

**Texas Consolidated Annual Report
for
Fiscal Year 2007-2008**

under the

**Carl D. Perkins Career and Technical Education
Improvement Act of 2006**

**Texas Education Agency
December 2008**

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State Administration

A. Sole State Agency and Governance Structure

The State Board of Education and the Texas Education Agency are the eligible recipients of the Perkins funds for Texas. Leadership for Career and Technical Education (CTE) programs is provided by the Texas Education Agency (TEA), which administers secondary programs, and by the Texas Higher Education Coordinating Board (THECB), which administers postsecondary and Tech Prep programs. In 2007-08, Texas was allocated \$95,429,038 in Perkins basic grant and \$8,397,736 in Tech Prep funds for a total of \$103,826,774 for required, permissive, and core indicator activities. The TEA Organizational Charts are found in Attachment A. The THECB Organizational Charts are found in Attachment B.

B. Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. The functions of the Department of Standards and Programs include providing oversight for establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school. Functions of the Division of Curriculum include policy guidance; development and implementation of curriculum; providing instructional materials and educational technology; adoption and distribution of instructional materials; and providing leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants belongs to the 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.

THECB is responsible for postsecondary CTE programs as well as Tech Prep programs. The priority goal for higher education in Texas is to provide an affordable, accessible, and high quality system of higher education that prepares individuals for a changing economy and workforce, and furthers the development and application of knowledge through research and instruction.

In keeping with this goal, the Commissioner of Higher Education has identified three goals for postsecondary workforce education in Texas:

- (1) development and support for high quality postsecondary technical programs;
- (2) access to programs for all the people of the state; and
- (3) efficiency in the delivery of programs throughout the state.

The Texas higher education strategic plan, *Closing the Gaps by 2015*, has four goals that reflect the focus of the Perkins Act by concentrating on:

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| Participation | Close the gaps in participation rates across Texas to add an additional 630,000 students in postsecondary institutions. |
| Success | By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs. |
| Excellence | Substantially increase the number of nationally recognized programs and services at colleges and universities in Texas. |

Research By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

I. State Leadership Activities

A. Required Uses of Funds

➤ Assessment of CTE programs

TEA has established a Performance Based Monitoring Analysis System (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a comprehensive report of the performance measures of CTE coherent sequence and Tech Prep program participants. Districts with low-performing CTE students are then assigned to various stages of intervention, and are required to complete a Focused Data Analysis, Program Effectiveness Review, and a Continuous Improvement Plan. Districts in the highest level of intervention must additionally conduct a Full Compliance Review and participate in a Program Access Review monitoring site visit. All activities are focused on continuous program improvement for CTE in order to positively impact student performance. For additional information on Performance Based Monitoring and Program Monitoring and Intervention in Texas, go to <http://www.tea.state.tx.us/pbm> and <http://www.tea.state.tx.us/pmi>.

Texas two-year colleges are monitored and evaluated through an institutional effectiveness process, the annual Perkins application process, and through scheduled Perkins grant programmatic and fiscal site visitation processes. During 2004-2005, the THECB authorized an evaluation of postsecondary Perkins effectiveness that included an analysis of state data, surveys of public two-year colleges from 1992-2002, and site visits to a randomly selected group of colleges. Results indicated that Perkins funds were responsible for quality of curricula, educational technologies, and support programs for special population students.

TEA conducted an external evaluation of CTE secondary and postsecondary programs during 2006-2007. The evaluation report was used as a resource during the development of the 2007-2008 Perkins Transition Plan. Texas has made a commitment to participate in the Organization for Economic Co-operation and Development (OECD) International Policy Review for CTE during 2009-2010.

➤ Developing, improving, or expanding the use of technology in CTE

At the secondary level, statewide annual professional development conferences provided teacher training in utilizing technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants funded the development of new curriculum resources to facilitate the use of technology in the classroom, and newly developed curriculum resources are provided to teachers via web sites and CD ROM. The TEA web site and the CTE Listserv have been updated and improved to disseminate program information and enhance communications to CTE teachers, administrators, parents, counselors, and business and industry partners. The TEA CTE website (<http://www.tea.state.tx.us/cte>) provides resources for the implementation, evaluation and improvement of CTE programs. The CTE list serve maintains a membership of more than 2,500 members and is used to provide timely communications to CTE stakeholders.

Postsecondary state leadership projects were designed to expand the use of technology in technical education. For example, projects such as Texas Network for Teaching Excellence in Career and Technical Education, STARLINK, Instructional Design Workshop for Hybrid Technical Instruction, and Computer Programming Gateway Course Redesign were supported. Perkins basic grant funding was utilized to upgrade and expand the use of technology on college campuses.

➤ Professional development programs

At the secondary level in 2007-08, TEA provided \$150,000 in Perkins funds for two new professional development activities. In the fall of 2007, Texas conducted the first statewide Recruitment and Retention Conference for new secondary teachers. To support leadership development and continuous program improvement, Texas also created a year-long CTE Leadership Academy for Administrators and Counselors. \$10,000 in Perkins funds was available to each ESC to provide professional development activities for local school district and charter school personnel. Additional Perkins funds were allocated to ESC 13 for technical support and statewide professional development for the *High Schools That Work* initiative; and to the University of Texas at Tyler to support professional development for districts implementing Project Lead The Way pre-engineering programs. Funds were also used to transition the Principles of Technology teacher training to an online system. A list of the secondary professional development projects is found in Appendix D.

Texas has Teacher Standards for each of the CTE program areas. The standards identify what new teachers must know and be able to do in order to teach the content-specific CTE courses. A Texas Evaluation of Educator Standards (TExES) exam has been developed for each set of new teacher standards. New teacher candidates must pass both a TExES content exam as well as the Pedagogy and Professional Responsibilities (PPR) exam in order to be certified to teach in Texas. Traditional and alternative teacher preparation programs provide preparation and professional development to new CTE teachers. Professional development is provided for new teachers at each summer professional development conference as well as a statewide new teacher conference held in the fall.

A number of postsecondary state leadership projects were developed and professional development activities were conducted for postsecondary faculty and staff across the state. These projects were coordinated by a Perkins-funded Professional Development Consortium which brought the individual projects together on a regular basis to assess their progress and contributions toward achieving the goals of the state plan. The Texas Network for Teaching Excellence in Career and Technical Education was initiated as a statewide career and technical education professional development system that connected people to people, institutions, resources, and ideas. The Network utilized an online interface for content including navigation tools, a search function, testing and portfolio capabilities, resource management, and live events. In concert with the Network, STARLINK brought professional development, information, and strategies from top state and national educational leaders to each community, state, and technical college campus via DVD and the Internet. A list of postsecondary discretionary projects is found in Attachment F.

➤ Support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE

The Texas Essential Knowledge and Skills (TEKS) state standards provide the curriculum framework for Texas secondary education. Rigorous, relevant TEKS for all courses were developed to improve the academic and technical skills of all students. Quality curriculum resources and extensive professional development have been provided in the implementation of the TEKS for all CTE courses. The TEKS are being revised during 2007-2009. Texas

Education Code §28.002 requires that the TEKS must be taught in every course offered by a school district.

At the postsecondary level, the *Workforce Education Course Manual* (WECM) provides the framework for technical curriculum development. The WECM is composed of courses that include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must consist of these courses. The WECM provides for the consistent integration of academic and technical skills and ensures that all postsecondary students across Texas receive the same high quality curricula. The THECB provided \$210,000 in Perkins funds for the development and maintenance of WECM curricula in 2007-08.

➤ **Providing preparation for nontraditional fields in current and emerging professions in high-skill, high-wage occupations**

Valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins are provided by membership in the *National Alliance for Partnerships in Equity (NAPE)*. Texas completed a crosswalk of nontraditional courses based on 2006 BLS data. The new lists of courses that are nontraditional for males and females include many new courses in the Education and Training and Health Science clusters (nontraditional for males) and in the Agriculture; Science, Technology, Engineering and Mathematics; and Manufacturing, (nontraditional for females) clusters. Additionally, a total of \$87,320 was provided for the twenty ESC CTE Specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female non-traditional fields.

At the postsecondary level, \$62,670 in Perkins funds was used to assist with the development and implementation of the *Building Partnerships to Support Non-Traditional Students in Technical Education* project. This four-phase project identified and supported at least one bona fide statewide career and technical student organization that aimed to increase participation and success of non-traditional students who were members of an ethnic minority group. Overall project effectiveness was determined using a four-level evaluation model that incorporated both quantitative and qualitative measures to assess participant reactions, participant learning, participant performance, and systemic goals.

➤ **Supporting partnerships to enable students to achieve state academic standards, CTE skills, or complete CTE programs of study**

TEA awarded a Career Clusters grant to Texas Tech University for the purpose of identifying and developing a statewide system of career clusters and programs of study. A statewide workgroup composed of TEA, THECB, Texas Workforce Commission (TWC), Texas Workforce Investment Council (TWIC), Texas Business Education Coalition (TBEC), secondary faculty, and two and four-year college faculty was established. The workgroup determined that Texas will transition from traditional CTE programs to the 16 national career clusters as the basis for reorganizing CTE. A research project and visioning activity provided the foundation for the transition plan and implementation resources, which lead to the creation of the AchieveTexas College and Career Initiative. Existing secondary courses and postsecondary programs were organized around the 16 career clusters. Over one hundred state developed model programs of study have been posted on the AchieveTexas web site. For more information on the AchieveTexas initiative, please go to www.AchieveTexas.org. During 2007-2008, North Lake College facilitated postsecondary career cluster program and course alignment. The completed programs of study are located at www.txcareerclusters.org

Texas utilizes Tech Prep and other Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the Texas Workforce Commission (TWC), the Texas Workforce Investment Council (TWIC), and the Texas Business Education Coalition (TBEC) and other stakeholders to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

TEA has partnered with companies such as CompTIA, Intel, Cisco Systems, Apple, and Oracle to develop vendor-neutral innovative courses. Additionally, Texas funds statewide site licenses under which districts receive training and resources to implement courses preparing students for high-skill, high-wage, or high-demand careers. Through Memorandums of Understanding (MOUs), the TEA, the THECB and TWC collaborate to follow student progress through the educational system and into employment using secondary education data records, postsecondary enrollment records, and wage and unemployment records.

Perkins funds have been used to align over 100 secondary and postsecondary courses to create statewide articulated Advanced Technical Credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training on secondary-enhanced ATC course content before a unique ATC course identifier can be used on a student's transcript. An online ATC professional development accountability system is supported by Perkins funds. The online data base documents the application, training, eligibility and approval of ATC program teachers. There are over 860 school districts with 9,141 ATC-eligible teachers. ATC course credit may transfer to any participating community or technical college in Texas. The alignments provide Tech Prep students with the ability to use dual credit courses, Advanced Placement and International Baccalaureate courses, ATC courses, and locally-articulated courses to earn college credit while they are in high school. For more information on ATC, go to www.atcTexas.org. Additionally, over 15,000 students earned dual credit for a CTE course.

Budgets for the twenty-six Tech Prep consortia totaled \$8,303,644 (includes carryover) in Perkins Title II funds for the regional implementation of Tech Prep programs and activities during the 2007-08 fiscal year. Tech Prep consortia funds were distributed according to a formula that considers the special needs of small rural consortia while also considering the number of students that will be served. For more information, go to www.techpreptexas.org. A list of Tech Prep Consortia is found in Attachment G.

➤ Serving individuals in state institutions

The Windham School District and Texas Youth Commission were awarded \$954,290 in Perkins funds in 2007-08. The Windham school system was awarded \$740,052 in Perkins funds and served 11,270 incarcerated students in CTE courses. The Texas Youth Commission was awarded \$214,238 in Perkins funds to serve incarcerated youth.

➤ Support for programs for special populations that lead to high skill, high wage or high demand occupations

In 2007-08, TEA provided \$150,000 Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University. The Center offers school districts and charter schools technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. The Center provided professional development for the four training modules that are available to stakeholders by DVD or streaming video. These DVD and accompanying training manuals include (1) Laws and Legal Issues, (2) Transition Assessment and Evaluation

Accommodations, (3) Instructional Modifications and Accommodations, and (4) Behavior Management. Other resource materials such as books, videos, journals and magazines are available at the center for Assessment, Career and Technical Education, Exceptionality and Diversity, Instructional Strategies, Policy, Programming, and Research. For more information, go to <http://ctsp.tamu.edu/>.

At the postsecondary level, 31 percent of the basic grant was utilized for activities for special populations. Statewide Leadership projects are coordinated by a Perkins-funded Recruitment and Retention Consortium that brings the individual projects together on a regular basis to assess their progress and contributions to the goals of the state plan. Examples of funded leadership projects include: Texas Network for Teaching Excellence in Career and Technical Education, STARLINK, Workforce Education Course Manual, and Building Partnerships to Support Non-Traditional Students in Technical Education.

➤ Providing Technical Assistance

Technical assistance for secondary CTE programs was primarily provided through the 20 ESCs by CTE ESC Specialists. TEA provided \$884,133 in Perkins administrative support funding for technical support and professional development related to Tech Prep programs, Advanced Technical Credit courses, industry certifications and licensures for students, training and employment in non-traditional fields, Texas Essential Knowledge and Skills (TEKS)/Texas Assessment of Knowledge and Skills (TAKS) coordination, Performance Based Monitoring, and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC Specialists, school districts, and charter schools through extensive telephone support, presentations at conferences and workshops, email communications, CTE Listserv, and the Texas Education Telecommunication Network (TETN).

THECB staff provided technical assistance to individuals and institutions through telephone support, telephone and web conferencing, email communications, site visits, presentations at statewide professional organization conferences, and presentations at agency-sponsored professional development meetings and workshops. THECB staff performed a yearly program review. Additionally, monitoring site visits were conducted for programmatic review and fiscal monitoring. The THECB staff maintained a list serve and an email discussion group as a communications channel to the community, state, and technical colleges that received Perkins funds. In addition, an elaborate web site provided technical assistance with grant management including electronic submission, amending, and reporting features. A copy of the Annual Application has been required as an attachment to this report; however, a non-interactive printed document does not do service to the fully interactive application/report/support system utilized by the THECB for Perkins grants management. The THECB web site, as well as various leadership grant web sites, includes web modules, which provide assistance on specific issues.

B. Permissible Activities

➤ Improvement of career guidance and academic counseling programs

TEA allocated \$90,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors. Additionally, \$50,000 in Perkins funds was budgeted to provide a Toll-free Career Hot Line, \$150,233 was budgeted to align career resources with the 16 career clusters, and \$200,000 was budgeted to develop online Career Orientation training for teachers and students.

For the 57 public two-year colleges, 10.7 percent of Perkins 2007-08 funds was used to support counseling programs. Secondary Perkins leadership funds were used to support the Texas Counselors' Network, which brings together over 8,000 public secondary school, community, workforce, and postsecondary counselors for professional development in career counseling, developing seamless technical educational systems, and incorporation of technical education programs of study into a life-long learning system. In 2007-08, Texas colleges utilized basic grant funds to support local One-Stop Shops that would not be otherwise available within the college to help provide social services and career placement services to students.

➤ **Support for CTE programs that offer experience in all aspects of an industry, including work based learning**

Perkins funds assisted Texas school districts in serving 39,397 secondary students in paid or unpaid work-based learning programs in 2007-2008. Students have the opportunity to participate in relevant classroom instruction with career training in areas of personal interest and prepare for postsecondary education and training or employment in their chosen field.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a work based learning experience such as an internship, a cooperative education experience, a major project, or a clinical experience. Additionally, there were several education/business partnerships that incorporated some or all of the following into the educational experience: 1) employer sponsorship (including fees, tuition, books, uniforms, tools); 2) employer adjustment of work schedules to allow time for course taking; 3) employer paying for time spent in class, pay raises based on course completion, promotions based on course or degree completion; and 4) employer sponsored career exploration for eligible students. Several employers, who have a need for supervisory or management personnel will continue to fund education to the baccalaureate level if the employee has completed an Associate of Applied Science (AAS) and has been determined to be a good candidate for promotion.

➤ **Support for Career and Technical Student Organizations**

Texas recognizes that career and technical student organizations (CTSOs) are a critical component of an effective CTE program. CTSOs play a key role in keeping students engaged in school and providing opportunities for the development of leadership skills, academic skills and technical knowledge skills. In addition to the opportunities to acquire advanced technical skills, CTSOs provide scholarship opportunities for members who actively participate; over 2.9 million dollars was presented to Texas members through respective CTSOs in 2007-2008. TEA holds eight CTSO state charters, and in 2007-2008 provided \$274,345 in Perkins funds to support CTSO leadership development activities for the 149,804 members.

➤ **Support for charter schools**

TEA, as well as the ESC CTE Specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2007-08, TEA provided \$345,557 in Perkins funding to 58 charter schools offering CTE programs. (Attachment C)

➤ **Supporting partnerships between education and business**

Secondary CTE programs collaborate with community business and industry partners to provide quality CTE programs. Most districts utilize a local advisory committee to provide direction for implementation of local CTE programs.

TEA has established a state partnership with CompTIA (Computing Technology Industry Association). The statewide educational partnership allows all state high schools (including charter schools) and postsecondary institutes to become members of CompTIA's Education to Careers (E2C). The program targets recruitment, training, opportunities to receive industry recognized certification and help place new information technology employees. In 2007-2008, Texas public schools and postsecondary institutions participated at a cost of \$83,081. The actual cost without the partnership would have been \$173,568, a savings of \$90,550. Schools receive vouchers for students to take exams such as E2C A+ Domestic, E2C Network+ Domestic, E2C Security+ Domestic, E2C INET+ Domestic, and E2C Linux+ Domestic.

Postsecondary programs that are supported by Perkins funding are required to have an active Advisory Committee with representation from local business and industry. When a national, regional, local or outside certifying agency skill standard does not exist, program staff was encouraged to incorporate skills standards recognized by the Texas Skills Standards Board into the curriculum. Colleges must indicate how they have determined a need for a new program and authenticate that the curriculum was developed with local industry input prior to the program being approved by THECB staff. There are numerous partnerships within the state such as the partnerships with Texas Instruments and Richland College, Lamar Technical College with Exxon/Mobile, and the Corpus Christi Army Depot with Del Mar College, where businesses not only support students enrolled in what the business considers a critical need area but continued enrollment toward graduation is a requirement for maintaining employment.

➤ **Improve or develop new CTE courses, including career clusters and distance education**

TEA awarded six Educational Excellence grants at \$300,000 each in Perkins state leadership funds to support the improvement of rigorous CTE programs. (Attachment D). A school district may develop innovative or other locally-designed courses to enable students to master knowledge, skills, and competencies not included in the required curriculum (19 TAC §74.27). When school districts determine that students need education and training opportunities in new and emerging careers for which there are no CTE courses, the districts may apply to TEA to offer an innovative CTE course. After TEA approves new innovative courses, other districts can offer the course with the approval of their local board. As the TEKS are revised, innovative courses are reviewed to determine if they should become full SBOE approved courses. TEA received applications from 195 school districts and approved 187 applications.

Colleges used 17.4 percent of the basic grant to upgrade curriculum. Additionally, some leadership projects focused on developing new and innovative curriculum. A listing of statewide postsecondary leadership projects can be found in Attachment F.

In Texas, Tech Prep programs are included in more than 97 percent of the independent school districts and all of the state community, state, and technical colleges. In 2007-2008, there were 156,632 secondary and 86,425 postsecondary students reported as Tech Prep students. The definition of Tech Prep programs and program participants is incorporated in the Texas Education Code, which requires that all Tech prep programs be based on the Recommended High School Graduation Program.

Tech Prep brings added value to students and their families in the form of cost savings. An analysis done in 2005 used the following assumptions:

1. Tech Prep students take a coherent sequence of CTE courses comprised of two or more CTE courses for three or more credits.
2. The three high school CTE courses can be articulated as three college courses.

3. The Tech Prep consortium average cost per semester credit hour was calculated by taking the average total/semester credit hour for the community colleges in that consortium.

The cost savings estimate can be applied to various Tech Prep populations, but for this analysis, 2005-06 Tech Prep seniors were considered. The senior enrollment of 53,425 students represents 33.3 percent of the total grade 9 through 12 enrollments. The average college costs per student amounted to \$653 for a potential savings for Tech Prep seniors of \$35,125,107.

Texas has developed formal written agreements among the various educational institutions of all levels to ensure that students who choose a technical career are able to pursue further education, to baccalaureate and beyond. One Perkins sponsored project was the *Texas TWO-STEP (Technology Workforce Opportunities through Seamless Transitions and Educational Partnerships)*, where the University of Texas at Arlington, Stephen F. Austin State University, University of Texas at Brownsville, Texas A&M Commerce, and Tarleton State University have partnered with community, state, and technical colleges to accept selected technical courses from AAS degree programs into certain baccalaureate programs.

II. Progress in Developing and Implementing Technical Skill Assessments

During 2007-2008, secondary school districts and charters were required to report end-of-program industry licensures and certifications to verify program technical skill attainment data. Because the Texas Essential Knowledge and Skills (TEKS) state standards are undergoing total revision, the next steps will be to revise all the state-approved programs of study, including alignment of valid reliable end-of-program industry certifications and licensures. After completion of the alignment and identification of gaps in assessments, Texas will develop additional technical skill assessments as needed so that each program will eventually have a valid, reliable measure of technical skill attainment for all CTE concentrators.

In the 2007-08 program year, all public community, state, and technical colleges offering career technical education programs were required to verify workforce competencies through capstone courses, an external learning experience, or a credentialing exam. Additionally, all new career technical program applications were required to include verification that all of the following criteria had been met in accordance with the procedures outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE):

1. The institution has documented local and/or regional demand for this program.
2. Basic and workforce skills have been integrated with the curriculum for the program.
3. Each program award offers at least one of the following: a capstone, an external learning experience, or eligibility to sit for a certification or licensure examination.
4. All course and program prerequisites are identified on the proposed curriculum outline and included in the credit hour/contact hour totals for the program.
5. An enrollment management plan for the program is in place.
6. The program is consistent with all the requirements from the Commission on Colleges of the Southern Association of Colleges and Schools.
7. The program is consistent with all requirements of relevant accrediting, approval, and credentialing authorities if applicable.
8. An advisory committee composed of representatives from business and industry has been directly involved in the creation of this program.
9. Adequate funding is available to cover all program costs for the first five years.

10. The institution has an improvement plan in place for all workforce education programs that do not currently meet Board standards for both graduation and placement.
11. Written notice of this application has been sent to the appropriate Higher Education Regional council(s).
12. Skill standards recognized by the Texas Skill Standards Board, if they exist for this discipline, have been reviewed and considered for inclusion in the curriculum for the program.

III. Implementation of State Program Improvement Plans

Section 123 (a)(1) of Perkins IV requires each state, that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance, to develop and implement a program improvement plan. Because the 2007-08 program year was the transition year for Perkins IV, the state negotiated three performance measures with OVAE. In the 2008-09 program year, improvement plans will be implemented for those programs identified as most in need of improvement.

IV. Implementation of Local Program Improvement Plans

The Texas Education Agency has an electronic grant application system populated with allocations for each eligible institution. The schools use the online system to apply for Perkins funds, develop a CTE program plan, submit budget requests, and report industry certifications and licensures earned by CTE students. Districts in PBM Intervention Stage I must also submit an improvement plan for meeting the needs of students that are low performing or for data quality issues. A copy of the secondary Perkins Grant Application can be found in Attachment H and at <http://www.tea.state.tx.us/formfund/>. The electronic version of Perkins Grant Application is on a secure server and can only be accessed with an assigned user name and password. A list of the 2007-08 secondary districts and charter schools and their Perkins award is located in Attachment C and a list of the TEA state leadership grant recipients is found in Attachment D.

The Texas Higher Education Coordinating Board has an electronic, interactive grant system that provides an application populated with data for each institution that indicates their progress in achieving Perkins quality indicators by program. The institutions use the application to: (a) respond to problems with their degree or certificate programs and (b) develop goals, objectives, and action items to resolve the problems. The annual budget is then developed around the action plan. The same application instrument is used to evaluate the results that have occurred during the grant year. While a PDF application form has been provided, it does not reflect the interactive quality of the electronic application. An electronic version of the Annual Basic Application is found in Attachment I and at <http://www.thecb.state.tx.us/OS/Grants/Perkins/>. The annual RFA for Leadership and Tech Prep grants can be accessed from the same URL. A list of the 2007-08 eligible postsecondary institutions and their Perkins award is located in Attachment E and the list of THECB leadership grant recipients is found in Attachment F. The list of Tech Prep Consortia is found in Attachment G.

V. Tech Prep Grant Award information

Tech-Prep consortia funded under this 2007-08 funding complied with the requirements set forth in the Perkins IV reauthorization of 2006. Funds were distributed to 26 existing Tech-Prep consortia based on a formula approved by the THECB in April 2007, after a public hearing that held in March 2007. This is the same formula that was used in the 2006-07 year

and it provided for 65% of the consortium funds to be distributed equally while the remaining 35% to be distributed based on the number of grades 9-12 population served.

During the transition year, Tech Prep in Texas remained a separate program. States are not required to negotiate state level of performance with the federal government. However, Texas negotiated with the 26 consortia on levels of performance based on the requirements in Perkins IV. The THECB convened meetings to work on definitions and development of baseline measures for the indicators. Because of the unique structure of each consortium, individual negotiations were conducted to establish levels of performance measures and strategies to determine continual progress. A list of Tech Prep Consortia and funding amounts can be found in Attachment G.

III. State Program Improvement Plans

For 2007-08, Texas exceeded the secondary target for 1S1 but did not meet the baseline targets for 1S2 and 4S1. We are encouraged by the academic performance of CTE concentrators, as well as Tech Prep students. The CTE Graduation Rate performance target was missed by only 0.49 percentage points and the Mathematics TAKS passing rate was below the target by 2.33 percentage points. For 2006-2007, the state passing standards were increased by 5%, so this impact created a decrease in overall passing rates for all students.

Another factor that influences CTE student course data is the secondary state data system. Currently, CTE students are coded as concentrators only in the fall PEIMS data reporting period. Course completion is reported in the summer following the school year, so CTE student records must be matched by district fall and summer data submission. Students that transfer districts are reported in the denominator, but not in the numerator, which negatively impacts actual performance data. The PEIMS Division has plans to improve the data system reporting requirements so CTE students are not lost between fall and summer reporting periods. This change will begin with the 2008-09 data standards.

Students take TAKS in the spring of their 11th grade, with four retest opportunities for any section not passed. The state requires school districts to provide remediation services for students who do not pass the TAKS, although the state does not require students to attend remediation programs. In spring 2005, the state began withholding diplomas for students who had not passed TAKS.

Base year data for the new Perkins IV indicators was used for the negotiations with the Department of Education for the new performance indicators. The same data was used by the state to negotiate performance levels for each institution included in the program. Even though no data is required to be reported for postsecondary students this year, the state monitors the performance of ethnic and special population groups so that improvement plans can be implemented at the first warning signs.

IV. Accountability

As previously agreed, the core indicator data is one year behind the actual reporting period, therefore Texas is reporting performance data for 2006-07 student concentrators in this report. The delay in submitting data occurs because the denominator for most measures includes students who did not return to school in the school year following the reporting period. The delay in reporting student performance data reflects Texas' timeline for the reporting and validation of student-level data to ensure that data are accurate, valid, and reliable.

Secondary Measures

- 1S1 Academic Attainment – Reading/Language Arts:** The performance target was 97.73%. The actual performance was 97.95%, which is slightly higher than the target. Female CTE students passed the exit level assessment at a higher rate than male students. Black and Hispanic students performed below the state target. Individuals with disabilities and Limited English Proficient students performed significantly below the state target. Both CTE males and females performed above 97%, with males performing slightly lower. Black and Hispanic CTE students continue to perform below other ethnic groups. State data reflects only a slight increase in academic performance in the Black, Hispanic and White ethnic groups, most likely due to the increase in the state TAKS passing rates. American Indian, Asian, and White CTE students performed above the 1S1 performance level. Individuals with disabilities and Limited English Proficient CTE students perform significantly below the actual performance level.
- 1S2 Academic Attainment – Mathematics: Academic Attainment – Mathematics:** The performance target was 96.97%. The actual performance was 94.64%, slightly below the target. Black and Hispanic CTE student performed significantly below other ethnic groups. Individuals with disabilities and Limited English Proficient students performed significantly below the state target. Both CTE males and females performed above 94%, with males performing slightly higher despite their slightly lower TAKS participation rate. Black and Hispanic CTE students continue to perform below other ethnic groups. State data reflects only a slight increase in academic performance in the Black, Hispanic and White ethnic groups, most likely due to the increase in the state TAKS passing rates. American Indian, Asian, and White CTE students performed above the 1S1 performance level. Individuals with disabilities and Limited English Proficient CTE students perform significantly below the actual performance level; however Limited English Proficient students made the most significant improvement with 8 percentage points.
- 4S1 Student Graduation Rates: Graduation Rates:** The performance target was 90.30%. The actual was 89.81%; slightly below the target. Female graduation rates are slightly higher than male graduation rates. The Black and Hispanic student graduation rate was significantly below other ethnic groups. Nontraditional enrollees and Tech Prep students were the only subpopulations to have graduation rates above the state rate. Female CTE students continue to earn a high school diploma at a rate higher than CTE males. CTE Tech Prep student performance continues to be significantly higher than the state performance level, which reinforces the fact that students participating in Tech Prep programs understand and see the connections between secondary graduation and opportunities for postsecondary education. The Limited English Proficient CTE students alarmingly are completing at rates significantly below the CTE state performance level, which reinforces the negative impact of language barriers on completion.

State's Performance Results for Special Populations and Program Improvement Strategies

- **Major Challenges/Reasons Special Populations Did Not Reach Performance Level:** Limited English Proficient students, individuals with disabilities, economically disadvantaged students, and single parents generally exhibited below-average performance. These special population groups must overcome many challenges in order to be successful. Limited English Proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the Performance Based Monitoring System have significant challenges with the performance of

CTE Limited English Proficient and Special Education students. While most secondary schools and community colleges are spending a large portion of their Perkins Basic Grant to initiate a number of innovative programs, a number of other contributing factors are negatively impacting the ability of Texas to make the progress essential for its special populations. Disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled. Economically disadvantaged students face financial challenges that make meeting essential life needs more critical than preparing for future employment. This is particularly true in an economy that offers employment at reasonable wages and where families can not see the value of borrowing money for an education. Single parents are most often supported by providing child care or funds for child care for their children. However, other demands of parenthood including illness, school conferences, changing work schedules, loss of transportation, or other life challenges make it extremely difficult for single parents to complete a school year.

C. Definitions The definitions used for the Texas Perkins core indicators are found in Attachment J.

D. Measurement Approaches

TEA negotiated with OVAE the secondary definitions and parameters for core indicators under the 2006 Perkins Act. The secondary enrollment and performance measure data for 2007-08 does not include Displaced Homemaker; however TEA will begin collecting this data during 2008-09. The data for 4P1 does not include demographic performance for nontraditional students. A change in reporting methodology is planned so we will be able to capture this demographic data for Perkins IV reporting requirements.

In 2007-08, TEA staff presented information at conferences and workshops regarding the state plan, core indicators and state and federal accountability systems. The state core performance indicators have been posted on the CTE website at <http://www.tea.state.tx.us/cte>, where they can be accessed and reviewed by districts. The CTE staff is working closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators. Districts receive an annual Performance Based Monitoring report for their CTE student populations. Additionally, districts have access to follow-up reports in an online Career and Technical Education Reports (CTER) system.

The TEA and THECB actively participated in the Data Quality Institutes with OVAE and other states to develop definitions and parameters for core indicators under the new Perkins Act. The core indicators are a fundamental part of the Texas Institutional Effectiveness system and play a major role in the Annual Application for Perkins funds, which is driven by core indicator data for individual programs.

E. Improvement Strategies

TEA provided significantly more professional development training and technical support to districts in 2007-08 regarding federal and state performance indicators and the state performance based monitoring system. Districts must continue to evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close the achievement gaps.

Electronic delivery of postsecondary information, technical assistance and data, along with web enhancement of the Annual Application and Request for Applications (RFA) for leadership grants, reinforce the core indicators and the need for accountability and can be accessed on

the Internet at <http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>. Beginning with the 2008-2009 program year, regional career technical education meetings will be held for the purpose of providing additional technical assistance statewide.

- **State's assessment of the data quality:** Most of the data used for the Texas secondary performance measures is drawn from the Public Education Information Management System (PEIMS), which has been in existence for more than 25 years and is annually updated and refined. Because the performance measures are based on accuracy of PEIMS data, Texas has focused on strategies to improve the quality of data reported by districts.

The data used for the postsecondary measures are drawn from the Coordinating Board Management (CBM) reports system, which has been in existence since 1973 and is constantly refined and improved. All college and university registrars and research personnel provide feedback into the system and it is considered to be highly effective. All data are certified by the college presidents as being accurate. Texas is confident that the postsecondary data is of the highest quality.

- **State activities to improve data quality:** TEA provides technical assistance in improving the quality of data at the district level through presentations at conferences and workshops, and by training ESC CTE specialists in data collection procedures. In the past, some districts have underreported enrollment of coherent sequence course takers. Significant progress is being made in data quality with the implementation of the state performance based monitoring system. Placement data is based on linkages and administrative record exchanges with the wage and unemployment records system and public postsecondary enrollment records.
- At the postsecondary level, the Educational Data Center (EDC), the Planning and Accountability Division, the Perkins Grants Administration Office, the Career Technical Programs Department, and the Academic Programs/Institutional Effectiveness Department of the THECB work together to provide technical assistance workshops throughout the state to college reporting officials so that the college data will be accurately reported. All data is processed electronically from the colleges directly to the EDC where professional staff members process the data. The reports are produced by the Planning and Accountability Division in collaboration with EDC. The reports must clear several edits and certification before the data is finally considered complete. The quality of data is very high. Changes in core measures can only be implemented if the CBM reporting system is modified because the Texas Legislature has mandated a reduction in college reporting requirements.

Some progress has been made in linking secondary and postsecondary databases to provide longitudinal data on students from pre-kindergarten to post-graduate education. Moreover, UI wage records are obtained via administrative record exchange with the Texas Workforce Commission, allowing the collection of outcomes information on the success of graduates in the workforce. Data from the Office of Personnel Management (OPM), the Department of Defense, Defense Manpower Data Center (DMDC), and the United States Postal Service (USPS) is obtained through Federal Employment Data Exchange System (FEDES) managed by the State of Maryland. Additional employment and enrollment data is obtained through CBM116 report. This report collects information about students who are not found in accessible databases. Postsecondary institutions contact students to obtain employment status or out-of-state enrollment information.

The following improvement strategies will be applied to improve performance under all core indicators:

Secondary Education

- TEA will continue to improve the quality of professional development activities to ensure that educators have the academic and career and technical knowledge and skills they need to help students improve their educational preparation.
- CTE student performance will be evaluated based on core performance indicators and districts with high percentages of CTE students who do not perform well will be identified and monitored.
- Districts that demonstrate the need to improve the completion and graduation rates for students in their CTE programs must include strategies for addressing these areas in their district improvement plans.
- Collaboration will continue with other programs that serve special population students, including Bilingual and Special Education, to ensure that the needs of special population students are being met in CTE classes. TEA will promote coordination and collaboration at the district level through presentations during professional development conferences.
- TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation and postsecondary education and/or training.
- District performance on Perkins indicators will be made available through the Career and Technical Education Reports (CTER) online system.
- TEA will develop policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement.
- TEA will continue to collaborate with the THECB on identifying and promoting statewide articulated Advanced Technical Credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

- THECB will continue to require that colleges review core indicator data and perform a self-evaluation as part of the Annual Applications for the Basic and Tech Prep funds.
- THECB will continue to focus on priority topics based on the state strategic plan for Perkins implementation in the annual Request for Applications (RFA) for state leadership funds.
- THECB will continue to provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures.
<http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>
- THECB will continue to evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.
- Provide STARLINK teleconferences and other technical assistance workshops throughout the state.
- Provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.

- Align the Perkins measures with the Texas Higher Education Strategic Plan *Closing the Gaps* by 2015.

Monitoring Follow-up

The State of Texas received a Full Monitoring visit in April, 2006. All monitoring findings have been addressed and corrected. The suggested improvement strategies were considered and/or implemented during the development of the Perkins Transition Plan for 2007-08.

Attachments

- Attachment A: TEA Organizational Chart
- Attachment B: THECB Organizational Charts
- Attachment C: Perkins Secondary Eligible Recipients, 2007-08
- Attachment D: TEA Discretionary Projects, 2007-08
- Attachment E: Perkins Postsecondary Eligible Recipients, 2007-08
- Attachment F: THECB Discretionary Projects, 2007-07
- Attachment G: Tech Prep Consortia
- Attachment H: Perkins Secondary Application
- Attachment I: Perkins Postsecondary Application
- Attachment J: Perkins Core Indicator Definitions
- Attachment K: Performance Measure Definitions