submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities. Applications will be reviewed at the state level and ranked based on criteria developed in consultation with both TEA and the THECB.

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.*

**Secondary:** NA

**Postsecondary:** Eligible recipients are required to meet the threshold for rural and sparsely populated areas under section 132(a)(4) of the Perkins Act. Institutions that do not meet threshold due to extenuating circumstances, such as data collection problems, may be given a one-year waiver.

## APPENDICES

|            |  |
|------------|--|
| Appendix A | <a href="#">Blueprints for Transition Plan</a>                                       |
| Appendix B | <a href="#">Organizational Charts for Texas Education Agency</a>                     |
| Appendix C | <a href="#">Organizational Charts for Texas Higher Education Coordinating Board</a>  |
| Appendix D | <a href="#">Perkins Secondary Application/Plan</a>                                   |
| Appendix E | P0 12 57.880.0001 9 c001 Tm(Peruion/Plan)TjETEb04-3763 Tw 18.08 0 Td(to determine 19 |

## Appendix I