

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

1. Prepare and submit to the Secretary a State plan for a ~~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~~ 2010-2011 update to the Texas State Plan ~~2008~~ 2003 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~~ high, 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~~ 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, ~~duplicate~~ duplicate 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;

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 (LEAs) 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 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 more than 120 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 school districts to offer a minimum of three CTE programs of study coherent sequence of courses from at least three different clusters. Each state recognized program of study includes:

- rigorous secondary academic courses based on the Recommended High School Program or the Distinguished Achievement Program
- postsecondary education programs leading to associate, baccalaureate, and/or graduate degrees;
- a relevant, coherent sequence of CTE courses with college credit opportunities, including dual credit, statewide and locally articulated credit, advanced placement (AP) and/or international baccalaureate (IB) credit;
- opportunities for industry recognized certifications and licensures, where appropriate and available; and
- extended learning –

Gaps by 2015 and ~~House Bill 1 passed by the 79th Legislature, 3rd Called Session. House Bill 1 required the creation of the 2007 passage of state legislation, which called for establishment of~~ College and Career Readiness Standards ~~codified as~~ Texas Education Code (TEC) §28.008.

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 (or completion)~~ success (or completion), educational excellence, and ~~funded research by the year~~ 2015.

Two of the challenges, participation and ~~success~~, can be a e f\* BT /CS0(g)6(es)-/CS1 csrtBo cs 06-15.

- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates to 50,000 by 2010, and 67,000 by 2015.
- Increase by 50%

Central Texas College; Lone Star College; and Texas Southmost College. It is expected that

activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education ... [Public Law 109-270, Sec. 2 (2)]. Most sources agree that the majority of jobs in the next decade will

and CTE teachers assigned to CTE courses that meet mathematics requirements to complete professional development. Using Perkins funds, STEA is funding line contracts with colleges and universities to write the professional development, which will be deployed through Project Share, an online collaborative platform





~~With the adoption of revised CTE TEKS, this training will shift to the provides training for teachers assigned to teach the newly implemented Exploring Careers course. Planning for the components of this training is underway, designed to help middle school students begin to examine their education and career interests~~

- (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 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 encourage

and use of funds report each year. Attachment 1 is the secondary program effectiveness report.

The local plans for both secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational opportunities are identified through analysis of statewide and regional data provided by the local Workforce Development Boards.

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners have collaborated to align the aceriansy .(e)-6(v)-6(g)6(hm2(e)4 0 Tc 0 T)-2n











information about Project Share is available at

<http://www.projectsharetexas.org> <http://tea.epsilon.com/Public/Home.aspx>

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

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

The Texas Network for Teaching Excellence in Career and Technical Education, a postsecondary leadership project, coordinates and implements a statewide career and technical education professional development system that connects people to people, institutions, resources, and ideas. To accomplish this, a system of partnerships has been created between professional organizations and colleges. This project establishes a central network and repository for past and future professional development projects and modules similar to the North Carolina Model. Additional information on the Network is available at <http://txpod.org>. A list of the 2010-2011 postsecondary leadership projects is found in Attachment C.

4. Describe efforts that your agency and eligible recipients will make to improve
  - (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~~



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 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. 12211(c)]

Historically, Texas public universities have accepted technical degreed students into Bachelor of Applied Arts and Science (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's 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)(e)42(s)-1(t)-2(2.2 Tm [(pa) 1 T

new programs and continuous guidance for state-of-the-art training, and provide worksite learning experiences and jobs-graduates. Even though Texas is a right-to-work state, labor unions are represented in those programs in areas where organized labor is the prime provider of employees to regional businesses. Institutions must affirm that they have used the advisory committee in the development of a new program prior to that program being approved by the THECB. Through the required program advisory committee, employers are contacted regularly regarding the quality of program completers. On-site monitoring visits ensure confirm compliance with this requirement.

All CTE TEKS integrate concepts from the academic curriculum, guide students in applying high-level academic concepts to real-world activities, and provide opportunities for students to explore all aspects of an industry. ~~January 2010, the SBOE approved CTE courses to meet the fourth math requirement under the Recommended High School Program and two courses that may satisfy the fourth math requirement under the Distinguished High School Program. The SBOE approved CTE courses to meet the fourth science requirement under either the Recommended High School Program or the Distinguished Achievement Program, in addition to the five CTE courses that currently meet the fourth science requirement under either program. The SBOE also approved a CTE course to meet the fine arts requirement and a CTE course to meet the speech requirement.~~ As described above, the SBOE has approved specific CTE courses to meet math, science, speech, and fine arts graduation requirements. The growing number of certification and licensing programs in high, 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 accountability system based on data, 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 program which includes the program parameters required within Title II of the Perkins Act and also extends those requirements so that requiring that all tech prep programs are based on the Recommended High School Program (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 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 rigorous Distinguished Students and/or as Tech Prep Texas Scholars.

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges (SACS), all associate of applied sciences degrees must contain a minimum of 15 sel, advdvhe7dv4(dv)-014 Tw (eco-1(eT))-2(, )-4(n)-0( t)-dvtio-10(s)-dam

level of students entering postsecondary programs. College equivalent courses including dual credit, technical dual credit, advanced placement, locally articulated courses, and ATC courses ~~that~~ are embedded in ~~tech~~ programs ~~and~~ enable students to have courses added to a college transcript prior to ~~the~~ high school graduation ~~and matriculation to a college program~~. State data shows that students who ~~participate~~ in these programs complete high school and matriculate ~~into college~~ greater numbers than high school students in other programs.

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

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

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

- (c)

All school districts are required to offer students the opportunity to earn at least 12 semester credit hours of college credit during high school. Teachers or faculty qualified to teach college courses teach the dual credit courses, which are the actual college courses often taught on high school campuses. Teachers who have participated in professional development teach the advanced placement courses. In addition, the students must pass a standardized test in order to be eligible for college credit. High school teachers who teach articulated courses are required to participate in regular meetings with college faculty to ensure that the course syllabus and content are indeed college equivalent. Teachers of ATC statewide articulated credit courses must participate in state articulated professional development that includes meeting with college faculty.

All two-year colleges are required to develop their CTE programs utilizing general academic transfer courses found in the Academic Course Guide Manual (ACGM) and CTE courses 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 course review workshop cycle and under

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-to-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 20~~







Department of Planning, Grants and Evaluation, which is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants to school districts and other eligible recipients. The Division of Program Monitoring and Interventions is responsible for reviewing, monitoring, sanctioning, and intervening in school









<http://www.tea.state.tx.us/opge/formfund/oeyp/index.htm> 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

~~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, data are used to examine the number of special populations served as well as gender information specific programs. Annual data profile figures provide colleges not only with local data but also with statewide comparison data. For 2010-2011 program year, approximately 32% of basic Perkins funds has been allocated directly to special population programs that also support encourage students to enter into, and complete, nontraditional programs. Additionally, local applications are required to focus funds on high skill, high-wage, and high-demand occupations. The state's community, state, and technical colleges and prep consortia produce and distribute a variety of media and materials encouraging participation in nontraditional programs.

4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

One percent of Texas Perkins grant is provided for CTE programs at Texas Youth Commission and the Windham school system, which serves the Texas correction system. Windham's CTE program integrates career path planning and technology training to prepare inmates for the workforce. Windham offers career and technical training in approximately 40 occupations, such as mill and cabinet making, auto repair, horticulture, and graphic arts. The competency titles are (ons)-1(,9t)-2(i)-2(on sb06or)3( t)-2-lahndivgellee( i)-2(nte)4(r)(c)4(hn7(e)-6(p)

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 eligible agency [Sec. 113(b)(1)(A)(B), sec. 113(b)(2A)-(C)]



TACTE and TACE spring conferences in March 2010 and the CTAT conference in July 2010. The need for future regional meetings will be determined following the 82<sup>nd</sup> Texas Legislature and will include pertinent information from the session on community and technical colleges.

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 for each of the core indicators and for the state levels of performance. Input was collected through public hearings scheduled at six key sites around the state in the fall of 2007. Perkins statelevel baseline data for each of the core indicators of performance were shared with

The state adjusted levels of performance are included in the final agreement performance level (FAUPL) document.

### 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 an award of an industry recognized credential, a certificate, or a degree; or (2) completes a short 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 and who, in the reporting year, left secondary education.

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

**1S2:ACADEMIC ATTAINMENT – MATHEMATICS**

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

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

**2S1:TECHNICAL SKILL ATTAINMENT**

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry recognized standards, if available and appropriate, during the reporting year.

**Denominator:** Number of CTE concentrators who took the assessments during the reporting year.

**3S1:SECONDARY SCHOOL COMPLETION**

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

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

**4S1:STUDENT GRADUATION RATES**

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

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

**5S1:SECONDARY PLACEMENT**

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

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

**6S1: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.

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~~

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.

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 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 tech prep students placed in a related field no later than 12 months after graduation.

Denominator: Number of postsecondary tech prep students who graduated last year

Measure 7 The number and percent of tech prep students who complete state or industry recognized certification or licensure.

Numerator: Number of tech prep students who complete state or industry recognized certification or licensure.









performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)(ii)]

Performance level baseline data and targets will be provided as required for the state plan (See Texas FAUPL [Texas has included proposed targets for the final two program years in the state plan web portal submission](#))

6. Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

The Perkins eGrant application for secondary eligible recipients is being revised to provide ~~two~~ [three](#) years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or negotiate targets with TEA staff. Districts will be required to annually make improvement in performance, with the goal of reaching the targets no later than 2013. TEA will require districts that do not annually make progress to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. A more detailed process is being developed based on analysis of performance data; this process will be ~~in place~~ [analyzed](#)

circumstances arise, such as a disaster that could adversely affect a district's ability 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 State are co

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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 that 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 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 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) and THECB rules and regulations establish a legal framework for these activities as well as THECB rules and regulations, TAC 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>



In developing the new formula, THECB staff sought the input of prep directors beginning in early summer 2010. The prep formula work group studied the formula methodology and developed a set of factors that better aligned the formula allocation with the statute, incorporated the federal performance indicators, and included incentives to promote increasing the number of students participating in the prep program.

Recommendations from the work group were presented to the prep directors at their regional meeting in October 2010. THECB staff provided the prep directors with information and data related to proposed formulas. Based upon their feedback, THECB made revisions to the percentages, the weighted categories, and the base. The

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Tech prep programs may include apprenticeship programs and courses offered by distance learning. High quality work-based learning experiences prepare students for all aspects of an industry in high skill, high wage, or high demand occupations.

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

TEC §61.852 describes the components of a tech prep program. It specifies that each prep plan must be based on the requirements of the Recommended High School Program for Distag793e f(nt)-2(-)(p pr)3d non-edupl4(nd)-6(e)4ion 203vpr(se4(s)que4(e)4( ))TJ a)4(nd c)-6(oat)

- support the use of contextual and applied curricula, instruction, and assessment;
- 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 Networks where counselors at all levels of education as well as community human resource counselors gather for professional development and the sharing of onestop 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) 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;
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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)]

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~~and the remaining 35 percent~~



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% 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 age 17-54 who reside in the district as a percentage of the state total of individuals age 17-54.
- Seventy percent is based on the number of individuals age 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, [TexasSEA](#) distributes the 10% reserve funds as incentive grants to high performing districts as described [below](#).



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).

