Texas State Plan for Career and Technical Education

2008-2013

In fulfillment of the requirements for the
Carl D. Perkins Career and Technical Education Improvement Act of 2006

the global economic demands by increasing student participation and success through rigorous postsecondary educational programs. To accomplish these goals, Texas must:

- Close the gaps in participation and success in higher education across the state to build a better-educated population and workforce through collaborations with institutions of higher education, the public school system and the business community;
- Close the gaps in excellence by providing the highest quality education programs and services at every college and university and establishing centers of national and international prominence in teaching, research and public service; and
- Close the gaps in research by increasing the State's share of federal research funds.

The above plan of action is designed to meet the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), and serve as a catalyst for the improvement of CTE statewide. This collaborative plan will serve as the standard for improving the content and delivery of secondary and postsecondary CTE programs. This in turn will lead to increased academic rigor through innovative strategies designed to align secondary and postsecondary CTE programs.

Both the TEA and THECB see an increased need to focus on the vertical alignment and college readiness standards for rigorous academic and CTE secondary and postsecondary curricula. This, in addition to the above defined challenges and goals, provided the incentive to develop a cohesive plan of action. A shared vision for CTE is the key to successful implementation of the State Plan for Career and Technical Education, 2008-2013.

The State Plan for Career and Technical Education, 2008-2013 was approved by the State Board of Education on November 16, 2007.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. *Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]*

   The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) conducted statewide public hearings to provide all stakeholders the opportunity to present their views and make recommendations regarding the development of the State Plan for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Six public hearings were conducted October 15-26, 2007 in the following cities: Austin, Houston, Harlingen, Dallas, Lubbock and El Paso. A Public Meeting Notice was posted on September 10, 2007 in the *Texas Register* to solicit testimony and input from the public and interested organizations and groups on the Texas State Plan 2008-2013. (Attachment A)

2. *Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]*

   Comments received were evaluated and incorporated into the development of the State Plan as appropriate. A summary of comments from stakeholders during the public hearings and through other written communication is provided in Attachment B.

3. *Develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]*

   A series of stakeholder meetings were held prior to the development of the State Plan. Input from the stakeholder meetings was utilized in identifying and developing the procedures and activities to support improvement of Career and Technical Education (CTE) programs at both the secondary and postsecondary levels. A summary of stakeholder meetings and relevant input is provided. (Attachment C)

4. *Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]*

   Key entities in the state responsible for workforce and development, including secondary and postsecondary career and technical education, were identified in the planning process. A timeline of critical meeting dates was developed to assure stakeholders were provided access to information related to the development of the State Plan. The timeline details the opportunities provided to key workforce stakeholder groups identified below, including the Governor represented by the Texas Workforce Investment Council and the Texas Workforce Commission. (Attachment D)

   The P-16 Council advises the State Board of Education (SBOE), THECB, and the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. The Council is composed of the commissioner of education, the commissioner of higher education, the executive director of the Texas Workforce Commission, the executive director of the State Board for Educator Certification, and the commissioner for the Department of Assistive and Rehabilitative Services, and other members as appointed, including representatives from business and industry. (TEC §61.076)

   The Department of Assistive and Rehabilitative Services (DARS) works in partnership with Texans with disabilities and families with children who have developmental delays to improve the quality of their lives, achieve employment of choice, and enable their full participation in society. Equal access to Career and Technical Education (CTE) programs for students with disabilities is an important component of the State Plan. This agency provides valuable resources to CTE programs at both the secondary and postsecondary levels to prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.

   The Texas Workforce Investment Council (TWIC) assists the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce development system; promotes the development of a well-educated, highly skilled workforce for Texas; and advocates for the development of an integrated workforce development system that provides quality services. TWIC develops a single strategic plan for workforce development and also functions as the state workforce investment board under the Workforce Investment Act (WIA). The TWIC goals, objectives and core performance measures for the delivery of quality workforce development programs promote the coordination of employment and training activities at the state and local levels.

   The Texas Skills Standards Board (TSSB), an advisory body of the Governor and Legislature, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB has developed skill standards and a list of related industry certifications for many occupations which will be essential resources for identifying valid, reliable industry certifications for secondary and postsecondary technical skill attainment.

coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities. The State Plan 2008-2013 was presented to the state P-16 Council for review in accordance with this section of the Education Code.

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 five year State Plan 2008-2013 for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The unified plan includes secondary and postsecondary Career and Technical Education (CTE) components. The State Board of Education (SBOE) is responsible for approving the CTE State Plan and administration of the Perkins funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for ensuring quality CTE programs in Texas.

   The state priorities during the transition year included an increased focus on improving the academic and technical achievement of CTE st

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;

The State Plan is based on the understanding that a rigorous academic foundation contributes to success in school and in life and that all students are entitled to equal educational opportunities. CTE programs complement and enhance academic preparation by enabling students to apply academic principles and technical skills essential to career success. CTE allows students to see the relevance of their academic preparation to their future career goals. All activities set forth in the plan are intended to assist local education agencies and postsecondary institutions in meeting or exceeding the state adjusted levels of performance. The programs of study have been carefully designed to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. Opportunities for secondary public education students to acquire postsecondary education credits are provided through articulated and dual credit agreements between secondary and postsecondary institutions.

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of sixteen career clusters. The sixteen clusters supported by the United States Department of Education (USDE) encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements.

Model programs of study were developed with the input from secondary and postsecondary academic and CTE faculty to help students, parents and counselors in college and career planning. Currently, there are 114 state-recognized programs of study aligned with the 16 career clusters. At least one program of study has been developed for each of the 81 cluster pathways. Secondary schools are required to offer a minimum of three CTE programs of study from three different clusters. Each state-recognized program of study includes:

- Rigorous secondary academic courses based on the Recommended High School Graduation Program or the Distinguished Achievement Program;
- Postsecondary education programs leading to associate, baccalaureate and/or graduate degrees;
- A relevant, coherent sequence of CTE courses with college credit opportunities, including dual credit, statewide and locally articulated credit, Advanced Placement (AP) and/or International Baccalaureate (IB) credit;
- Opportunities for industry-recognized certifications and licensures, where appropriate and available; and
- Extended learning - including curricular and extracurricular activities, work-based and

Section 5.01: Advancement of College Readiness in Curriculum requires that the

- Coordination of plans and programs, including curricula, instructional programs, research, and other functions as appropriate;
- Examine and make recommendations regarding the alignment of secondary and postsecondary education curricula, testing and assessment; and
- Advise the Coordinating Board and the State Board of Education on the coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities of this state, and other relevant matters.

The Tech Prep programs are examples of P-16 alignment between high schools and postsecondary institutions. In the Lower Rio Grande Valley, the P-16 Council evolved from the Tech Prep consortia board and efforts to align CTE programs.

House Bill 3485, passed in 2006, requires the SBOE to begin a review of CTE TEKS, including the advanced technical credit (ATC) statewide articulation process. This review process will facilitate the vertical alignment of CTE programs of study. The CTE vertical alignment strategy will bring together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The programs of study developed through this collaborative process will be updated and evaluated throughout the five year implementation of the State Plan. The CTE vertical teams will develop model programs of study, consisting of rigorous academic and CTE courses which meet college readiness standards, and will recommend appropriate technical skill attainment measures at all exit points.

(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,repres

well educated communities: ***Closing the Gaps by 2015*** and House Bill 1 passed by the 79th Legislature. House Bill 1 requires the creation of College Readiness Standards.

Closing the Gaps by 2015 is the state plan for higher education in Texas. This plan outlines the goals of closing the gaps in higher education participation and success, in educational excellence, and in funded research by the year 2015. Two of the challenges, Participation and Success, can be addressed in part through high quality academic and technical education:

Goal 1: Closing the Gaps in Participation
Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students over year 2000.
Targets for 2006-2015:

- Increase the overall Texas higher education participation rate from 5.0 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015.
- Increase the higher education participation rate for the African-American population of Texas from 4.6 percent in 2000 to 5.6 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to 4.8 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to 5.7 percent by 2010, and to 5.7 percent by 2015.

Goal 2: Closing the Gaps in Success
Revised Goal: By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.
Targets for 2006-2015:

- Increase the overall number of students completing bachelor's degrees, associate's degrees and certificates to 171,000 by 2010; and to 210,000 by 2015.
- Increase the number of students completing bachelor's degrees to 100,000 by 2010, and to 112,500 by 2015.
- Increase the number of students completing associate's degrees to 43,400 by 2010; and to 55,500 by 2015.
- Increase the number of students completing doctoral degrees to 3,350 by 2010, and to 3,900 by 2015.
- Increase the number of African-American students completing bachelor's degrees, associate's degrees and certificates to 19,800 by 2010; and to 24,300 by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates; to 50,000 by 2010; and to 67,000 by 2015.
- Increase by 50 percent the number of students who achieve identifiable successes other than with certificates and degrees by 2015. Exceed the average performance of the 10 most populous states in workforce education provided by community and technical colleges.

House Bill 1, passed by the 79th Texas Legislature in the summer 2006, contained a number of initiatives regarding high school success and college readiness and success. Section 5.01 of the bill called for joint higher education and public education cooperation and is summarized below:

Section 5.01: Advancement of College Readiness in Curriculum requires that the

that are offered statewide. Resources for the career clusters and programs of study are available on the www.AchieveTexas.org web site.

vTE Teks CTE Ed Sv Fnd Kn Skl education courses, are scheduled to be reviewed during 2007-2008. State teams will revf4.

analysis of statewide and regional data provided by the local Workforce Development Boards.

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners will align the academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for preparation and success in college and career.

(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 Program or Distinguished Achievement Program in order to effectively prepare students for college and career success. Each program of study includes 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 state-recognized programs of study help students understand the importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college.

The Performance Based Monitoring Analysis System (PBMAS) state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators and Tech Prep participants including the following CTE subpopulations: CTE Limited English Proficient (LEP), CTE economically disadvantaged, CTE special education, CTE Tech Prep, and CTE nontraditional students. Districts that are found to have low student performance for its CTE students are placed in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the Program Effectiveness Review, Focused Data Analysis, and Continuous Improvement Plan. Districts in Stage IV Intervention are required to have a full Program Effectiveness and Access monitoring visit. The TEA Program Mon

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services, and the quality of workforce education programs. All institutions are on a four-year IE cycle and the THECB or the institution can request a Peer Review site visit. Additionally, the IE Process also provides a methodology for the identification of exemplary programs.

The THECB requires CTE programs at postsecondary institutions to submit performance information through the online self-evaluation. This information is reviewed by THECB staff. Upon request or where data analysis indicates a need for improvement, technical assistance visits are scheduled and conducted. In addition, a peer review process was developed to allow teams of professionals to go onsite and review the CTE programs for compliance with federal and state requirements. This process is helpful to the teams as well as the institution and supports the sharing of ideas across the state.

3. *Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

Secondary Perkins Educational Excellence leadership funds have been awarded to several Texas universities for CTE professional development: Attachment E contains the Perkins leadership projects for 2007-2008. A statewide professional development project was awarded to provide professional development related for the recruitment and retention of secondary CTE teachers.

Annually, statewide conferences are held for career and technical administrators and guidance counselors. The conferences include training for new administrators and guidance personnel. Conferences are also conducted by most of the teacher professional associations, providing essential opportunities for networking and content-specific professional development. In addition, ESC CTE specialists, provide direct technical assistance and professional development to school district personnel in their regions. The TEA CTE web site provides up-to-date information on opportunities for professional development.

Through Tech Prep activities, postsecondary as well as secondary, academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas' commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, development of Tech Prep programs, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. A priority is to develop a quality, high-tech professional development system that is provided online 24/7 so teachers can access the resources and tools to improve teaching and learning.

Professional development activities include, but are not limited to, topics in academic and technical knowledge and skills, labor market and career information, integration of rigorous academic and technical curricula, developing and delivering online courses, effective strategies for teaching and learning, methods of teaching to diverse student backgrounds and needs, effective use of research in instruction, and the use of technology, multimedia, and telecommunications in instruction.

Each postsecondary institution utilizes a portion of its allocation to support the professional development of faculty, counselors, and administrators related to rigorous academic and CTE standards, industry standards, applied learning strategies, and improvement of access/success of special populations, including nontraditional occupations.

The Texas Network for Teaching Excellence in Career and Technical Education, a postsecondary leadership project, coordinates, and implements a statewide career and technical education professional development system that connects people to people, institutions, resources, and ideas. To accomplish this, a system of partnerships is being created between professional organizations and colleges. This project establishes a central network and repository for past and future professional development projects and modules similar to the North Carolina Model. A list of the postsecondary leadership projects is found in Appendix F.

4. Describe efforts that your agency and eligible recipients will make to improve—
(a) the recruitment and retention of

At the postsecondary level, every program is required to have an advisory committee. Small and medium-sized businesses are the major employers in all college areas, particularly in rural areas. Advisory committee members not only help establish the need for new programs but provide worksite learning experiences and job for graduates. Even though Texas is a right-to-work state, labor unions are represented in those programs in areas where organized labor is the prime provider of employees to regional businesses. Institutions must affirm that they have used the advisory committee in the development of a new program prior to that program being approved by the THECB. Through the required program advisory committee, employers are contacted regularly regarding the quality of program completers.

In 2006-2007, TEA contracted for an external evaluation of its statewide CTE program. The evaluation report was used for program planning and funding priorities. The report is located at http://www.tea.state.tx.us/cte

7. Describe efforts that your agency and eligible recipients will make to—

*(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the **integration of academics** with career and technical education to ensure learning in--*

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

All Texas students, including students in CTE programs, must pursue a rigorous program of study in order to graduate from high school. Three high school graduation pprograms have been established by the State Board of Education: the Minimum Program; the

industry recognized licensures or certifications. The top three licensure or certification areas are in Information Technology, Health Services, and Cosmetology.

TEA has implemented a new state-wide accountability system based on data-driven, performance based monitoring and interventions. CTE academic indicators provide incentives for all districts to improve the performance of CTE students.

Texas statute has codified Tech Prep as a recognized educational preparation that includes the program parameters required within Title II of the Perkins Act and also extends those requirements by requiring that all Tech Prep programs be based on the Recommended High School Graduation Program. Tech Prep programs of study must have some method for students to earn college credit while they are in high school including dual credit courses, advanced placement courses, locally articulated courses, and/or statewide Advanced Technical Credit (ATC) articulated courses. Students, who participate in Tech Prep programs, earn college credit in appropriate courses, and those who meet some additional requirements are eligible for recognition as Distinguished Students and/or as Tech Prep Texas Scholars.

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges, all associate of applied sciences degrees must contain a minimum of 15 semester credit hours of general education, academic transfer level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to the specific degree program. Technical job skills are identified by local advisory committees and, where appropriate, by third party accrediting agencies. The rate at which program completers pass credentialing examinations is one measure of institutional effectiveness for the colleges. All postsecondary CTE programs are required to identify a capstone course and most utilize an External Learning Experience such as clinical, internship, practicum, or cooperative experiences to provide students with a strong experience and understanding of all aspects of an industry.

Texas two-year colleges partner with secondary schools through Tech Prep or other P-16 programs to increase the rigor of high school programs and thus increase the academic level of students entering postsecondary programs. College equivalent courses including dual credit, advanced placement, locally articulated courses, and ATC courses that are embedded in Tech Prep programs enable students to have courses added to a college transcript prior to their high school graduation and matriculation to a college program. State data shows that students who have participated in these programs complete high school and matriculate in greater numbers than high school students in other programs.

*(b) Provide students with **strong experience** in, and understanding of, **all aspects of an industry**; and*

All programs of study provide students with strong experience in, and understanding of, all aspects of an industry. The vertical alignment of CTE programs will ensure that all CTE programs include rigorous academic and technical content, coherent sequences of courses, opportunities for industry certification and licensure and work-based learning experiences.

Active participation by business and industry partners during the vertical alignment will provide the relevance of content to industry standards. Eligible recipients are required to describe how their CTE programs provide students with strong experience in all aspects of an

program advisory committees. Many postsecondary programs result in the students being qualified to sit for licensure or certification examinations. The ability for students to pass those examinations is an institutional effectiveness measure of the program's rigor.

8. *Describe how Texas will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]*

TEA CTE program staff members respond to hundreds of emails and phone calls each week from school districts, educators, and stakeholders seeking guidance regarding CTE programs. A comprehensive website is maintained that often receives more than 200,000 visits monthly from individuals seeking reliable information about CTE programs in Texas. State leadership and program oversight is frequently provided through the TEA two-way interactive video conferencing system. The CTE Listserv serves more than 2,600 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE Specialist at each ESC. The ESC CTE Specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies.

The ESC CTE Specialists have provided extensive professional development training during the two statewide professional development conferences for CTE administrators and counselors. A new statewide Leadership Academy for CTE administrators and counselors is being developed to provide better resources for local administrators to implement quality CTE programs. Ongoing technical assistance for local ESC administrators is provided frequently by the ESC CTE Specialists.

THECB provides technical assistance to eligible recipients as follows:

- THECB staff and participants in various leadership projects provide regional and state technical assistance workshops on topics ranging from curriculum, distance education techniques, innovative programs for special populations, College Tech Prep student identification, to assessment of programs. Technical assistance is provided through regional workshops or state conferences. The State Leadership Council assists institutions in the transition to Perkins IV. Three initial workshops were conducted during July, 2007 in Austin, Dallas, and Houston.

- Staff members of the Perkins Grants Administration, in conjunction with the State Leadership Council, meet with State leadership grant recipients to review their progress. Perkins staff at THECB also meets quarterly with Tech Prep Consortia to evaluate their activities.

- Institutions that receive Basic Grant and Tech Prep funds are visited to provide on-site peer-based technical support and provide third-party evaluations of their programs and support systems.

- Evaluative feedback is collected from all training activities as well as on-site reviews. An analysis of the evaluation data is then provided to improve programs.

9. *Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*

   The CTE TEKS revision process will utilize research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. School districts are encouraged to use area occupational projections and labor market information from the TWC when evaluating the relevance of their course offerings. When an emerging occupation shows promise of offering significant employment opportunities, school districts may develop TEKS for an innovative course that teaches the proficiencies required in emerging occupations, and apply to TEA for approval to offer the course for state graduation credit.

   Postsecondary institutions must indicate the labor market demand for their program completers prior to the approval of new programs through the use of advisory committees, TWC labor market information, national labor market information, and other labor market information as appropriate. The Texas State Technical College system is required by state law to provide information to state two-year colleges on emerging technical careers. As reported earlier, Texas has a process through which technical trends are monitored and new curriculum topics are recommended for statewide development. All colleges are required to have local advisory committees through which they can monitor regional workplace trends. Texas two-year colleges also have access to Community College Strategic Planner software that looks at their service area counties and enables them to make trend forecasts and if-then studies regarding curricular needs and economic forecasts. The postsecondary Instructional Effectiveness Process requires all colleges to justify continuing programs that fall below state adjusted performance measures, especially licensure pass-rates and placements.

10. *Describe the methods you propose for the **joint planning and coordination of programs** carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*

    TEA and THECB, in collaboration with the P-16 Council and SBOE, jointly plan and coordinate the development, implementation, and evaluation of CTE programs. Under state law, the P-16 Council advises the TEA, THECB, and TWIC on issues related to career and technical education and workforce preparation. An SBOE representative serves on TWIC to

high-skills, high-wage, or high demand occupations in new or emerging careers. Tech Prep programs are available in 93.4 percent of all Texas school districts and all of the state's two-year colleges.

TEA and THECB have identified the components of Tech Prep programs as established in Title II of Perkins and identified in the state education code. Each local Tech Prep program is carried out under an articulation agreement between the participants in the consortium and consists of rigorous secondary school preparation preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction. A common core of required mathematics, science, reading, writing, communication, and technical proficiency leads to an associate degree or a two-year postsecondary certificate in a specific career field. Tech Prep programs are based on the Recommended or Distinguished Achievement High School Graduation Programs to meet the requirements established by the State Board of Education and prepare students for college participation as well as direct entry into the world of work. Tech Prep programs also provide equal access to the full range of technical preparation for individuals who are members of special populations. Tech Prep programs have been developed that are appropriate to the needs of special populations and preparatory services that assist participants in achieving success.

11. *Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

    The TWIC develops a single strategic plan for workforce development in its role as the state workforce investment board under WIA. The TWIC goals, objectives, and core performance measures for the delivery of quality workforce development programs promote the coordination of training and activities, including postsecondary students and school dropouts.

B. Other Department Requirements

1. *Submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.*

   Copies of the Texas local application/plan for secondary and postsecondary eligible recipients are found in Appendices G and H.

2. *Provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.*

   The SBOE is responsible for administration of CTE programs in Texas. The TEA Department of Standards and Programs includes the Division of Standards and Alignment and the Division of Special Programs, Monitoring, and Interventions. The Division of Curriculum is responsible for coordination of CTE secondary programs through the CTE

Unit, which is responsible for management and leadership for CTE. Functions of the Department of Standards and Programs incl

(D) single parents, including single pregnant women;
(E) displaced homemakers; and
(F) individuals with limited English proficiency.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in their contractual agreements with the State in order to receive Perkins funding.

As the state agency responsible for public education, TEA provides statewide leadership in the areas of special education for special populations students. TEA allocates Perkins funding to support a Special Populations Resource Center at Texas A&M University, which provides resources to assist public schools in their efforts to effectively serve special populations students. The resources can be found at http://ctsp.tamu.edu.

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. An analysis of participation data documents that an increasing number of academic teachers attend CTE professional development, illustrating Texas' expanding emphasis on integrating academic and technical education. Additio

Each postsecondary institution must describe in the local application how they will meet the needs of special populations. In addition, Perkins State Leadership funds at the postsecondary level 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 achievement rates of special population and nontraditional students are being monitored.

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

School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees and the general public. Nondiscrimination statements are required in all district publications. Exclusion of special population students from CTE programs, or a disproportionately high number of special population students in CTE programs, is monitored by TEA and may trigger a monitoring visit. Individuals who have complaints regarding program access issues may take their concern to their local school boards or to TEA. All complaints and resolutions are annually reported to the Office of Civil Rights (OCR).

TEA and THECB conducts a system of regularly scheduled Program Access (OCR) on-site visits to secondary and postsecondary institutions as required by federal rules and regulations. Eligible recipients are required to provide assurances of nondiscrimination via their local application. Technical assistance and professional development in the area of nondiscrimination are available to eligible recipients from TEA and THECB staff and through state leadership activities. A strict policy prohibiting non-discrimination is included in the provisions and assurances of all Perkins grants.

Texas universities and 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 which is analyzed through the institutional effectiveness process. The THECB has a staff member who has the responsibility of responding to all complaints regarding 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)]

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,

- **TAKS-Alternate (TAKS-Alt):** TAKS-Alt is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements.

- **Personal Graduation Plan:** TEC §28.0212 mandates that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a Personal Graduation Plan for each student in junior high, middle school, or high school who does not perform satisfactorily on the TAKS tests, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district).

- **Optional Extended Year Program (OEYP):** School districts and charter schools may apply to TEA for funding of an extended year program for students in Kindergarten through Grade 11 who did not perform well on the state's academic assessments, or who are unlikely to perform well on the assessments. The program also serves students in Grade 12 who are not likely to graduate. In order to be eligible to receive funding for the OEYP, at least 40 percent of the district's students must be from economically disadvantaged families. The OEYP received $16,500,000 in funding for the 2006-07 school year. See

5. *Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.*

   Both TEA and THECB adhere to the mandates for appropriate privacy protections as provided in Section 444 of the General Edu

THECB participated in meetings with the Texas Association of Career and Technical Educators (TACTE), the Texas Association of Continuing Education (TACE), the Texas Community College Instructional Administrators Association (TCCIA), and the Association of College Presidents (TACC), the Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TAIR) to receive additional feedback. Initially, feedback was received from the Perkins State Leadership Council, TACTE, and TACE.

TEA and THECB continued to seek input during the development of the State Plan. Public Hearings were held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October, 2007. The draft State Plan was posted on the TEA web site, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

2. *Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State*

measures and current data were presented at statewide CTE professional conferences including: Texas Association of Career and Technical Educators (TACTE), Texas Association of Continuing Education (TACE), Texas Community College Instructional Administrators Association (TCCIA), Association of College Presidents (TACC), Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TARR).

3. *Identify the valid and reliable measurement definitions and approaches that the state will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

   The state adjusted levels of performance are included in the final agreed upon performance level (FAUPL) document attached to the Texas State Plan.

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.

CTE Tech Prep Student: A secondary student who has enrolled in 2 courses in the secondary education component of a Tech Prep program.

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

education component of a Tech Prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

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 Assessment of 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
c 0 Tw T*(Denominator)T24 1 Tf0 Tc (:5 and wvel 90 430.5 60.66 1.14 5 BDC /TT1 1 306.36) wh32

Denominator: Number of CTE concentrators who, in

Measure 3: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who completed a State or industry-recognized certification or licensure
Numerator: Number of secondary TP students who completed secondary education during the reporting year with a State or industry recognized certification, or licensure
Denominator: Number of secondary TP students who completed secondary education during the reporting year

Measure 4: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level
Numerator: Number of secondary TP students who completed secondary education in the reporting year with postsecondary credit
Denominator: Number of secondary TP students who completed secondary education in the reporting year who registered for PS credit

Measure 5: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education
Numerator: Number of secondary TP students who completed secondary education in the reporting year and enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education
Denominator: Number of secondary TP students who completed secondary education in the reporting year and enrolled in postsecondary education

Postsecondary Level:

Measure 6: The number and percent of Tech Prep students who are placed in employment in the 2nd quarter following the program year in which they graduated from the Tech Prep program
Numerator: Number of postsecondary TP students placed in employment in the 2nd quarter following the program year in which they graduated from the Tech Prep program
Denominator: Number of postsecondary TP students who graduated last year

Measure 7: The number and percent of Tech Prep students who complete a State or industry-recognized certification or licensure
Numerator: Number of postsecondary TP students who leave postsecondary education this year with a State, industry recognized certification, or licensure.
Denominator: Number of postsecondary TP students who left postsecondary education in the reporting year

Measure 8: The number and percent of Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program
Numerator: Number of postsecondary TP students who entered postsecondary education 3 years ago and completed a 2-year degree program

measures and current data were presented at statewide CTE professional conferences including: Texas Association of Career and Technical Educators (TACTE), Texas Association of Continuing Education (TACE), Texas Community College Instructional Administrators Association (TCCIA), Association of College Presidents (TACC), Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TARR).

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Denominator: Number of CTE concentrators who, in

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Numerator: Number of secondary TP students who completed secondary education during the reporting year with a State or industry recognized certification, or licensure
Denominator: Number of secondary TP students who completed secondary education during the reporting year

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Numerator: Number of secondary TP students who completed secondary education in the reporting year with postsecondary credit
Denominator: Number of secondary TP students who completed secondary education in the reporting year who registered for PS credit

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Postsecondary Level:

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Denominator: Number of postsecondary TP students who graduated last year

Measure 7: The number and percent of Tech Prep students who complete a State or industry-recognized certification or licensure
Numerator: Number of postsecondary TP students who leave postsecondary education this year with a State, industry recognized certification, or licensure.
Denominator: Number of postsecondary TP students who left postsecondary education in the reporting year

Measure 8: The number and percent of Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program
Numerator: Number of postsecondary TP students who entered postsecondary education 3 years ago and completed a 2-year degree program

Denominator: Number of postsecondary TP students who graduated with a 2-year degree in the reporting year

Measure 9: The number and percent of Tech Prep students who complete a baccalaureate program within the normal time for completion of such program

sequence for taking high school mathematics courses. The eleventh grade Exit Level Mathematics TAKS is therefore more rigorous and challenging for students.

The Texas legislature has determined that high school assessments required for graduation will transition from TAKS to end-of-course exams in the core academic areas. This transition will take several years, and is not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV.

To report 2S1 Technical Skill Attainment, TEA will use valid, reliable industry-recognized licensures and certifications data as reported by eligible recipients. Texas has been reporting the total number of licensures and certifications earned by CTE students as an additional measure for Perkins III. The state will begin collecting 2006-2007 data using the new Perkins IV performance measure definition for Technical Skill Attainment, so this reporting year will the first opportunity for Texas to accurately report 2S1 data. Although all programs of study do not have valid, reliable industry certifications and licensures, the goal is to evaluate programs during the CTE vertical alignment process and identify or develop additional assessments so that by 2013, all secondary CTE concentrators have a means to validate technical skill attainment.

The 3S1 Secondary School Completion measure (graduation or GED) will not change for Perkins IV. The methodology will only differ from 4S1 by the inclusion of CTE concentrators earning a GED.

For 4S1, Texas will use the state's computation of graduation rate as described in Section 1111(b) (2) (C) (vi) of the ESEA as the method of the calculating graduation rate CTE concentrators. Beginning in 2005-2006, the NCES definition for dropout will be in place for Texas, which has an impact on the state's computation of graduation rate.

Secondary concentrator placement data for 5S1 is provided by THECB. Data is submitted to THECB to match with postsecondary enrollment data and UI wage records from TWC. An agreement has been made to permit THECB to submit secondary placement data to FEDES so federal employment data, including military data, can be accessed for the reporting of student placement data.

The methodology for calculating 6S1 and 6S2 has not changed for Perkins IV. A new list of CTE courses that are nontraditional for males and females was developed based on the 2006 CIP crosswalk from the Bureau of Labor Statistics. The new lists can be located at http://www.tea.state.tx.us/cte/accountability/nontraditional.html.

THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which is certified by the reporting institution prior to aggregation and analysis.

The THECB strongly encouraged Texas colleges to begin collecting the data on core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions are beginning to redesign data collection methods to accommodate the new federal requirements.

The THECB currently collects data for all licensure programs and began development of a process to identify the various skill assessments that can be used for technical skill attainment. Through collaboration with other state workforce organizations and industry boards a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.
The CBM Reporting system provides data for certificates, degrees, retention transfer, non-traditional participation/completion and participation/success of all special population groups. This data reporting system will be used for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-up System will provide the data for 4P1 along with the Supplemental Follow-up Data provided by the postsecondary institutions. The THECB is working towards utilizing licensure pass rates for those programs with established certification and/or licensure for 1P1 and will work with the postsecondary institutions in the development of a reporting process for 1P1 as additional technical skill attainment measures are identified for the various programs of study.

The Texas Skills Standards Board (TSSB), an advisory body of the Governor, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupill att5 Tw 0astc15 Td[wies, re[indw5T83 -1.1 Tc -0.0037 Tw -24u(15-w0 Td5 .0006 Tc -0.002 TwTc

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Numerator: Number of postsecondary TP students who entered postsecondary education 3 years ago and completed a 2-year degree program

Denominator: Number of postsecondary TP students who graduated with a 2-year degree in the reporting year

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sequence for taking high school mathematics courses. The eleventh grade Exit Level Mathematics TAKS is therefore more rigorous and challenging for students.

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The THECB strongly encouraged Texas colleges to begin collecting the data on core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions are beginning to redesign data collection methods to accommodate the new federal requirements.

The THECB currently collects data for all licensure programs and began development of a process to identify the various skill assessments that can be used for technical skill attainment. Through collaboration with other state workforce organizations and industry boards a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.
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or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Performance measures 1S1, 1S2, and 4S1 have been aligned with ESEA calculation methodology to assure that Perkins performance measure data is valid and reliable. For secondary schools, 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.

The THECB has combined the core indicators of performance with the institutional effectiveness measures to eliminate duplication of effort in collecting information from the postsecondary institutions.

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

   Performance level baseline data and targets will be provided as required for the State Plan (See Texas FAUPL).

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)]*

   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 is being developed based on analysis of performance data. Minimum improvement levels will be determined once district level performance data are analyzed.

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)]*

   Criteria for performance measure negotiations were developed, as well as an appeals process. During the time the eGrant is open, districts may request assistance in understanding their performance data. No adjustments can be made after the close of the eGrant 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 granted based on the district request.

   A self-study evaluation is part of the online application system for eligible postsecondary recipients. The THECB populates the data in the self-evaluation to allow colleges to track their performance against the targeted levels. THECB developed a process to allow 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 students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

   All Texas Perkins performance measure data will be reported to the USDE in the *Carl Perkins Consolidated Annual Report*, which will be submitted by December 31 each year. Public schools are required to report PEIMS data to TEA four times each year. When student data is entered into the PEIMS system in

PEIMS CTE data, when matched with information from the TAKS assessment records, and electronic matching with wage/UI records and postsecondary enrollment data will validate the performance of secondary CTE students and the effectiveness of CTE programs. Districts will have access to their Perkins performance measure data, broken out by gender, ethnicity and subpopulations, in the new online Career and Technical Education Reports (CTER) system. Districts are required to analyze performance measure data to annually evaluate CTE programs.

Because of the PEIMS data collection schedule, results for a school year are not available until March of the following year. Leaver data are not available for release until August. In order to ensure that accurate data were reported for Perkins III, Texas received permission from the USDE to report performance data one year after the reporting year. Plans for a PEIMS data system redesign is pending, based on legislative appropriations. The PEIMS redesign will allow the state to report Perkins performance measure data in a more timely fashion. Texas anticipates the redesign will occur in three to five years. The goal is for Texas to annually report Perkins performance measure data in December after the reporting year. Because of the availability of follow-up data, student placement data will continue to be reported one year behind.

For community and technical college programs, achievement of the core indicators of performance will be determined based on data from the Community and Technical Colleges Institutional Effectiveness System. This system uses the THECB Coordinating Board Management (CBM) reports and data from the Texas Success Initiative, the Annual Self-Evaluation, and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community and technical college students. The results will be reported to the USDE each year, or as required by federal law, through the *Consolidated Annual Report*. Additional state measures and standards will be collected at the postsecondary level as part of the state accountability and Institutional Effectiveness process to make data reporting more complete, reliable, and accurate. The community and technical colleges will be accountable for performance on these measur

application and plan. When the information submitted by the fiscal agent is satisfactory to CTE program staff, the application is then reviewed and approved by Division of Formula Funding staff. The Commissioner of Education or the Chief Deputy Commissioner must provide final approval of the application, and their electronic signature appears on the Notice of Grant Award that is available electronically to the district. The new Perkins eGrant Application/Plan provides more guidance to districts for meeting the Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation may be viewed at http://www.tea.state.tx.us/opge/formfund/carlperkins/.

Tech Prep Consortia must form boards of directors and secure an approved fiscal agent to be eligible to apply for Perkins funding through THECB. The yearly application includes performance measures, strategic plans, and provisions and assurances. Consortia must agree to utilize federal funding in allowable and permissive ways to support Tech Prep students. Consortia report program data through THECB's online reporting system, which is then used to determine compliance with the federal and state requirements.

10. *Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]*

The effectiveness of secondary CTE programs is evaluated annually through the Final Evaluation and Use of Funds Report which will be submitted online through the 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. The online CTER system provides

programs. Eligible recipients are required to submit an evaluation plan with all Perkins applications. The self-evaluation section of the applications is a district-level and program-level instrument which assesses Perkins IV core indicators of performance, addresses local plan requirements, and identifies specific programs for improvement

from approximately $218,000 for the Concho Valley consortium to $880,000 for the Gulf Coast consortium.

In administering funds, THECB has implemented a system to evaluate budgetary reporting categories with respect to administrative costs at the consortium level. THECB will revisit this funding formula to explore the possibility of integrating performance data into the determination of consortia allocations; however, any modified formula will continue to provide a base level of operating funds for all consortia and will follow the collaborative model of formula development used in the past.

2. *Describe how Texas will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*

Texas is utilizing Tech Prep consortia, in collaboration with education service centers and basic grant leaders at school districts and colleges, as communications liaisons to ensure that the entire state moves forward on addressing the goals outlined in Section 204(d) of the Perkins Act. The annual Request for Applications (RFA) provides specific information along with any clarific 0 Td[ionsl8c -c -0.00-0(liaisons v7.66nt used 1.2297 0 Tdbe hof thiyste9(xasncludine

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consortium is strictly urban in composition; however, all serve some very rural areas. Any revisions to the funding formula during Perkins IV will continue to integrate student population as a factor to ensure equitable distribution of assistance between urban and rural consortium participants.

4. *Describe how your agency will ensure that each funded tech prep program—*

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

Tech Prep articulation agreements are written commitments between secondary and postsecondary participants in Tech Prep consortia. Tech Prep articulation agreements are defined in TEC §61.851-61.858 with definitions drawn from federal Perkins legislation and the THECB *Guidelines for Instructional Programs in Workforce Education (GIPWE)*, Part II (see http://www.thecb.state.tx.us/reports/ PDF/0426.PDF). The *TEC* and *GIPWE* provide specific information on the format of six-year plans submitted to state agencies for approval.

Tech Prep programs of study provide students with non-duplicative sequences of courses leading to associate degrees and postsecondary certificates, with linkages to baccalaureate degrees. Because Tech Prep programs include both secondary and postsecondary courses, Tech Prep programs must be approved by both the TEA and the THECB and must follow the Recommended High School Graduation Plan or the Distinguished Achievement Plan.

The Tech Prep programs provide students with the opportunity to earn college credit for high school courses through academic dual/concurrent enrollment courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, technical dual enrollment courses, locally articulated courses, Advanced Technical Credit (ATC) statewide articulated courses, and contract-instruction courses offered by special agreements between school districts and colleges. Tech Prep programs are guided and supported by THECB staff that provides

The Tech Prep Consortia application is included in Attachment I.

VI. FINANCIAL REQUIREMENTS

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)]

Each year, Texas adjusts district allocations to reflect the changes that occurred in district

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:

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

   Secondary reserve funds will be awarded to secondary eligible recipients that meet or exceed the state targets for each performance measure or show continual improvement in measures that are not at or above the state targets. Eligible postsecondary recipients are requested to submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities.

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.*

   NA

C. Procedural Suggestions and Planning Reminders

- *Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.*

- *States must meet maintenance of fiscal effort requirements on either per student or aggregate expenditure basis. See Section 311(b) (1) (A).*

- *No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).*

- *No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See Section 314(2).*

- *All funds made available under the Act must be used in accordance with the Act. See Section 6.*

- *Funds made available under the Act for career and technical education activities may supplement and not supplant non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).*

- *No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.*

- *The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).*

- *Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).*

Attachments

A. Public Hearing Information and Meeting Notice for Texas Register
B. Summary of Recommendations and Responses from Public Hearings
C. List of Stakeholder meetings
D. Timeline for development of the State Plan
E. Secondary Leadership Projects
F. Postsecondary Leadership Projects
G. Secondary Application and Eligible Recipients
H. Postsecondary Application and Eligible Recipients
I. Tech Prep Consortia
J. TEA Organizational Chart
K. THECB Organizational Chart