

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 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 students through rigorous programs of study; 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. Effective implementation of the goals of the *AchieveTexas College and Career Initiative* and *Closing the Gaps by 2015* is critical to the success of college and career preparation for Texas students.

The United States Department of Education (USDE) approved the Texas Perkins Transition Plan for 2007-2008 in July 2006. The transition year provided the state with opportunities to effectively utilize Perkins IV criteria to improve CTE programs in Texas.

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 are*

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. Articulated and dual credit agreements between secondary and postsecondary institutions afford opportunities for secondary public education students to acquire postsecondary education credits.

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of 16 career clusters. The 16 clusters supported by the USDE encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements.

A Perkins leadership grant funded the development of model programs of study, with 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. TEA requires secondary schools 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 Plan or the Distinguished Achievement Plan;
- 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 service learning, and professional associations.

Postsecondary education in Texas is directed by the Texas Higher Education Coordinating Board. There are two primary initiatives that are currently underway throughout the state to foster creating a college-going culture and well educated communities: ***Closing the Gaps by***

2015 and House Bill 1 passed by the 79th Legislature, 3rd Called Session. House Bill 1 required the creation of College and Career 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 academiin e7x3(on)TJETBT1 0 0 7tion

Section 5.01: Advancement of College and Career Readiness in Curriculum required the Commissioner of Education and the Commissioner of Higher Education to establish statewide discipline-based Vertical Teams of faculty from public education and higher education. The teams were established and they have completed the following:

- Phase I
 1. Establish four subject-specific vertical teams (English, mathematics, science, and social studies).
 2. The vertical teams composed of Texas secondary and postsecondary educators will develop college readiness standards and expectations.
 3. Upon completing their tasks, the teams will then recommend for approval by the Texas Higher Education Coordinating Board and the Commissioner of Education readiness standards and expectations.
- Phase II
 1. Evaluate whether the high school high school curriculum requirements, i.e., Texas Essential Knowledge and Skills (TEKS) prepare students for college-level course work.
 2. Recommend how the TEKS can be aligned to the College Readiness Standards.
 3. Evaluate whether institutions of higher education courses appropriately align with the college readiness standards.
- Phase III
 1. Develop instructional strategies for teaching courses to prepare students to successfully perform college-level work.
 2. Develop or establish minimum standards for curricula and professional development materials.
 3. Develop online support materials in English, mathematics, science, and social studies for students who need additional assistance in preparing to successfully perform college-level course work.

Statewide Vertical Teams were appointed and the teams drafted college and career readiness standards that the THECB adopted and the Commissioner of Education approved. Upon approval, the SBOE began to incorporate the standards in the Texas Essential Knowledge and Skills (TEKS). Dr. David Conley, a nationally known expert from the University of Oregon, consulted with the State on the development of the college and career readiness standards. Dr. Conley has developed a process and strategy for developing college and career readiness standards as part of a project sponsored by the Association of American Universities. A complimentary but separate project on course redesign was initiated in the spring of 2008. The course r guidance, career technical courses are being redesigned using these new standards.

In 2005, the Texas Legislature modified and strengthened the P-16 statute by passing [House Bill 2808](#). This legislation amended Texas Education Code (TEC) §61.076 to define P-16 Council efforts by outlining the following objectives:

- Align the goals of the state P-16 Council and educational programs to promote more effective functionality of the public education continuum;

participating in the training, teachers receive the curriculum with daily lesson plans linked to appropriate career information resources. Each school receives a classroom set of student materials, including Texas CARES and the digital career video show products. An online version of the COT is being developed, which will allow more teachers to access the training while reducing travel costs and teacher downtime.

(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;

Developing, improving, and expanding access to appropriate technology is a required use of local and state Perkins funds. Eligible recipients are required to describe how they will provide and expand access to appropriate technology in their local plans. Three related elements include: training CTE teachers, faculty, and administrators to effectively use technology, including distance learning; providing CTE students with essential academic and career and technical skills (including mathematics and science knowledge that provide a strong basis for such skills) that lead to careers in technology fields; and encouraging collaboration with technology industries. Other uses of technology include the development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; and enhancing academic and technical skills related to design and innovation, as well as supporting internet research to analyze information and solve problems. Technology also plays a vital role in providing access in rural areas for individuals with disabilities and other special populations and enhancing distance learning.

Perkins State Leadership funds support efforts to develop, improve, and expand access to appropriate technology in CTE programs at both the secondary and postsecondary levels. Postsecondary State Leadership funds have been allocated to redesign technical courses that

appropriate routes to enter occupations of their choice and the postsecondary education

technical colleges will apply the statewide percentage to occupations identified by their respective LWDB and/or the strategic planner forecasting data.

Texas does not have an official state definition for high skill occupations, but currently for CTE and program accountability 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.

- (i) *How funds will be used to improve or develop new career and technical education courses*
- i. *At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
 - ii. *At the postsecondary level that are relevant and challenging; and*
 - iii. *That leads to employment in high-skill, high-wage, or high-demand occupations;*

TEA and THECB will use state leadership funds to align secondary and postsecondary technical programs that lead to high-skill, high-wage, or high-demand occupations. This vertical alignment will allow Texas institutions to provide high quality programs of study that include rigorous courses that are based on relevant and challenging academic and technical standards. The vertical alignment planning process previously described will allow instructional teams to determine courses that need to be enhanced, new courses that need to be developed, and existing courses that can be redesigned or eliminated to accommodate vertical alignment and avoid duplication. The vertical alignment process began with three clusters the governor identified as priority areas for economic development. These include: Advanced Manufacturing; Informational Technology; and Science, Technology, Engineering and Mathematics (STEM). This alignment will provide the model for all future alignment activities. Our goal is to vertically align all 16 career clusters and provide model programs of study by 2009.

- (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 includes a best practices feature that allows each College Tech Prep consortium and other eligible recipients to describe their best practices and assist others to improve program quality and student achievement.

- (k) *How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and*

Perkins funds will be used to begin the vertical alignment of secondary and postsecondary technical programs as described previously. The focus of the alignment is on increasing the achievement of students choosing to participate in CTE programs. Tech prep consortia will be included in this significant statewide endeavor. Increasing opportunities for dual credit

between secondary and postsecondary institutions is a priority, and the goal is to encourage

-level Institutional Effectiveness (IE) process is a comprehensive initiative designed to evaluate and verify the effectiveness of public community, state, and technical colleges in Texas. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance, services, and the quality of career technical/workforce education programs and provides a methodology for the identification of exemplary programs. All institutions are on a four-year IE cycle. This IE process will be phased out in 2009 and replaced by a new process for the review of existing undergraduate programs.

secondary institutions to submit performance information through the online self-

academic counselors, and local business and industry representatives in an annual evaluation of CTE programs. Texas school districts have local advisory committees for CTE that are involved in decisions related to the implementation, improvement, and evaluation of CTE programs.

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

activities, and provide opportunities for students to explore all aspects of an industry. As required by legislation, the SBOE will revise and approve the TEKS for CTE during 2007-2009. The growing number of certification and licensing programs in high-skill, high-wage, or high-demand occupations reflects the extent to which CTE courses prepare students for advanced technical skills. Thousands of secondary CTE students annually earn rigorous 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 Plan (high school graduation plan). 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, technical dual credit, 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

(18

from the *Workforce Education Course Manual* (WECM). The courses found in these state manuals are reviewed regularly by instructional specialists to ensure that they reflect the appropriate academic rigor and content. The CTE courses are also reviewed to ensure they reflect industry-recognized skills standards. New courses are developed using the common guidelines developed for these state manuals. All programs/courses (content, materials, equipment, faculty, and student success) are reviewed by peers during the WECM three-year course review workshop cycle and are under constant review by institutional program advisory committees. Many postsecondary programs result in the students being qualified to sit for licensure or certification examinations. The ability of students to pass those
 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. TEA maintains a comprehensive website that often receives more than 200,000 visits monthly from individuals seeking reliable information about CTE programs in Texas. TEA also provides state leadership and program oversight 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. ESC CTE specialists also frequently provide ongoing technical assistance for local ESC administrators.

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, regional meetings, and state conferences. Regional meetings were conducted in October/November 2008 and February/March 2009.
- Staff members of the Career Technical Programs Department in the Academic Affairs and Research Division meet with State Leadership grant recipients to review their progress. CTE program staff at THECB also meets quarterly with the Tech Prep consortia directors 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.

consistency is achieved through collaboration among consortia directors, agency staff, and

2. *Provide a 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

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations (a) Will be provided with equal access to activities assisted under the Act.*

The definition of special populations for the Texas State Plan follows Section 3(29) of the Perkins Act, which includes:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for non-traditional fields;
- (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

academic and technical education. Additionally, CTE teachers employed in the state correction institutions are invited to participate. School administrators are encouraged to support the participation of 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 strategies to assure that students who are members of special populations are provided equal access to CTE programs. The Admission, Referral, and Dismissal (ARD) committee for students with disabilities must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

TEA and THECB conduct 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 discrimination is included in the provisions and assurances of all Perkins grants.

Texas universities and community, state, 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 are gathered and reported in the Annual Data Profile which are 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. Even though the IE process is being phased out, these data will
lity and reporting systems.

- (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)]*

- **Communities in Schools (CIS):** CIS is a stay-in-school program funded by the Texas Legislature. CIS uses a case-management model to prevent dropouts, help students stay in school and successfully learn. Twenty-seven CIS programs in Texas received \$16,130,946 in state funds and \$4,842,342 in federal Temporary Assistance for Needy Families (TANF) funding for the 2007-08 and 2008-09 school years. See <http://www.tea.state.tx.us/cis/> for more information about CIS in Texas.
- **Life Skills Program (formerly Pregnancy, Education and Parenting - PEP):** The Goal of the Life Skills Program for Student Parents is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See <http://www.tea.state.tx.us/pep> for more information about the Life Skills Program.

Perkins funds are used as supplemental support for postsecondary special population technical students. Supplementary support services include: mentoring, career guidance, elder/child care services, textbooks, transportation, tutoring, and other services as required. State Leadership funds distributed to projects through the competitive RFA process support the development of special curricula and effective teaching strategies for students from special populations.

2. *Describe how you will adequately address the needs of students in **alternative education programs**, if you have such programs. [Sec. 122(c)(14)]*

Texas school districts are not required to offer alternative education programs, except in the case of students who have been removed from school for inappropriate conduct. State law requires districts to establish alternative education programs for students who have been removed from regular classrooms for inappropriate conduct. TEC §37.008(4) requires alternative education programs to focus on English language arts, mathematics, science, history, and self-discipline. For districts operating state-mandated alternative education programs that choose to provide CTE programs, districts may use Perkins funding to support students who receive instruction in CTE areas.

3. *Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]*

TEA provides Perkins funds to the 20 ESCs for promoting programs that are nontraditional for gender. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. TEA also provides school districts with data demonstrating how the

state levels of nontraditional student course enrollments and completions. Perkins funds are used to purchase materials produced by the National Alliance for Partnerships in Equity and similar entities, and the materials are provided to Texas school districts to support their equity efforts.

At the postsecondary level, the statewide institutional effectiveness process looks at the number of special populations served as well as gender information on specific programs.

Annual Data Profile figures provide colleges not only with local data but also with statewide comparison data. In Texas, approximately 38 percent of basic Perkins funds are allocated directly to special population programs that also support and encourage students to enter into, and complete, nontraditional programs. Additionally, local applications are required to focus

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Following the reauthorization of the Perkins Act in August 2006, both TEA and THECB met with stakeholders from secondary and postsecondary institutions to discuss measurement definitions and approaches for the core indicators of performance for CTE students. Presentations were made at CTE conferences with time allowed for input from participants. The transition plan was posted on the TEA website, so all secondary and postsecondary eligible recipients could provide input into the development of the State Plan.

Collaborative technical assistance workshops were held throughout the state during the summer of 2007 where both the State Director of CTE and THECB Director of Grants and Development received input from eligible recipients. Opportunities were also provided for written comments, including electronic mail. The accountability performance measure requirements were implemented as a component of the transition plan, with the understanding that these could be revised based on input from eligible recipients during the transition year.

TEA and THECB sought 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 website, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

During the 2008-

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 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.

CTE Tech Prep Student: A postsecondary student who (A) has completed the secondary education component of a Tech Prep program; and (B) has enrolled in the postsecondary 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 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

Denominator: Number of CTE concentrators who, in the reporting year, were included in

6S2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

POSTSECONDARY LEVEL:**1P1: 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 technical skill assessments during the reporting year. NOTE: Texas is working on collecting licensure and certification examination pass rate data. In the interim, GPA is being used to determine technical skill attainment.

2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

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

3P1: STUDENT RETENTION OR TRANSFER

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: STUDENT PLACEMENT

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.

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

5P1: NONTRADITIONAL PARTICIPATION

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

TECH PREP MEASURES**SECONDARY LEVEL:**

Measure 1: The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education.

Numerator: Number of secondary tech prep students who completed secondary education in the reporting year and enrolled in postsecondary education at any time during the year..

Denominator: Number of secondary tech prep students who completed secondary education during the reporting year.

Measure 2: The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education in the same cluster or field or major as the secondary education tech prep students were enrolled at the secondary level.

Numerator: Number of secondary tech prep students who completed secondary education during the reporting year and enrolled in the postsecondary education in the same major or cluster/pathway as in high school the previous year at any time during the year.

Denominator: Number of secondary tech prep students who completed secondary education during the reporting year.

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 tech prep students who completed secondary education during the reporting year with a State or industry recognized certification or licensure.

Denominator: Number of secondary tech prep 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 tech prep students who completed secondary education in the reporting year with postsecondary credit.

Denominator: Number of secondary tech prep students who completed secondary education in the reporting year who registered for postsecondary 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 tech prep 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 tech prep 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 (TP) students who are placed in a related field of employment not later than 12 months after graduation from the Tech Prep program

Numerator: Number of postsecondary TP students placed in a related field no later than 12 months after graduation

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

For performance measures 1S1 and 1S2, Texas will use the TAKS exit level assessment developed as the eleventh grade high-stakes assessment required for graduation. Texas has used this TAKS assessment in reporting the secondary Perkins academic attainment performance measure. While Texas currently reports adequate yearly progress (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 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 using the same state assessment objectives 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 assessments 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. Since the TAKS is designed to measure the extent to which a student is able to apply the knowledge and skills for the grade level tested, the test at the eleventh grade is more challenging than the test at the tenth grade.

The mathematics assessments at grades ten and eleven are somewhat different in that high school 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.

The Texas Legislature has determined that high school assessments required for graduation will transition from TAKS to end-of-course (EOC) 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 CTE students earn as an additional measure for Perkins III. The State began collecting 2006-07 data using the new Perkins IV performance measure definition for technical skill attainment, so the 2008-2009 Consolidated Annual Report will be 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) did not change for Perkins IV. The methodology only differs from 4S1 by the inclusion of CTE concentrators earning a GED.

1111(b) (2) (C) (vi) of the Elementary and Secondary Education Act (ESEA) as the method for calculating the graduation rate for CTE concentrators. Beginning in 2005-06, Texas will put in place the National Center for Education Statistics (NCES) definition for dropout,

THECB provides secondary concentrator placement data for 5S1. THECB matches postsecondary enrollment data with unemployment insurance wage records from TWC. By agreement, THECB is permitted to submit secondary placement data to Federal Employment Data Exchange System (FEDES) so THECB can access federal employment data, including military data, 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 mal520055,yBT (a)4(5600)rw-8(a)4(ts dev3(e)4(elopedb)-97a)4(ts)3

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 occupations with strong employment and earning opportunities. The TSSB collaborates with THECB to collect data on Technical Skill Attainment and Credential, Certificate or Diploma performance indicators. The TSSB currently has 37 recognized skill standards listed on the TSSB web site at www.tssb.org. Colleges that integrate TSSB-recognized skill standards into their curriculum may have their program recognized by the TSSB. As part of TSSB inment of the skill standards content. Such assessments, which are aligned with industry-recognized standards, directly address the technical skill attainment performance indicator required under Perkins IV.

For areas in which there are no TSSB-recognized skill standards, the TSSB maintains a list of more than 450 industry certifications on its web site at www.tssb.org. The certification links

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. 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*

the district to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and TEA may approve a request for renegotiation 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 has developed a process to allow institutions to present unusual circumstances and amend their local adjusted levels of performance based on those 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].*

TEA will report all Texas Perkins performance measure data to the USDE in the *Carl Perkins Consolidated Annual Report*, submitted by December 31 each year. TEA requires public schools to report PEIMS data four times each year. When student data is entered into the PEIMS system in the fall, each student receives a code of 0 (not enrolled in any CTE courses); 1 (taking a CTE elective); 2 (enrolled in a coherent sequence of CTE courses); or 3 (participating in a college tech prep program). Code 2 and 3 students, by definition, are CTE -09, districts also report CTE student indicator codes during the summer submission. This will improve the accuracy of coding CTE students.

Additional elements in the PEIMS data system provide information to districts to examine the performance of CTE student subpopulations for all the core indicators. Districts also have the ability to analyze CTE student performance by gender, ethnicity, and special populations. PEIMS CTE data, when matched with information from the TAKS assessment records, and with wage/UI records and postsecondary enrollment data will validate the performance of secondary CTE students and the effectiveness of CTE programs. Districts 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 are 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, state, and technical college programs, achievement of the core indicators of performance is determined based on data from the community, state, 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, state, and technical college students. The results are reported to the USDE each year, or as required by federal law, through the *Consolidated Annual Report*. Additional state measures and standards are 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, state, and technical colleges are accountable for performance on these measures in their annual plans. The THECB intends to continue to develop reliable methods of collecting data that are not currently being collected consistently across the state i.e., awarding of certificates or industry credentials embedded in the technical programs.

9. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The required elements for local Perkins plans are integrated into the new Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA program staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent. The application contains text fields where TEA staff may include negotiation notes or comments about the consortium 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, evaluation plans, and provisions and assurances. Consortia must agree to utilize federal funding in allowable and permissive ways to support 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)]

TEA evaluates the effectiveness of secondary CTE programs annually through the Program Effectiveness Report which applicants submit online through the eGrant system, beginning in 2008-09. 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 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 districts with valuable follow-up information to assist in CTE program evaluation and planning. The demographic data help districts evaluate program effectiveness and yearly progress. TEA has expanded the CTER system to provide districts with district-level Perkins performance measure data. The new Perkins eGrant requires districts to set local performance measure targets for the Perkins measures and then negotiate local targets if the district does not accept the state targets. Districts will be required to continually make progress in meeting performance measure targets.

Currently, the THECB evaluates the effectiveness of postsecondary CTE programs through the Institutional Effectiveness (IE) process. The IE process is a comprehensive initiative designed to evaluate and verify the effectiveness of two-year colleges in Texas. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance, services, and the quality of workforce education programs. Eligible recipients are required to submit an evaluation plan with all Perkins applications. The 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.

The THECB produces and publishes on its internet website, an Annual Data Profile (ADP) for each community, state, and technical college. The ADP contains a summary of college programs and services and serves as a foundation for IE review. The ADP also establishes baseline information that colleges can use to self-assess their progress and achievements. The IE review process uses additional data reported by the colleges, other state agencies, and organizations. The IE process is scheduled to be phased out by the end of the 2009 fiscal year and will be replaced by a new process to review existing programs. The data collection systems currently in place will continue to be used to provide profile information to the institutions.

The THECB monitors and assesses 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 system that is available for review by the postsecondary institutions. In addition to federal laws and regulations, state law TEC §61.051(f) 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/>
- <http://www.thecb.state.tx.us/rules/TAC.cfm>
- <http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/gipwe.htm>

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula the state will use to award grants to Tech Prep consortia. [Sec. 203 (a) (1)]

- The proposed formula was developed and approved by the local consortia directors in February 1999 and has been re-

- provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- plan must be developed in consultation with business, industry, institutions of higher education, and labor organizations;
- plan effectively addresses the issues of school dropout prevention and reentry, and the needs of special populations;
- programs must provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under Section 118;
-

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

TEC §61.852 describes the components of a Tech Prep program. It specifies that each Tech Prep plan must be based on the requirements of the Recommended High School Graduation Plan or Distinguished Achievement Plan, which provides a rigorous academic foundation that prepares students for postsecondary education as well as for technical careers. These plans ensure that students are offered non-duplicative sequences and the opportunity for earning college credit while in high school. Texas requires that programs of study include a rigorous academic foundation and a coherent sequence of CTE courses that enables students to experience real-world applications of classroom knowledge. Consortia funds are designated for classroom technology, as well as distance learning equipment and professional

- assist in accessing and utilizing data, information available pursuant to Section 118, and information on student achievement, including assessments.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Counselors play a key role in recruiting students to participate in Tech Prep programs. Texas supports 36 Counselor Networks where counselors at all levels of education as well as community human resource counselors gather for professional development and the sharing of one-stop information. Counselors are provided information so they understand the benefits of Tech Prep programs, college credit opportunities for enhanced high school courses, articulation agreements, career information, state reporting requirements, current employment needs, and the academic and technical skills needed by business and industry.

Professional development in Texas is intended to provide counselors with the skills to offer students comprehensive career guidance and academic counseling. Students can then make informed decisions about college and career, and develop individualized graduation and career plans based on personal interests. Counselors are encouraged to enhance their career development services, including the integration of career guidance activities in all instructional programs, implementing new systems to assist students in developing individual programs of study.

As mandated in section 203(c)(4)(A-F) of the Perkins Act, professional development will be developed to enable counselors to more effectively:

- provide information to students regarding Tech Prep programs;
- support student progress in completing Tech Prep programs;
- provide information on related employment opportunities;
- ensure that students are placed in appropriate employment or further postsecondary education;
- stay current with the needs, expectations, and methods of business and all aspects of an industry; and
- provide comprehensive career guidance and academic counseling to participating students.

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Tech Prep consortia and local educational institutions collaborate to provide programs of study for students that are barrier-free. Secondary and postsecondary counselors collaborate during regional Counselor Network workshops. They exchange information and develop strategies to support students from special populations so that they can transition from secondary to postsecondary programs and be prepared for high skill, high wage, or high demand occupations that will lead to self-sufficiency. TEC §61.855 (d) (7-8) requires that Tech Prep programs provide full access to special populations students.

- (g) *Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203 (c) (7)]; and*

Tech Prep programs provide information about careers and job-related skill requirements as well as activities that link students with potential business and industry mentors. Through activities such as job shadowing and career fairs, students have the opportunity to learn what is expected of them in the workplace. Students in Tech Prep programs also have the opportunity to participate in orientation programs that provide support to new college students. Several Texas consortia have partnered with local community and non-profit organizations to provide scholarships for students who have completed the high school portion of the six-year Tech Prep educational plan.

- (h) *Coordinates with activities under Title I [Sec. 203 (c) (8)].*

The THECB maintains a Career Technical Programs Department staff in the Division of Academic Affairs and Research who are responsible for the formula, state leadership and Tech Prep programs statewide. In addition, through regional meetings, regional collaborative initiatives, and technical assistance workshops, CTE program staff work collaboratively with accordance with the Perkins Act and state law governing CTE.

5. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The THECB negotiates with each of the 26 Tech Prep consortia to determine the minimum level of performance for each of the performance indicators. The annual application details the expected levels of performance along with consequences for programs not meeting those requirements. The signed Notice of Award serves as the contract agreement between the local programs and the THECB.

B. Other Department Requirements

1. *Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

Attachment K is the tech prep application.

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 that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70 percent for secondary programs and 30 percent for postsecondary programs. Title I, Part B funds will be used as follows: at least 85 percent will be distributed by formula allocation to local education agencies and community and technical colleges through the Standard Application System (SAS); 10 percent will fund state programs and state leadership projects, and no more than 5 percent will be used for administration of the State Plan.

Funds supporting state programs and leadership projects are distributed through the request for application (RFA) process. Funds are awarded through the SAS to the Texas Youth Commission and the Windham School District, which operate CTE programs in correctional institutions. Part C funds are distributed based on the federally mandated formula through the SAS. All of the Title II funds for tech prep flow to the THECB for administration of tech prep programs.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan in order to receive Perkins Basic Grant funds. Competitive applications are developed for state leadership projects. Each Tech Prep consortium submits a plan that supports Tech Prep programs in their regions. All projects funded under Perkins must meet requirements set forth in the Texas State Plan under the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*, Public Law 109-270.

2. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec 202(c)]*

For each year of the State Plan, TEA will make available more than \$49,000,000 in formula allocations to secondary local education agencies, including charter schools. Annual funding amounts vary depending on the total Texas Perkins allocations. Specific dollar allocations are available each spring after charter school enrollments have been analyzed and census data have been adjusted by deleting students who have elected to attend charter schools.

Allocations are determined based on the following formula: 100 percent of the grant will be awarded based on the number of individuals age 5-17 residing in the district (30 percent) and

the number of individuals age 5-17 in poverty (70 percent). The reserve funds will be distributed as incentive grants to high-performing districts. Attachment H lists the Basic Grant allocations.

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]*

As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution or consortium shall be allocated an amount based on the number of individuals who are Federal Pell Grant recipients. THECB Basic Grant allocations are included in Attachment I and Tech Prep Consortia allocations are included in Attachment J.

4. *Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

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.

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations. At least 85 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:

- Thirty percent is based on the number of individuals aged 5-17 who reside in the district as a percentage of the state total of individuals aged 5-17.
- Seventy percent is based on the number of individuals aged 5-17 who are from families with incomes below the poverty line as a percentage of the state total of these same individuals.

Beginning with the 2008-2013 State Plan, Texas will distribute the 10 percent reserve funds as incentive grants to high-performing districts.

Postsecondary funds are awarded to eligible institutions based on a methodology that calculates (referred to as *Technical Pell* e of the

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

From 2008-2009 forward, Texas will distribute reserve funding to secondary schools as incentive grants to high-performing districts. Reserve funds will be awarded to CTE programs based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators.

The THECB used a portion of its reserve funds to offset the loss of funds that resulted when the secondary/postsecondary funding split was changed by the State Board of Education. Reserve funds were used to support CTE programs in rural areas, areas with high percentages of CTE students, and/or areas with high numbers of CTE students; and, to further state initiatives to improve, expand and modernize the quality and quantity of CTE programs,

