

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 a 2009-2010 update to 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; initiating research studies to determine postsecondary success in college and/or career; collaborating with industry, counselors and career and technical educators to better serve students; 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 areas that—*
 - i. *Incorporate secondary education and postsecondary education elements;*
 - ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
 - iii. *May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
 - iv. *Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

House Bill 1, Third Called Session, 79th Texas Legislature, directed the Coordinating Board to initiate and oversee a project to review and revise entry-level academic courses, with the goals of improving student learning and reducing the costs of course delivery. The intent of this project was to fund the creation and expansion of redesigned developmental and entry-level academic courses. The *Course Redesign Project* will directly affect Texas public community, state, and technical colleges through the time frame of this State Plan since they enroll the majority of entering college students.

Through the four phases of redesign projects, twenty-eight courses have been developed and/or are currently being taught. Several of the Phase III projects involved the redesign of paired developmental education and non-developmental education academic courses in order to provide students with necessary developmental education instruction within the context of required general academic coursework. The primary dissemination point for course redesign materials will be the *Texas Learning Objects Repository*. Development and expansion of this digital repository will make both entire courses and discrete, self-contained digital learning objects from course redesign projects available to Texas public community, state, and technical college and university faculty. Other related projects have also been funded with HB 51, 81st Regular Session, Texas Legislature grant monies.

Texas's community, state, and technical colleges not only are affected by these programs, but have been active in redesigning courses either alone or in concert with Texas's public universities. Courses have been redesigned by Austin Community College; LeCroy Center, Eastfield College, and Richland College of the Dallas County Community College District; Del Mar College; El Paso Community College; Grayson County College; North Central Texas College; Lone Star College; and Texas Southmost College. It is expected that during this State Plan there will be widespread adoption of these course redesigns.

Composite course profiles aligned to the College and Career Readiness Standards (CCRS) are available for use in course redesign efforts and related vertical and horizontal alignment projects. Course materials collected by researchers in the process of validating the CCRS—syllabi, student assignments, assessments, and scoring rubrics—have been compiled into composite course profiles, reflecting common practice in entry-level college courses at institutions of higher education across the state. The THECB selected courses for the alignment study, and ultimately for profile

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House Bill 3485, passed in 2006, required the SBOE to begin a review of CTE Texas Essential Knowledge and Skills (TEKS), including the advanced technical credit (ATC) statewide articulation process. This review process which was completed in July 2009 facilitated the vertical alignment of CTE programs of study which will be updated and evaluated throughout the five year implementation of the State Plan..

House Bill 3, passed by the 81st Texas Legislature, adds a requirement that the SBOE, by rule, revise any corresponding CTE curriculum each time the THECB revises the database of workforce education courses. It is anticipated that approximately one third of the CTE courses that correspond to WECM courses will be revised annually.

This legislation also requires the Texas state plan to define CTE as an option for student learning that provides a rigorous course of study consistent with the required curriculum. A student will be allowed to receive specific education in a CTE program that incorporates competencies leading to academic and technical skill attainment; leads to an industry-recognized license, credential, or certificate; or at the postsecondary level, an associate or baccalaureate degree; includes opportunities for students to earn college credit for coursework; and includes, as an integral part of the CTE program, participation by students and teachers in activities of career and technical student organizations supported by the agency and the SBOE.

The new state accountability system will include distinction designations that address college readiness, academic improvement, high performance, and closing achievement gaps. As part of the new accountability

State Leadership Council, comprised of representatives from postsecondary institutions, provided content experts to review the programs of study. In addition, CTE stakeholders had the opportunity to validate or recommend changes to the programs of study. The workgroup took all recommendations into consideration before disseminating the new programs of study.

A grant funded the development of the *AchieveTexas Implementation Guide*, distributed to superintendents, counselors, tech prep consortia, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. ESC CTE specialists provide extensive training and technical assistance to assist communities and schools in expanding CTE programs focused on new courses within the career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops that are offered statewide. Resources for the career clusters and programs of study are available on www.achievetexas.org website. The state will employ a similar model for including all stakeholders in the development of plans for statewide CTE policies in the future. More immediate efforts will include convening a smaller group of stakeholders to serve in an advisory capacity as further plans for CTE are developed.

In addition to the review mandated by HB 3485, the SBOE appointed state writing teams to review and make recommendations on the CTE TEKS, the state standards for secondary education courses, during 2008-2009. These state teams revised the CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study.. The revised CTE TEKS were subsequently adopted by the SBOE in July 2009, and districts will implement the new standards in the 2010-2011 school year. The TEA is also providing Texas CTE teachers various opportunities for professional development on the revised CTE TEKS during 2010, including face-to-face training via the twenty regional ESCs; state initiated professional development conferences; and continuous asynchronous online training through an online collaborative platform to be unveiled in summer 2010.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Currently, each secondary school district has implemented a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. Upon request, a public institution of higher education in this state shall also assist a school district in developing and implementing the program (TEC §28.009). The opportunities for college credit may include advanced placement, international baccalaureate, and dual credit, as well as local and statewide articulated credit.

Twenty-six Tech Prep Consortia Directors and CTE Specialists from the state's twenty ESCs provide direct technical assistance to secondary and postsecondary institutions to develop and effectively implement local articulation agreements, including the development of successful Tech Prep programs. All new Tech Prep plans are in the process of being aligned to the sixteen career clusters and programs of study. In addition, a system of statewide articulation for ATC courses has been implemented. Texas has identified nearly 200 statewide articulated technical courses. Both local and statewide articulation opportunities are promoted through state professional development. Opportunities for secondary teachers and postsecondary faculty to collaborate on course design, curriculum, and valid, reliable

technical standards. The vertical alignment planning process previously described has allowed 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 process has served as the model for all alignment activities. The alignment of all 16 career clusters will be completed in April 2010.

- (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. Texas will also include CTE best practices on the TEA Best Practices Clearinghouse which is currently under redevelopment and will be unveiled in April 2010.

- (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 grants have funded 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 and other key CTE stakeholders 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 more students to continue in postsecondary education by creating a college-going culture in every public school.

The ATC statewide articulation program was initiated to reduce duplication of course work, provide a seamless transition from secondary to postsecondary education, overcome problems associated with the mobility of student populations, and reduce the paperwork for schools and colleges. When used with a six-year tech prep program of study, the statewide articulation program enables students to complete an associate degree in as few as three semesters, or less if students also take dual credit or advanced placement academic courses while in high school. As of 2007, Texas school districts offered more than 100 approved ATC courses. With the revision of the CTE state standards, the ATC Leadership Committee is completing the realignment of the new secondary courses with postsecondary courses. More than 8,000 teachers have received ATC training and have been certified to teach ATC courses.

recent documentation is available to support these criteria. The rules adopted by the THECB also include a directive to staff to develop a process for the periodic review of existing degree and certificate programs. This new review process will likely include both quantitative and qualitative measures of a program's quality and effectiveness. The Undergraduate Education Advisory Committee has recommended measures that could be used in this new review process.

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 afTareer and tec*

- (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
- (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*

Improving the quality of teachers is a national and state priority. The State Board for Educator Certification (SBEC) is responsible for maintaining teacher certification standards to improve teacher quality. CTE teacher certifications have been aligned to the state standards and identify the knowledge and skills new teachers must have to successfully teach rigorous CTE courses. New teachers are required to complete a teacher certification program (either a traditional teacher preparation or an alternative certification program approved by the state), and pass both a Pedagogy and Professional Responsibilities (PPR) test and a content examination to demonstrate content proficiency prior to becoming certified to teach CTE. Teachers are required to complete a minimum of 150 hours of professional development every five years in order to stay current in their field. Additional information on Texas CTE teacher certification is available at <http://www.sbec.state.tx.us/SBECOnline/certinfo/cte.asp>.

As mentioned above, an annual statewide CTE Recruitment and Retention Conference supports the recruitment and retention of new CTE teachers, including individuals in groups underrepresented in the teaching profession. Activities are being planned to support the transition to teaching from business and industry, including small business.

5. *Describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]*

Historically, Texas public universities have accepted technical degreed students into Bachelor of Applied Arts and Sciences (BAAS) or Bachelor of Applied Technology (BAT) programs with a minimal loss of credit depending on the policies of the individual university. Recently, Texas universities have begun accepting the complete applied associate degree into BA and BS programs either as a BA or BS in Interdisciplinary Studies or into traditional BA or BS programs. A good example of this collaboration is the 2+2+2 partnership between the Lubbock Independent School District (LISD), South Plains College, and Texas Tech University. This project aligns secondary CTE coursework at LISD to the Associate of Applied Science in Automotive Service Technology degree program at South Plains College to the Bachelor of Science in Mechanical Engineering degree program at Texas Tech University. Aligning AAS degree programs such as this at Texas's two-year public colleges has enabled the universities to award college credit without any loss of course credits to the student. The model programs of study project that was funded for the 2008-2009 program year will include additional program models and articulated pathways to the baccalaureate degree. Perkins State Leadership funds have been used to provide technical assistance to universities for the development of BAAS and BAT programs to facilitate the transition of students from the sub-baccalaureate CTE programs into baccalaureate degree programs at the state's public universities. These articulation agreements supplement the 2+2 programs that

currently exist and that are being refined by the development of programs of study and career clusters projects.

6. *Describe how Texas will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]*

Texas requires eligible recipients to annually evaluate their CTE programs. They must involve parents, academic and CTE teachers, administrators, faculty, career guidance and 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-

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courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to specific degree programs. 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

reinforce and enhance the rigorous academic standards measured on the statewide assessment, the TAKS.

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 partnered with TEA as the primary source for teachers seeking professional development in the implementation of the new CTE TEKS. The ESC CTE specialists have provided extensive professional development training during the two statewide professional development conferences for CTE administrators and counselors. As described above, a statewide Leadership Academy for CTE administrators and counselors (now in its third year) provides 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, and 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 November 2009 and February/March 2010.

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 regularly with the Tech Prep consortia directors to evaluate their activities.

Institutions that receive Basic Grant, State Leadership, 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 that began in 2007 and will culminate with implementation in the 2010-2011 school year used research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. TEA encourages school districts 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. Once approved, innovative courses are available to all Texas districts.

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's two-year colleges also have access to Community College Strategic Planner software that looks at their service area counties and enables them to forecast trends 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 the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. TEA, TWC, and THECB representatives serve on TWIC and are active participants in the development and implementation of the strategic plan encompassing all the state's workforce development programs. Several CTE measures are included in the TWIC Strategic Plan. The governor approved the state's new plan, *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010-FY2015*, in October 2009. This plan is available at http://governor.state.tx.us/files/twic/Advancing_Texas.pdf.

TEA and THECB jointly approve all Tech Prep sequences to ensure that they meet rigorous academic standards as well as current requirements of business and industry. State-level consistency is achieved through collaboration among consortia directors, agency staff, and executive directors of various associations. Tech Prep programs in Texas are required to develop six-year educational plans that are based on the Recommended High School Program so students are prepared for postsecondary and career success. Tech Prep information is offered to students and their parents in the eighth or ninth grade. The six-year plan leads to postsecondary education, usually culminating in an associate degree, and includes courses in which students can receive college credit through dual credit, technical dual credit, Advanced Placement, ATC courses, and/or locally articulated courses, which lead to high-skill, high-wage, or high demand occupations in new or emerging careers. Tech

Division of Curriculum include development and implementation of the state standards (TEKS); aligning the standards with assessments; directing statewide initiatives; and providing administrative leadership to districts, ESCs, colleges, universities, professional organizations, and individuals regarding school improvement. Administration of federal and state grants is the responsibility of the iT 0.2(t)-1(i)-2(c)4(ul)-2(um)-2(i)-2(nc)4(IP(s)10(6)Cnd(i)1(is)-20

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 nontraditional 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.

Colleges use a variety of strategies for assisting special populations such as:

- Providing outreach and recruitment information;
- Identification of and follow up with special populations students;
- Determination of special needs for accommodations so that students can succeed;
- Provision of in-service activities for CTE teachers, counselors, and administrators; and
- Provision of special instructional materials as needed.

Eligible recipients at the local level ensure that strategies and services for special populations in CTE programs are appropriate and prepare special population students for high-skill, high-wage, or high-demand occupations. Additional strategies include:

- Career exploration activities and resources that are free of gender bias;
- Comprehensive career development for academic counseling and career guidance;
- Equitable access to quality work-based learning opportunities; and
- Information on nontraditional training in high-skill, high-wage, or high-demand fields.

Each postsecondary institution must describe in the local application how it 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. The participation, retention, and graduation achievement rates of special population and nontraditional students are being monitored through research-based programs in mentoring, career guidance, tutoring, and contextual learning programs.

(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. TEA monitors the exclusion of special population students from CTE programs or a disproportionately high number of special population students in CTE programs, which may trigger a monitoring visit. Individuals who have complaints regarding program access issues may take their

concern to their local school board or to TEA. All complaints and resolutions are annually reported to the Office for Civil Rights (OCR).

TEA and THECB conduct a system of regularly scheduled program access (OCR) onsite 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, reported, and analyzed through the THECB's accountability and reporting systems

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served through public school districts or through the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf.

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

Texas Assessment of Knowledge and Skills (TAKS) Remediation: Under the Texas Education Code (TEC) §28.0211, students who do not meet the minimum standards on the TAKS tests must have at least two additional opportunities to take the assessment. Each time the student does not meet the minimum standards on the assessment instrument, the school district shall provide the student accelerated instruction in the applicable subject area, including reading instruction if the student does not meet the minimum reading standards. The student-to-teacher ratio in the accelerated unit must be 12(e)6(a)6(s)

<http://www.tea.state.tx.us/opge/formfund/oeyp/index.html> for more information about the OEYP.

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 learn successfully. Twenty-seven CIS programs in Texas received \$16,130,976 in state funds, and \$3,815,990 in federal Temporary Assistance for Needy Families (TANF) funding for the 2009-2010 school year. In addition, \$1,026,352 in TANF funding is allocated to TEA for administration of the CIS program. 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

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 through 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 2009-2010 program year, THECB convened regional technical assistance meetings with community, state, and technical college personnel to identify issues/concerns and discuss Perkins IV definitions and core performance measures. Workforce deans, Tech Prep consortia directors, and instructional staff from all two-year colleges were strongly encouraged to participate in these regional meetings. The regional meetings took place in November 2009 in Austin, Dallas, San Antonio, Tyler, Lubbock, and Houston.

Regional technical assistance meetings were also held in February/March 2010 in Austin, Houston, Tyler, and Lubbock. Additionally, THECB participated in meetings with the Texas Association of Career and Technical Educators (TACT

workshops at the TACTE and TACE spring conferences in March 202010 and the CTAT conference in July 2010.

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 levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

As stated in the above section, both TEA and THECB provided multiple opportunities for eligible recipients to review data and provide input into the adjusted levels of performance

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:

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

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

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 the state's community, state, and technical college programs, achievement of the core indicators of performance is determined based on data collected from the institutions. This data collection 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 (CAR)*. State measures and standards are collected at the postsecondary level as part of the state's accountability 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.

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 2008-2009. 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 TWIC.

The required elements for the secondary local Perkins plans include resources to assist LEAs 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 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.

The THECB evaluates the effectiveness of postsecondary CTE programs through the evaluation plans that are included in 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. Other 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

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-approved each year. A public hearing was held on December 15, 2009

support the use and application of technology; and

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

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*

operating fund and the remaining 35 percent is distributed among the consortia based upon the grades 9-12 student population served by each consortium region.

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

Each year, Texas adjusts district allocations to reflect the changes that occurred in district enrollment due to charter schools opening or closing in the district's geographical boundaries.

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

No alternative formula is proposed for secondary, postsecondary, or tech prep allocations.

B. Other Department Requirements

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

Part B details the Texas Perkins budget.

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

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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. TEA will award reserve funds to CTE programs based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators. TEA will award incentive grants to LEAs that meet or exceed specific state performance targets in their Perkins application. The amount of an individual incentive allocation is based on an eligible LEA's original 2008-2009 NOGA in proportion to the total NOGA awards for all LEAs that were eligible for a Perkins planning allocation. LEAs that meet or exceed the state target for 1S1, 1S2, 3S1, 4S1, and 5S1 receive a full incentive allocation, while LEAs that meet or exceed four out of the five measures (1S1, 2S2, 3S1, 4S1, and 5S1) receive a partial incentive allocation.

For the 2009-2010 program year, 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 ensure that all 2-year institutions would be able to further state initiatives to improve, expand, and modernize the quality and quantity of CTE programs, including relevant technology. Programs were selected to receive funding under the reserve to expand and/or improve their CTE programs. The use and distribution of reserve funding was warranted and was approved by TEA.

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

