II. PROGRAM ADMINISTRATION

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   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 relevac careo(e)thdeall(e)halla wicc0aw4(halo2(i)--1(t)-)-2(ccr)-1(por)-dacad80porad80porll o education credits; and
      iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

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universities to write the professional development, which will be deployed through Project Share, an online collaborative platform. Information about the platform is available at http://www.projectsharetexas.org/

- Postsecondary courses are listed in the THECB Workforce Education Course Manual (WECM) and the Lower Division Academic Course Guide Manual (ACGM). THECB reviews these courses on a periodic schedule, eliminating outdated courses and developing new courses. The THECB will review WECM and ACGM courses based on the alignment

(d)

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

Developing, improving and expanding access to appropriate technology is a required use of local and state Perkins funds. Eligible recipients must describe how they will provide and

States Department of Education Office for Civil Rights, and is designed to ensure that CTE programs in Texas public secondary schools are accessible to all students. It is used to identify, remedy, and/or prevent discrimination in CTE programs.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities, identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields.

when THECB reviews its postsecondary courses, to ensure that secondary programs continue to align with postsecondary programs.

(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);

Without federal funding for tech prep, THECB closed out the 26 Texas tech prep grants ~~were closed out on~~ effective August 31, 2011. Two consortia were able to continue their activities with funding from non-federal sources.

(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 sces.mcnce [(e)-2(6.63 c)4(hn0 Td 0.334ef)36fcecconda-2(e)-6(v)4(e)4

Adopted teacher assignment rules require professional development for both CTE and academic teachers who teach these courses. A TEA leadership program oversaw development and deployment of these professional development modules online courses. The addition of these nine high school courses brings the total number of CTE courses that meet graduation requirements for math, science, English, fine arts, or speech to seventeen. In 2013, the SBOE will consider additional CTE courses to meet math or science graduation requirements.

CTE administrators and guidance counselors attend annual statewide conferences. The conferences include training for new administrators and guidance personnel. Most of the teacher professional associations also conduct conferences, providing essential opportunities for networking and content-specific professional development. In 2013, the College and Career Initiative grant objectives include opportunities for collaboration with the CTE professional development grant for participation in the Texas Counseling Association's 2013 school counselor conference. In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions, including topics like program design and evaluation, data-driven program improvement, response to monitoring and intervention, assistance to special populations, work-based learning, data submission, integration of technical and academic skills, required and permissive uses of Perkins funds, and individualized development based on needs analysis or requests

Academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. One priority is to

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.

A Leadership project entitled The "CTE eCourse for

In 2010, Texas, along with South Carolina, participated in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE. OECD published the resulting report in March 2011. More information is available at http://www.oecd.org/dataoecd/43/42/47150751.pdf.

7. Describe efforts that your agency and eligible recipients will make to
   (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
      i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
      ii. Career and technical education subjects;

   All Texas students, including students in CTE programs, must pursue a rigorous program of study in order to graduate from high school. The SBOE has established three high school graduation programs: the Minimum High School Program, the Recommended High School Program, and the Distinguished Achievement Program. TEC §28.025(b) requires all students to graduate under the Recommended High School Program or Distinguished Achievement Program unless the student, the student's parents, and a school counselor or school administrator agree, in writing signed by each party, that the student should be allowed to graduate under the Minimum High School Program. Further, the student must be at least 16 years of age, must have completed two credits required for graduation in each subject of the foundation curriculum, or failed to be promoted to grade 10 one or more times as determined by the school district. In addition, TEC §28.002 (a)(2)(F) authorized the SBOE to develop and implement a plan to incorporate academic curriculum requirements into the CTE curriculum.

   Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills, apply academic concepts to real-world situations, and gain experience in and understanding of all aspects of an industry. The TEKS provide the framework for Texas courses. In July 2009, the SBOE adopted revised state standards for all CTE courses. SBOE-appointed teams of CTE and academic educators, representatives of business and industry, parents, and representatives of other groups comprised the writing teams that developed recommendations for the revised CTE TEKS. 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. As described above, the SBOE has approved specific CTE courses to meet math, science, speech, and fine arts graduation requirements. Additionally, 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 statewide accountability system based on data-driven, performance based monitoring and interventions. CTE academic indicators provide incentives for all districts to improve the performance of CTE students.

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 semester credit hours of general education, academic-level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to transfer

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide academic achievement tests (TAKS assessments) in order to graduate from high school. As Texas implemented the accountability system required under No Child Left Behind, CTE programs integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies. Beginning with students in the ninth grade for the first time in the 2011-12 school year, Texas will begin phasing out the TAKS and implementing the State of Texas Assessments of Academic Readiness (STAAR). For secondary students, 12 end-of-course assessments will replace the TAKS. These will include assessments in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

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skill attainment. Current and emerging occupational opportunities are identified through the 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 academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for preparation and success in college and career.

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

Secondary CTE programs of study are based on the Recommended High School Program or
nd -8.53 14.815 Td [(S)-4()4(l)-2()4(ba4(D)2(r)-1(t)-2(uc)4(hni)-)-1(f)3(.)]TJ Ehe(o)-10(gr)3(a)-7(a)4

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(h) *How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;*

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities, and identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields.

when THECB reviews its postsecondary courses, to ensure that secondary programs continue to align with postsecondary programs.

(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);

Without federal funding for tech prep, THECB closed out the 26 Texas tech prep grants ~~were closed-out on~~effective August 31, 2011. Two consortia were able to continue their activities with funding from non-federal sources.

(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 sces.mcnce [(e)-2(6.63 c)4(hn0 Td 0.334ef)36fcecconda-2(e)-6(v)4(e)4(l(-6)-2

Adopted teacher assignment rules require professional development for both CTE and academic teachers who teach these courses. A TEA leadership program funds development and deployment of these ~~professional development modules~~online courses. The addition of these nine high school courses brings the total number of CTE courses that meet graduation requirements for math, science, English, fine arts, or speech to seventeen. In 2013, the SBOE will consider additional CTE courses to meet math or science graduation requirements.

CTE administrators and guidance counselors attend annual statewide conferences. The conferences include training for new administrators and guidance personnel. Most of the teacher professional associations also conduct conferences, providing essential opportunities for networking and content-specific professional development. In 2013, the College and Career Initiative grant objectives include opportunities for collaboration with the CTE professional development grantee for participation in the Texas Counseling Association's 2013 school counselor conference. In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions, including topics like program design and evaluation, data-driven program improvement, response to monitoring and intervention, assistance to special populations, work-based learning, data submission, integration of technical and academic skills, required and permissive uses of Perkins funds, and individualized development based on needs analysis or requests.

Academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. One priority is ~~to~~

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.

A Leadership project entitled ~~The~~ "CTE eCourse for

~~In 2010, Texas, along with South Carolina, participated in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE. The OECD published the resulting report in March 2011 More information is available at http://www.oecd.org/dataoecd/43/42/47150751.pdf.~~

7. *Describe efforts that your agency and eligible recipients will make to—*
   (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the ***integration of academics*** *with career and technical education to ensure learning in--*
      i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
      ii. Career and technical education subjects;

All Texas students, including students in CTE programs, must pursue a rigorous program of study in order to graduate from high school. The SBOE has established three high school graduation programs: the Minimum High School Program; the Recommended High School Program, and the Distinguished Achievement Program. TEC §28.025(b) requires all students to graduate under the Recommended High School Program or Distinguished Achievement Program unless the student, the student's parents and a school counselor or school administrator agree, in writing signed by each party, that the student should be allowed to graduate under the Minimum High School Program. Further, the student must be at least 16 years of age, must have completed two credits required for graduation in each subject of the foundation curriculum, or failed to be promoted to grade 10 one or more times as determined by the school district. In addition, TEC §28.002 (a)(2)(F), authorized the SBOE to develop and implement a plan to incorporate academic curriculum requirements into the CTE curriculum.

Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills, apply concepts to real-world situations, and gain experience in and understanding of all aspects of an industry. The TEKS provide the framework for Texas courses. In July 2009, the SBOE adopted revised state standards for all CTE courses. SBOE-appointed teams of CTE and academic educators, representatives of business and industry, parents, and representatives of other groups comprised the writing teams that developed recommendations for the revised CTE TEKS. 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. As described above, the SBOE has approved specific CTE courses to meet math, science, speech, and fine arts graduation requirements. Additionally, thousands of secondary CTE students annually earn rigorous industry recognized licensures or certifications. The top three licensure or certification areas are in information technology, health services, and cosmetology.

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

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 semester credit hours of general education, academic transfer-level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide ~~academic achievement tests (TAKS)~~assessments in order to graduate from high school. As Texas implemented the accountability system required under No Child Left Behind, CTE programs integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies. Beginning with students in the ninth grade for the first time in the 2011-2012 school year, Texas will begin phasing out the TAKS and implementing the State of Texas Assessments of Academic Readiness (STAAR). For secondary students, 12 end-of-course assessments will replace the TAKS. These will include assessments in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

also provides state leadership and program oversight through the TEA two-way interactive video conferencing system. The CTE listserv serves more than 2,600 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE specialist at each ESC. The ESC CTE specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies.

The ESC CTE specialists have 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 statewide professional development conferences for CTE administrators and counselors. As described above, a statewide leadership academy for CTE administrators and counselors provides 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 top24(l)yad4(s)1(:)]TJ 0 4.751]TJ 3.- 0 Td 336 w 4.[iontfd0(e0(h6

approved, innovative courses are available to all Texas districts, subject to local board approval. The SBOE ~~recently approved updates to the TEKS review process that schedules~~is scheduled to begin the next revision of CTE TEKS ~~to begin~~ in 2013.

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 systeolate PuClechninsd2(h2r.-l)t* [0cEasn

TWIC develops a single strategic plan for workforce development in its role as the state workforce investment board under the Workforce Investment Act (WIA). The TWIC goals, objectives, and core performance measures for the delivery of quality workforce

efforts. Those efforts include participation in regional, ~~and~~ statewide, and national workshops and conferences to assist teachers in meeting the needs of students who are members of special populations.-An analys(ona)i i spal

of special populations are appropriately served. The divisions assure students have the opportunity to achieve the academic and technical state standards.

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

Texas provides educational support programs for students who are members of special populations. State law also provides additional support for students who are migrants, students who have limited English proficiency, and students for whom English is their second language. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf.

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

- **TAKS Remediation**: Under 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 instruction settings cannot be more than ten to one. If a student does not meet the minimum standards on the assessment instrument a second time, state law requires that a grade placement committee prescribe the instruction that the student must receive before the next administration of the tests.

- **TAKS (Accommodated)**: TAKS (Accommodated) is a general assessment that is available to students served by special education who require specific accommodations. TAKS (Accommodated) became available for all English and Spanish TAKS tests beginning in spring 2008.

- **TAKS–Modified (TAKS–M)**: TAKS–M fulfills the requirement of an alternate assessment based on modified academic achievement standards for certain students served by special education who meet the participation requirements. The decision to administer TAKS-M to a student must be made by the student's ARD committee.

- **TAKS–Alternate (TAKS–Alt)**: TAKS

who does not perform satisfactorily on the TAKS, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9 (as determined by the district).

- **Communities in Schools (CIS):** CIS is a stay-in-school program funded by the Texas ~~l~~Legislature. CIS uses a case-management model to prevent dropouts, and help students stay in school and learn successfully. Twenty-~~seven~~ eight CIS programs in Texas received ~~$16,130,976~~$10,000,000 in state funds and $4,842,341 in federal Temporary Assistance for Needy Families (TANF) funding for the ~~2010-2012~~2011-2012 school year. The program served 652 campuses in 130 school districts in 71 counties. See http://www.tea.state.tx.us/index2.aspx?id=4639&menu_id=814 for more information about CIS in Texas.

- **Pregnancy, Education and Parenting (PEP):** The goal of the PEP program is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See http://www.tea.state.tx.us/index2.aspx?id=6736 for more information about the PEP program.

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

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

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

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

   TEA provides Perkins funds to the ESCs for promoting programs that are nontraditional for gender. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. TEA also provides school districts with data demonstrating how the local school district's nontraditional course enrollments and completions compare with the state levels of nontraditional student course enrollments and completions.

IV.

Eligible secondary recipients have the opportunity to review state and local performance level data in their local Perkins applications. Each eligible recipient and consortium used these data to set initial local performance targets. TEA conducted several Texas Electronic Telecommunications Network (TETN) broadcasts on the secondary Perkins eGrant. TEA provided resources to guide districts on appropriate methods for establishing district performance targets. Regional ESC CTE specialists participated in additional training so they could provide direct technical assistance to local districts. As each district completed its Perkins application, TEA encouraged effective use of performance measure data to drive program planning and continuous improvement.

THECB staff obtained input from eligible postsecondary recipients through several statewide initiatives. The THECB provided opportunities for all community, state, and technical colleges to provide feedback regarding the baseline data that ~~were~~ Texas used to negotiate core indicator performance with OVAE~~. Efforts were made to ensure that, in those instances where institutional data were in conflict with verifiable institutional data, the CTE program and accountability staff opened the accountability system so that appropriate corrections could be made~~, and provided opportunities for LEAs to negotiate corrections when appropriate. This laid the groundwork for discussion and negotiation of the adjusted performance measures for each institution for the 2012~~1~~-2013~~2~~

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 ~~2011-2012~~ ~~2012-2013~~ 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; 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
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In 2005, the Texas Legislature modified and strengthened the P-16 statute by passing House Bill 2508. This legislation amended TEC 61.076 to define P-16 Council efforts by outlining the following objectives:

- align the goals of the state P-16 Council and educational programs to promote more effective functionality of the public education continuum;
- coordinate plans and programs, including curricula, instructional programs, research, and other functions as appropriate;
- examine and make recommendations regarding the alignment of secondary and postsecondary education curricula, testing, and assessment; and
- advise the THECB and the SBOE on the coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities of this state, and other relevant matters.

House Bill 3485, passed in 2007, 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 facilitated the vertical alignment of CTE programs of study. The CTE vertical alignment strategy brought together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The College and Career Initiatives grant funds the ongoing evaluation and improvement of the progracs 0 0 0.502 scn 63 302.64 0.72 13.8 r6 [(a)6evin4 Tm [,22

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

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, education service center (ESC) CTE specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the governor's office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE 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 programs of study.

A grant funded the development of the AchieveTexas Implementation Guide, distributed to superintendents, counselors, 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 implementing 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 the AchieveTexas website at www.achievetexas.org

The SBOE reviewed the CTE TEKS, the state standards for secondary education courses, during 2008-2009. State teams revised CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant and rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. The SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The SBOE adopted the revised CTE TEKS in July 2009, and districts implemented the new standards in the 2010-2011 school year. Texas CTE teachers had opportunities for professional development on the revised CTE TEKS through a variety of venues during 2010. In January 2010, the SBOE identified the CTE courses that will meet graduation requirements for math, science, speech, and fine arts.

In 2013, the SBOE is scheduled to begin the next review of the CTE TEKS. The SBOE will also respond to new laws the 83rd Texas Legislature may enact, as well as review graduation requirements to determine which (if any) additional CTE courses might meet math or science graduation requirements. Currently, 14 CTE courses meet math or science graduation requirements.

In April 2010, the State Board for Educator Certification (SBEC) approved new district personnel assignment rules (19 Texas Administrative Code (TAC) §231.1(e), found at pe]TJ -12(y)20(,3w)2qienth (m)-

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In 2005, the Texas Legislature modified and strengthened the P-16 statute by passing House Bill 2508. This legislation amended TEC 61.076 to define P-16 Council efforts by outlining the following objectives:

- align the goals of the state P-16 Council and educational programs to promote more effective functionality of the public education continuum;
- coordinate plans and programs, including curricula, instructional programs, research, and other functions as appropriate;
- examine and make recommendations regarding the alignment of secondary and postsecondary education curricula, testing, and assessment; and
- advise the THECB and the SBOE on the coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities of this state, and other relevant matters.

House Bill 3485, passed in 2007, 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 facilitated the vertical alignment of CTE programs of study. The CTE vertical alignment strategy brought together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The College and Career Initiatives grant funds the ongoing evaluation and improvement of the progracs 0 0 0.502 scn 63 302.64 0.72 13.8 r6 [(a)6evin4 Tm [,22

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

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, education service center (ESC) CTE specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the governor's office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE 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 programs of study.

A grant funded the development of the AchieveTexas Implementation Guide, distributed to superintendents, counselors, 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 implementing 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 the AchieveTexas website at www.achievetexas.org

The SBOE reviewed the CTE TEKS, the state standards for secondary education courses, during 2008-2009. State teams revised CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant and rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. The SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The SBOE adopted the revised CTE TEKS in July 2009, and districts implemented the new standards in the 2010-2011 school year. Texas CTE teachers had opportunities for professional development on the revised CTE TEKS through a variety of venues during 2010. In January 2010, the SBOE identified the CTE courses that will meet graduation requirements for math, science, speech, and fine arts.

In 2013, the SBOE is scheduled to begin the next review of the CTE TEKS. The SBOE will also respond to new laws the 83rd Texas Legislature may enact, as well as review graduation requirements to determine which (if any) additional CTE courses might meet math or science graduation requirements. Currently, 14 CTE courses meet math or science graduation requirements.

In April 2010, the State Board for Educator Certification (SBEC) approved new district personnel assignment rules (19 Texas Administrative Code (TAC) §231.1(e), found at pe]TJ -12(y)20(,3w)2qienth (m)-

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universities to write the professional development, which will be deployed through Project Share, an online collaborative platform. Information about the platform is available at http://www.projectsharetexas.org/

- Postsecondary courses are listed in the THECB Workforce Education Course Manual (WECM) and the Lower Division Academic Course Guide Manual (ACGM). THECB reviews these courses on a periodic schedule, eliminating outdated courses and developing new courses. The THECB will review WECM and ACGM courses based on the alignment

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

Developing, improving and expanding access to appropriate technology is a required use of local and state Perkins funds. Eligible recipients must describe how they will provide and

skill attainment. Current and emerging occupational opportunities are identified through the 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 academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for preparation and success in college and career.

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

Secondary CTE programs of study are based on the Recommended High School Program

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States Department of Education Office for Civil Rights, and is designed to ensure that CTE programs in Texas public secondary schools are accessible to all students. It is used to identify, remedy, and/or prevent discrimination in CTE programs.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities, identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields.

when THECB reviews its postsecondary courses, to ensure that secondary programs continue to align with postsecondary programs.

(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);

Without federal funding for tech prep, THECB closed out the 26 Texas tech prep grants ~~were closed out on~~ effective August 31, 2011. Two consortia were able to continue their activities with funding from non-federal sources.

(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 sces.mcnce [(e)-2(6.63 c)4(hn0 Td 0.334ef)36fcecconda-2(e)-6(v)4(e)4

Adopted teacher assignment rules require professional development for both CTE and academic teachers who teach these courses. A TEA leadership program oversaw development and deployment of these professional development modules online courses. The addition of these nine high school courses brings the total number of CTE courses that meet graduation requirements for math, science, English, fine arts, or speech to seventeen. In 2013, the SBOE will consider additional CTE courses to meet math or science graduation requirements.

CTE administrators and guidance counselors attend annual statewide conferences. The conferences include training for new administrators and guidance personnel. Most of the teacher professional associations also conduct conferences, providing essential opportunities for networking and content-specific professional development. In 2013, the College and Career Initiative grant objectives include opportunities for collaboration with the CTE professional development grant for participation in the Texas Counseling Association's 2013 school counselor conference. In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions, including topics like program design and evaluation, data-driven program improvement, response to monitoring and intervention, assistance to special populations, work-based learning, data submission, integration of technical and academic skills, required and permissive uses of Perkins funds, and individualized development based on needs analysis or requests

Academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. One priority is to

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.

A Leadership project entitled The "CTE eCourse for

In 2010, Texas, along with South Carolina, participated in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE. OECD published the resulting report in March 2011. More information is available at http://www.oecd.org/dataoecd/43/42/47150751.pdf.

7. Describe efforts that your agency and eligible recipients will make to
   (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
      i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
      ii. Career and technical education subjects;

   All Texas students, including students in CTE programs, must pursue a rigorous program of study in order to graduate from high school. The SBOE has established three high school graduation programs: the Minimum High School Program, the Recommended High School Program, and the Distinguished Achievement Program. TEC §28.025(b) requires all students to graduate under the Recommended High School Program or Distinguished Achievement Program unless the student, the student's parents, and a school counselor or school administrator agree, in writing signed by each party, that the student should be allowed to graduate under the Minimum High School Program. Further, the student must be at least 16 years of age, must have completed two credits required for graduation in each subject of the foundation curriculum, or failed to be promoted to grade 10 one or more times as determined by the school district. In addition, TEC §28.002 (a)(2)(F) authorized the SBOE to develop and implement a plan to incorporate academic curriculum requirements into the CTE curriculum.

   Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills, apply academic concepts to real-world situations, and gain experience in and understanding of all aspects of an industry. The TEKS provide the framework for Texas courses. In July 2009, the SBOE adopted revised state standards for all CTE courses. SBOE-appointed teams of CTE and academic educators, representatives of business and industry, parents, and representatives of other groups comprised the writing teams that developed recommendations for the revised CTE TEKS. 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. As described above, the SBOE has approved specific CTE courses to meet math, science, speech, and fine arts graduation requirements. Additionally, 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 statewide accountability system based on data-driven, performance based monitoring and interventions. CTE academic indicators provide incentives for all districts to improve the performance of CTE students.

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide academic achievement tests (TAKS assessments) in order to graduate from high school. As Texas implemented the accountability system required under No Child Left Behind, CTE programs integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies. Beginning with students in the ninth grade for the first time in the 2011-12 school year, Texas will begin phasing out the TAKS and implementing the State of Texas Assessments of Academic Readiness (STAAR). For secondary students, 12 end-of-course assessments will replace the TAKS. These will include assessments in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

approved, innovative courses are available to all Texas districts, subject to local board approval. The SBOE recently approved updates to the TEKS review process that schedules scheduled to begin the next revision of CTE TEKS to begin in 2013.

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 systeolate PuClechninsd2(h2r.-l)t* [

TWIC develops a single strategic plan for workforce development in its role as the state workforce investment board under the Workforce Investment Act (WIA). The TWIC goals, objectives, and core performance measures for the delivery of quality workforce

efforts. Those efforts include participation in regional, and statewide, and national workshops and conferences to assist teachers in meeting the needs of students who are members of special populations. An analysis of

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, as well as the performance of special population students in CTE programs. Risk factors in these areas 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 system. The THECB has a staff member who has the responsibility of conducting OCR site visits. Every other year a report is submitted to the OCR regarding the findings and resolutions from the OCR visits from the preceding two years and the staff person attends the annual meeting called by the OCR. ~~Even though the Institutional Effectiveness process has been phased out, these data will continue to be~~

of special populations are appropriately served. The divisions assure students have the opportunity to achieve the academic and technical state standards.

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

Texas provides educational support programs for students who are members of special populations. State law also provides additional support for students who are migrants, students who have limited English proficiency, and students for whom English is their second language. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf.

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

- TAKS Remediation: Under 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-teacher ratio in the accelerated instruction settings cannot be more than ten to one. If a student does not meet the minimum standards on the assessment instrument a second time, state law requires that a grade placement committee prescribe the instruction that the student must receive before the next administration of the tests.

- TAKS (Accommodated): TAKS (Accommodated) is a general assessment that is available to students served by special education who require specific accommodations. TAKS (Accommodated) became available for all English and Spanish TAKS tests beginning in spring 2008.

- TAKS–Modified (TAKS–M): TAKS–M fulfills the requirement of an alternate assessment based on modified academic achievement standards for certain students served by special education who meet the participation requirements. The decision to administer TAKS–M to a student must be made by the student's ARD committee.

- TAKS–Alternate (TAKS–Alt): TAKS

who does not perform satisfactorily on the TAKS, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9 (as determined by the district).

- 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, and help students stay in school and learn successfully. Twenty-seven eight CIS programs in Texas received ~~$16,130,976~~ $10,000,000 in state funds and $4,842,341 in federal Temporary Assistance for Needy Families (TANF) funding for the ~~2010-2012~~ 2011-2012 school year. The program served 652 campuses in 130 school districts in 71 counties. See http://www.tea.state.tx.us/index2.aspx?id=4639&menu_id=814 for more information about CIS in Texas.

- Pregnancy, Education and Parenting (PEP): The goal of the PEP program is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See http://www.tea.state.tx.us/index2.aspx?id=6736 for more information about the PEP program.

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

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

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

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

   TEA provides Perkins funds to the ESCs for promoting programs that are nontraditional for gender. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. TEA also provides school districts with data demonstrating how the school district's nontraditional course enrollments and completions compare with the state levels of nontraditional student course enrollments and completions.

IV.

Eligible secondary recipients have the opportunity to review state and local performance level data in their local Perkins applications. Each eligible recipient and consortium used these data to set initial local performance targets. TEA conducted several Texas Electronic Telecommunications Network (TETN) broadcasts on the secondary Perkins eGrant. TEA provided resources to guide districts on appropriate methods for establishing district performance targets. Regional ESC CTE specialists participated in additional training so they could provide direct technical assistance to local districts. As each district completed its Perkins application, TEA encouraged effective use of performance measure data to drive program planning and continuous improvement.

THECB staff obtained input from eligible postsecondary recipients through several statewide initiatives. The THECB provided opportunities for all community, state, and technical colleges to provide feedback regarding the baseline data that Texas used to negotiate core indicator performance with OVAE. ~~Efforts were made to ensure that, in those instances where institutional data were in conflict with verifiable institutional data, the CTE program and accountability staff opened the accountability system so that appropriate corrections could be made, and provided opportunities for LEAs to negotiate corrections when appropriate.~~ This laid the groundwork for discussion and negotiation of the adjusted performance measures for each institution for 2011-2012.

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

MEASUREMENT DEFINITIONS

SECONDARY LEVEL:

1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS
Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State that is the exit level TAKS assessment required for graduation from high school and who, in the reporting year, left secondary education.
Denominator: Number of CTE concentrators who took the exit level TAKS assessment in reading/language arts required for graduation and who, in the reporting year, left secondary education.

1S2: ACADEMIC ATTAINMENT – MATHEMATICS
Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state that is the exit level TAKS assessment required for graduation from high school and who, in the reporting year, left secondary education.
Denominator: Number of CTE concentrators who took the exit level TAKS assessment in mathematics required for graduation and who, in the reporting year, left secondary education.

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

MEASUREMENT DEFINITIONS

SECONDARY LEVEL:

1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS
Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State as the exit level TAKS assessment required for graduation from high school and who, in the reporting year, left secondary education.
Denominator: Number of CTE concentrators who took the exit level TAKS assessment in reading/language arts required for graduation and who, in the reporting year, left secondary education.

1S2: ACADEMIC ATTAINMENT – MATHEMATICS
Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered bh2matæ statewtion.x b8e-2(i(b8)-4(e-01 Tv

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 COMPLETI10(M) i -0.004 TE participants from und10(e-2a6L1110(e-2a6L113 s)r 4l-1(dur)3(i)-2(

6S2:

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

4P1: STUDENT PLACEMENT
Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the

The eleventh grade exit level TAKS test was developed using the same state assessment objectives as the tenth grade TAKS, and therefore meets the parameters for validity and reliability. The same parameters for calculating the 1S1 and 1S2 academic attainment for CTE concentrators will be used as the state AYP calculation. For more information, go to http://www.tea.state.tx.us/student.assessment/taks/.

The English language arts assessments at grades ten and eleven are integrated reading and writing tests. Although these assessments are the same length, they differ primarily in the complexity of the reading selections and the revising and editing passages. Since the TAKS is designed to measure the extent to which a student is able to apply the knowledge and skills for the grade level tested, the test at the eleventh grade is more challenging than the test at the tenth grade.

The mathematics assessments at grades ten and eleven are somewhat different in that high school geometry is not included until the exit level assessment because there is not a required sequence for taking high school mathematics courses. The eleventh grade exit level mathematics TAKS is therefore more rigorous and challenging for students.

The Texas Legislature has determined that high school assessments required for graduation will transition from TAKS to STAAR end-of-course (EOC) exams in the core academic areas. This transition will take several years, and is not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV, unless reauthorization of the Carl D. Perkins Act continues to be delayed. Seniors who graduate in 2013-2014 school year will be the last graduating class to take the exit level TAKS. Since Texas reports performance data on a one-year lag, Texas will report exit-level TAKS scores for 1S1 and 1S2 for the last time in the 2014-2015 reporting year. For the class of 2014-2015, Texas will consider using STAAR exit exams to report these core indicators, if the legislation in effect at the time includes academic performance as a performance measure.

To report 2S1, technical skill attainment, TEA will use valid, reliable industry-recognized licensures and certifications data as reported by eligible recipients. Texas reported the total number of licensures and certifications CTE students earn as an additional measure for Perkins III. The state began collecting 2006-2007 data using the Perkins IV performance measure definition for technical skill attainment, so the 2008-2009 Perkins consolidated annual report (CAR) was the first opportunity for Texas to accurately report 2S1 data. Although all programs of study do not have valid, reliable industry certifications and licensures, the goal ~~is~~ was to evaluate programs during the CTE vertical alignment process and identify or develop additional assessments so that by 2013, all secondary CTE concentrators have a means to validate technical skill attainment. However, Texas was not

~~institutions in the development of a reporting process for 1P1 as additional technical skill~~

5. *On the forms provided in Part C of this guide, the state must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States'*

consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA Grants Administration Division staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide final approval of the application, and his electronic signature appears on the notice of grant award (NOGA) that is available electronically to the district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx.

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

A. Statutory Requirements

1. *Describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

   Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan.

   Texas distributes funds supporting state programs and leadership projects through the request for application (RFA) process. Texas awards funds through the SAS to the Texas ~~Youth Commission~~Juvenile Justice Department and the Windham School District, which operate CTE programs in correctional institutions. When funded, all of the Title II funds for tech prep flow to the THECB for administration of tech prep programs. Since tech prep was de-funded for the 2011-2012 grant year, THECB closed out the 26 tech prep consortia grants, effective August 31, 2011.

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

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

   For each year of the state plan, TEA will make available more than $49,000,000 in formula allocations to secondary LEAs, including charter schools. Annual funding amounts vary depending on the total Texas Perkins allocations. Specific dollar allocations are available each spring after analyzing charter school enrollments anTc -1.15 Td ( )Tj EMC /P32(oc)4740011 Tc 0.

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

Beginning with the 2008-2013 state plan, TEA distributes the 10% reserve funds as incentive grants to high-performing districts, as described in section IV (B)(4) of the state plan.

Postsecondary funds are awarded to eligible institutions based on a methodology (referred to as Technical Pell) that calculates ~~(referred to as Technical Pell)~~ each participating institution's percentage of the total number of students who are Federal Pell Grant recipients and who are enrolled in programs meeting the requirements of Section 135 of the Perkins Act.

Technical Pell ~~formula elements~~calculation steps are:

- Individual students who are Pell recipients are totaled.
    - Excludes all academic and undeclared majors
    - Includes all technical majors and workforce continuing education
- Full time equivalent (FTE) students are calculated for each eligible institution; ~~—~~this constitutes each institution's Technical Pell.
- Total State Technical Pell FTE is determined.
- Each institution's percentage of the state total is calculated.
- This percentage~~s are~~