

**Texas Consolidated Annual Report
for
Fiscal Year 2008-2009**

under the

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

**Texas Education Agency
December 2009**

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State Administration

A. Sole State Agency and Governance Structure

The State Board of Education (SBOE) and the Texas Education Agency (TEA) are the eligible recipients of the Perkins funds for Texas. TEA provides leadership for secondary career and technical education (CTE) programs, and the Texas Higher Education Coordinating Board (THECB) provides leadership for postsecondary and tech prep programs. In 2008-2009, Texas was allocated \$93,446,248 in Perkins basic grant and \$8,391,455 in tech prep funds for a total of \$101,837,700 for required, permissive, and core indicator activities. Attachment A is the TEA organizational chart. Attachment B is the THECB organizational charts.

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, ensuring that students are college and career ready. 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 (ESC), 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.

There are two primary initiatives that are currently underway throughout the state to foster creating a college-going culture and well educated communities: Closing the Gaps by 2015 and House Bill 1 passed by the 79th Legislature, 3rd Called Session. House Bill 1 required the creation of College and Career Readiness Standards.

Closing the Gaps by 2015 is the state plan for higher education in Texas. This plan outlines the four goals of closing the gaps in higher education participation and success, in educational excellence,

and in funded research by the year 2015. Two of the challenges, Participation and Success, can be addressed in part through high-quality academic and technical education.

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 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. Additional information on performance based monitoring and program monitoring and intervention in Texas is available at <http://ritter.tea.state.tx.us/pbm/> and <http://ritter.tea.state.tx.us/pmi/>.

Texas has made a commitment to participate in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE during 2009-2010. The initial OECD review visits will take place January 13-20, 2010, with follow-up visits in the spring of 2010. Texas and South Carolina are participating in this international review of CTE.

During the 2008-2009 program year, Texas' two-year colleges were monitored and evaluated through the institutional effectiveness process, the annual Perkins application process, and through scheduled Perkins programmatic and fiscal site visitation processes. Programmatic oversight, collaboration, and evaluation were supported by means of biannual regional meetings of college administrators and staff and by site visits that occur on a four-year rotation. During the 2008-2009 program year, the THECB authorized an evaluation of postsecondary Perkins effectiveness that included an analysis of state data and surveys of public two-year colleges. Results indicate that Perkins funds are maintaining a high quality of curricula, educational technologies, and support programs for special population students.

Development, improvement, or expansion of 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 websites and CD ROM. TEA is updating and improving its website and the CTE listserv to better 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/index2.aspx?id=5415>) currently provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv maintains a membership of more than 2,500 members and is used to provide timely communications to CTE stakeholders.

Additionally, TEA has recently entered into collaboration with Epsilen LLC and The New York Times Company to engage in a new initiative for development and delivery of high quality professional

development in an interactive online environment. The platform offers online resources, online course content, online collaboration, academic networking, and professional learning communities. This initiative is called Project Share. More information about Project Share is available in the press release at <http://ritter.tea.state.tx.us/taa/comm111309.html>. A demonstration of the platform's capabilities is available at <http://tea.epsilen.com/Public/Home.aspx>.

Postsecondary state leadership projects were designed and funded to expand the use of technology in technical education, e.g., ADN Camp Success-Online Featuring Critical Thinking Skills Building, Podcast Training for CTE Online, and STARLINK. The Camp Success-Online project developed technology and simulation lab centers for the purpose of helping nursing students develop clinical competencies and improve their critical thinking skills. The Podcast project provided training and ongoing technical assistance to community college faculty regarding the use of the most recent Internet technology for enhancing online instruction. The STARLINK project maximized the use of telecommunications systems for providing professional development and information to higher education, state agencies, and other public entities. Perkins basic grant funding was utilized to upgrade and expand the use of technology on college campuses by purchasing equipment, providing training, and developing curricula.

Professional development programs

At the secondary level in 2008-2009, TEA provided \$150,000 in Perkins funds for the continuation of two professional development activities that were new in 2007-2008 and that proved to be very successful. In the fall of 2008, Texas conducted the second statewide recruitment and retention conference for new secondary CTE teachers. To support leadership development and continuous program improvement, Texas also held the second year-long CTE leadership academy for administrators and counselors.

Each participating ESC received \$10,000 in Perkins funds to provide professional development activities for local school district and charter school personnel. ESC 13 received an additional \$225,000 in Perkins funds for technical support and statewide professional development for the High Schools That Work initiative. The University of Texas at Tyler received \$250,000 in Perkins funds to support professional development for districts implementing Project Lead the Way pre-engineering programs. Leadership 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 Attachment D.

A number of postsecondary state leadership projects were developed, and professional development activities were conducted for postsecondary faculty and staff across the state. The Texas Network for Teaching Excellence in Career and Technical Education project initiated a statewide career and technical education professional development system for the purpose of connecting personnel, institutions, resources, and ideas. The STARLINK project delivered professional development, information, and strategies from state and national educational leaders to each community, state, and technical college campus. The Podcast Training for CTE Online project was supported for the purpose of improving the use of instructional technology in programs. The Seamless Automotive Curricula project increased statewide offerings for career pathways from certified high school programs through an associate of applied science degree and continuing to a Bachelor of Science degree. The Camp Success-Online project developed structured activities to assess and improve the critical thinking skills of at-risk students before they began their first-semester classes. The Women in Technical Career Paths project developed and implemented marketing, mentoring, and outreach activities for female middle and high school student participants. A complete 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) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code §28.002 requires that districts teach the TEKS in every course a school district offers. During 2007-2009, SBOE-appointed teams reviewed the TEKS for CTE courses. In July 2009, the SBOE adopted new TEKS for all secondary CTE courses. The new courses increase relevancy and both academic and technical rigor, and incorporate the Texas College and Career Readiness Standards (CCRS) into each new course. Additionally, the teacher professional development to implement the new TEKS in the 2010-2011 school year includes specific modules for college and career readiness standards and the integration of academics and CTE. TEA has provided high quality curriculum resources and training materials for extensive professional development in the implementation of the TEKS for all CTE courses. Various entities such as ESCs, professional associations, and school districts will provide this professional development during 2010, with asynchronous online professional development available in the fall of 2010.

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 \$145,580 in Perkins funds for the ongoing development and maintenance of WECM curricula in 2008-2009.

Preparation for nontraditional fields in current and emerging professions in high-skill, high-wage occupations

Membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. Texas maintains a crosswalk of nontraditional courses, which is updated annually. Additionally, a total of \$99,750 was provided for the 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, \$95,766 in a Perkins discretionary grant was used to fund the Women in Technical Career Paths: Non-Traditional Recruiting & Mentoring project. This project's marketing, mentoring, and outreach activities were aimed at increasing awareness for female middle and high school student participants. Professional development seminars were offered to middle school teachers and counselors, high school teachers and counselors, and college faculty and counselors. All seminars focused on challenges to young women pursuing non-traditional career paths. The project developed and disseminated marketing and recruiting tools that encourage young women to enter emerging technical professions. In addition, the project generated partnerships between middle and high schools and community organizations.

Support for partnerships to enable students to achieve state academic standards, CTE skills, or complete CTE programs of study

TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for the purpose of coordinating the continuing development of comprehensive programs of study for CTE, which began in 2005 with a statewide work group composed of TEA, THECB, Texas Workforce Commission (TWC), Texas Workforce Investment Council (TWIC), Texas Business Education

Coalition (TBEC), secondary teachers, and two and four-year college faculty. The programs of study facilitate cluster design and management to assure that students develop the rigorous academic and career and technical knowledge and skills essential for college and career success. Texas has moved from traditional CTE programs to the 16 national career clusters as the basis for organizing CTE. A research project and visioning activity provided the foundation for the transition and implementation. Existing secondary courses and postsecondary programs are organized around the 16 career clusters, and the AchieveTexas project updated the resulting programs of study to reflect the new state standards, which fully implement the 16 career clusters. More than 120 model programs of study are posted on the AchieveTexas website. Information on the AchieveTexas initiative is available at <http://www.achievetexas.org>. During 2008-2009, North Lake College received \$290,533 in Perkins funds to pay for meetings and travel to facilitate secondary – postsecondary vertical alignment of CTE programs. The completed programs of study and vertical alignment forms are located at <http://www.txcareerclusters.org>.

Texas uses tech prep and other Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with THECB, TWC, TWIC, and TBEC, as well as 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 Computing Technology Industry Association (CompTIA), Intel, Cisco Systems, and Apple 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, and/or high-demand careers. Through memoranda of understanding (MOU), the TEA, the THECB, and the TWC collaborate to follow student progress through the educational system and into employment using secondary education data records, postsecondary enrollment records, wage and unemployment records, and federal employment and military enlistment data.

Perkins funds have been used to align more than 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 district can use the course for articulated credit. Perkins funds support an online ATC professional development accountability system. The online database documents the application, training, eligibility, and approval of ATC program teachers. More than 870 school districts have 9,849 ATC-eligible teachers across Texas. ATC course credit may transfer to any participating community or technical college in Texas. The alignments provide 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. More information about ATC is at <http://www.atctexas.org>. In 2008-2009, more than 15,000 students earned dual credit for a CTE course.

Service to individuals in state institutions

The Windham School District and Texas Youth Commission received \$934,462 in Perkins funds in 2008-2009. Windham School District served 12,182 incarcerated students in CTE courses. The Windham School District annual report is available at <http://www.windhamschooldistrict.org/PDF/APR.pdf>. In May 2009, the Texas Youth Commission issued a report detailing immediate education reforms, including accelerated educational programs, improved special education, transition services, assessment and placement, and professional development. More information is available at http://www.tyc.state.tx.us/reform/educ_action_plan.pdf.

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

In 2008-2009, TEA provided \$150,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University. The Center offers 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. These services are available to school districts, charter schools, and parents. In 2008-2009, the Center increased the number of resource holdings, webcasts, and professional development training modules that are available to stakeholders by DVD or streaming video. Other resource materials such as books, videos, journals, and magazines are also available at the Center for assessment, career and technical education, exceptionality and diversity, instructional strategies, policy, programming, and research. More information is available at <http://ctsp.tamu.edu>.

At the postsecondary level, 29.31 percent of the basic grant was utilized for activities for special populations. Examples of funded leadership projects include: Texas Network for Teaching Excellence in Career and Technical Education, STARLINK, *Workforce Education Course Manual*, ADN Camp Success-Online Featuring Critical Thinking Skills and Building, and Women in Technical Career Paths: Partnerships to Support Non-Traditional Recruiting and Mentoring.

Technical assistance

ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided \$674,711 in Perkins administrative support funding for technical support and professional development related to CTE programs, Advanced Technical Credit courses, industry certifications and licensures for students, training and employment in non-traditional fields, performance based monitoring, and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC CTE specialists, school districts, and charter schools through extensive telephone support, presentations at conferences and workshops, email communications, the CTE listserv, and the Texas education telecommunication network (TETN), which is a statewide network for video conferencing.

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 listserv and an email discussion group as a communications channel to the community, state, and technical colleges that received Perkins funds. In addition, an elaborate website 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 THECB uses for Perkins grants management.

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, \$250,000 was budgeted for career development resources regarding choices for

college and career (more information is available at <http://www.texascaresonline.com/>), and \$200,000 was budgeted to develop online Career Orientation training for teachers and students.

For the 57 public two-year colleges, 9.7 percent of Perkins 2008-2009 funds supported guidance and counseling programs. For example, secondary Perkins leadership funds were used to continue the support of the Texas Counselors' Network, which brings together over 8,000 public secondary school, community, workforce, and postsecondary counselors for professional development in career counseling, development of seamless technical educational systems, and incorporation of technical education programs of study into life-long learning. In 2008-2009, Texas colleges utilized basic grant funds to support local One-Stop Shops 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

Secondary students have the opportunity to participate in relevant classroom instruction with career training in areas of personal interest, and to prepare for postsecondary education and training or employment in their chosen field. Newly adopted TEKS provide multiple opportunities within each cluster for students to participate in work based learning, including workplace simulation, external learning experiences, and independent study.

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, Perkins-supported CTE programs involve many education/business partnerships in some or all of the following ways: 1) employer sponsorship (including fees, tuition, books, uniforms, equipment, and tools); 2) employer adjustment of work schedules to allow time for attending classes; 3) employer paying for time to attend class or provide pay raises or promotions for course or degree completion; and 4) employer sponsored career exploration for eligible students. For example, several employers fund their employees' education to the baccalaureate level if the employee has completed an associate of applied science (AAS) degree and has been determined to be a good candidate for promotion. Programs are also offered to update and re-skill employees in the workforce.

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. CTOSs play a key role in keeping students engaged in school and providing opportunities for the development of leadership skills, academic skills, and technical knowledge and skills. In addition to the opportunities to acquire advanced technical skills, CTOSs provide scholarship opportunities for members who actively participate. Texas members received more than \$2.9 million through respective CTOSs in 2008-2009. TEA holds eight CTOS state charters, and in 2008-2009 provided \$299,884 in Perkins funds to support CTOS leadership development activities for the more than 151,000 members.

Support for charter schools

TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2008-2009, TEA provided \$161,586 in Perkins funding to 16 charter schools offering CTE programs. (Attachment C)

Support for partnerships between education and business

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

TEA has established a state partnership with CompTIA to allow all state high schools (including charter schools) and postsecondary institutions to become members of CompTIA's Education to Careers (EtoC) program. This program targets recruitment and training, as well as opportunities to receive industry recognized certification. In 2008-2009, Texas public schools and postsecondary institutions participated at a cost of \$33,775. Schools receive vouchers for students to take exams such as CompTia's A+, Network+, Security+, INET+, and Linux+.

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 are 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.

Within the state, there are literally thousands of partnerships between educational institutions and businesses/industry that include the general categories of petro-chemical, construction, medical, government, high tech, manufacturing, military, media, retail, and service industries. A few examples include partnerships between San Jacinto College and NASA, Angelina College and Lockheed Martin, El Paso Community College and KFOX-TV, Odessa College and Saulsbury Engineering, Panola College and Samson, Dallas County Community College District and Lone Star Plastic, College of the Mainland and Marathon Refining, McLennan Community College and ALCOA, Weatherford College and Bell Helicopter, and Victoria College and DuPont. Businesses support students enrolled in critical need areas, provide internships, donate equipment, and/or require CTE enrollment for maintaining employment.

Improvement or development of 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, all Texas districts may offer the course with the approval of their local board. During the recent TEKS review and revision process, writing teams reviewed currently approved innovative courses to determine if they should become TEKS-based courses. Many innovative courses were added to the list of approved courses, in whole or as part of other newly adopted TEKS-based courses.

Colleges used 19.2 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's community, state, and technical colleges. In 2008-2009, there were 177,688 secondary and 96,449 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, which requires students to complete four credits in each of the foundation subjects: mathematics, science, social studies, and English language arts.

Texas has developed formal written agreements among its community, state, and technical colleges to ensure that students who choose a technical career are able to pursue further education, to baccalaureate and beyond. For example, the Texas Career Clusters: Connecting the Path to Lifelong Learning project was built upon articulation agreements established by secondary and postsecondary institutions to create an aligned curriculum plan by developing vertical alignment between secondary and postsecondary CTE programs.

Another innovative Perkins-funded initiative was the Seamless Automotive Curricula project. South Plains College, in partnership with the Lubbock Independent School District, Texas Tech University's College of Engineering, and the Lubbock Economic Development Alliance collaborated to design an automotive career pathways model. Through this model students begin automotive training in an industry-certified high school program, proceed to an associate of applied science degree, and continue to a Bachelor of Science in Mechanical Engineering. Based on the success of this model, South Plains College developed additional career pathways in other career clusters.

II. Progress in Developing and Implementing Technical Skill Assessments

During 2008-2009, TEA required secondary school districts and charters to report end-of-program industry-recognized licensures and certifications to verify program technical skill attainment data. Starting with the July 2009 SBOE-adoption of the revised CTE TEKS, the agency has set into motion next steps to revise all the state-approved programs of study, including alignment of valid reliable end-of-program industry-recognized certifications and licensures. After completion of the alignment and identification of gaps in assessments, TEA will develop additional technical skill assessments as needed so each program will eventually have a valid, reliable measure of technical skill attainment for all CTE concentrators. A copy of the end-of-year report that includes the list of end-of-program industry-recognized licensures and certifications is included as Attachment K.

At the postsecondary level, in the 2008-2009 program year, THECB required all public community, state, and technical colleges offering career technical education programs 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. The Texas Skills Standards Board is committed to expanding the number of new and existing programs that recognize and accept the inclusion of skills standards into the curriculum.

III. Implementation of State Program Improvement Plans

Section 123 (a)(1) of Perkins IV requires development and implementation of a program improvement plan for 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. Texas was not required to submit an improvement plan.

IV. Implementation of Local Program Improvement Plans

TEA has an electronic grant application system populated with allocations for each eligible institution. School districts use the online system to apply for Perkins funds, develop a local CTE program plan, submit budget requests, and report performance, including industry-recognized certifications and licensures that CTE students earned in the prior year. Districts in PBM intervention stage I must also submit an improvement plan for data quality issues or for meeting the needs of low performing students. A copy of the secondary Perkins grant application is included in Attachment H; the electronic version of the Perkins grant application is on a secure server accessible only with an assigned user name and password. Attachment C is a list of the 2008-2009 secondary districts and charter schools and their Perkins award, and Attachment D is a list of the TEA state leadership grant recipients.

The THECB has an electronic, interactive grant system that provides an application populated with data for each institution, which 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 request for applications (RFA) for Leadership and Tech Prep grants can be accessed from the same URL. A list of the 2008-2009 eligible postsecondary institutions and the corresponding Perkins award is located in Attachment E and the list of THECB discretionary 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

State law and Coordinating Board rules require THECB to hold a public hearing on the Tech Prep funding formula for the coming academic program year. At their November 2007 quarterly meeting, the Tech Prep directors re-approved the funding formula for the 2008-2009 program year. THECB held the public hearing in January 2008, and the Coordinating Board approved the 2008-2009 funding formula at its January 2008 meeting.

The funding formula includes 5 percent that is used for state administration of Tech Prep activities and 95 percent that is distributed to the consortia, using a 65/35 formula. Specifically, 65 percent is distributed equally among the 26 consortia as a base operating fund, and the remaining 35 percent is distributed among the consortia based upon the grades 9-12 student population served by each consortium region.

Budgets for the 26 Tech Prep consortia totaled \$8,809,040 (which includes carryover) in Perkins Title II funds for the regional implementation of Tech Prep programs and activities during the 2008-2009 program year. During the 2008-2009 year, Tech Prep in Texas remained a separate program. States were 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. During 2008-2009, all consortia operated under the performance measures negotiated with the Coordinating Board for the program year. For more information, go to www.techpreptexas.org. A list of Tech Prep Consortia and funding amounts can be found in Attachment G.

VI. State Program Improvement Plans

For 2008-2009, Texas exceeded the secondary target for six of the seven negotiated secondary core indicators. Texas missed the target for 5S1 by only a small margin, which was well within the 90% threshold required. TEA is encouraged by the academic performance of CTE concentrators, as well as Tech Prep participants. For instance, CTE students exceeded the graduation rate performance target by more than two percentage points, which is a significant improvement over the previous year when Texas missed this performance target by 0.49 percentage points.

The secondary state data system influences performance outcomes. Prior to 2008-2009, CTE students were coded as concentrators only in the fall reporting period. Course completion is reported in the summer following the school year, so differences in CTE student records for fall and summer data submission must be reconciled. Students who transfer districts may not be reflected in both data submissions, which negatively impacts actual performance data. TEA is piloting an enhancement to the data system reporting requirements so CTE students are not lost between fall and summer reporting periods. This change will begin with the 2008-2009 data standards.

TEA used base year data for the new Perkins IV indicators for the negotiations with the Department of Education for the new performance indicators. The state used the same data to negotiate performance levels for each institution included in the program. Even though no data were required to be reported for postsecondary students in 2007-2008, Texas made the data available and will report postsecondary student data for 2008-2009. THECB will then use the data to monitor performance so that improvement plans can be implemented when necessary.

VII. Accountability

A. Core Indicators

By agreement with the Office of Vocational and Adult Education (OVAE), Texas reports the core indicator data one year behind the actual reporting period; therefore, Texas is reporting performance data for 2007-2008 student concentrators in this report. The delay in reporting student performance data reflects Texas's timeline for the reporting and validation of student-level data to ensure that data are reconciled, accurate, and reliable, as described above. This time delay is factored into performance target negotiations, so although the 2007-2008 performance data are compared with 2008-2009 performance targets, those targets are adjusted for the reporting delay.

Secondary Measures

- 1S1 Academic Attainment – Reading/Language Arts:** The performance target was 95.0%. The actual performance was 98.90%, up from 97.95% in 2006-2007, and higher than the target. Female (98.97%) CTE students passed the exit level assessment at a higher rate than male (98.00%) students. Black (97.64%) and Hispanic (97.92%) students performed above the state target, an improvement over last year. Asian (99.33%), American Indian (99.29%), and White (99.21%) CTE students also performed above the performance target. Individuals with disabilities (79.70%) and Limited English proficient (77.72%) CTE students performed significantly below the state target.
- 1S2 Academic Attainment – Mathematics:** The performance target was 95.0%. The actual performance was 96.07%, well above the target. Female (96.15%) CTE students performed slightly above male students (95.97%). Asian (98.95%), White (97.76%), and American Indian (96.64%) CTE students performed above the performance target. Hispanic (94.98%) and Black (92.82%) CTE students performed slightly below the target. Limited English proficient (78.38%) CTE students and individuals with disabilities (63.07%) performed significantly below the state target.
- 2S1 Technical Skill Attainment:** The performance target was 72.40%. The actual performance was 80.24%. Female (81.56%) CTE students performed above male (78.88%) CTE students. Asian (90.60%), Black (81.93%), Hispanic (81.16%), and White (77.23%) CTE students performed above the target, with most performing above the actual performance level. American Indian (57.69%) CTE students performed below the target. Limited English proficient (78.52%) CTE students and individuals with disabilities (73.78%) also performed above the target.
- 3S1 School Completion:** This is the first year to report data for this measure; the performance target was 90.56%. The actual performance was 93.11%. Female (93.48%) CTE students completed at a slightly higher rate than male (92.75%) students, with females performing slightly above the overall performance and males slightly below. Asian (97.47%), White (96.29%), American Indian (93.21%), and Hispanic (90.69%) CTE students performed above the target. Black (89.27%) CTE students completed below the target rate. Individuals with disabilities (91.85%) completed above the target, while limited English proficient (76.48%) students completed below. Nontraditional (96.16%) CTE students completed at a higher rate than most other subgroups and at a higher rate than the CTE population overall.
- 4S1 Student Graduation Rates:** The performance target was 89.81%. The actual performance was 92.36%, which is above the target. Both female (92.93%) and male (91.7%) CTE student graduation rates are above the target. Asian (97.27%), White (95.82%), American Indian

(92.22%), and Hispanic (90.06%) CTE student graduation rates were above the target, yet Black (88.85%) student graduation rates were slightly below the performance target. Limited English proficient (76.27%) CTE students alarmingly are completing at rates significantly below the CTE state performance level.

- 5S1 Placement:** This is the first year to report data for this measure; the performance target was 74.0%. While the actual performance was below target at 73.65%, it is also within the 90% threshold requirement. Male (73.97%) CTE students were placed at a slightly higher rate than female (73.32%) students. White (78.35%) CTE students had the highest placement rate, followed by American Indian (73.89%), Black (71.19%), Asian (70.98%), and Hispanic (69.68%) CTE students. Limited English proficient (41.72%) CTE students' placement rates were disturbingly lower than the other groups. Nontraditional (75.38%) CTE students were placed at a higher rate than most other subgroups and at a higher rate than the overall CTE population.
- 6S1 Nontraditional Participation:** This is the first year to report data for this measure; the performance target was 38.64%. The actual performance was above the target at 40.24%. Female (47.90%) CTE students participated at a higher rate than male (33.99%) CTE students. Asian (43.04%), Black (42.66%), White (41.21%), and American Indian (39.73%) CTE students participated at a higher rate than the state target, with all but American Indian CTE students participating at a higher rate than the overall performance. Hispanic (38.30%) CTE students participated at a rate slightly lower than the state target. Individuals with disabilities (36.20%) migrant (35.95%), tech prep (37.77%), and limited English proficient (35.79%) students participated at a lower rate than the state target.
- 6S2 Nontraditional Completion:** This is the first year to report data for this measure; the performance target was 38.20%. The actual performance was 39.31%, slightly above the state target. Female (46.14%) CTE students completed at a higher rate than both the state target and the overall performance, while male (33.28%) CTE students completed below both the target and the actual performance. Asian (42.53%), Black (41.33%), White (40.68%), and American Indian (39.06%) CTE students completed at a rate higher than the state target, with all but American Indian students also completing above the actual performance rate. Hispanic (37.02%) CTE students completed at a lower rate than both the state target and the actual performance rate. Individuals with disabilities (35.34%) and limited English proficient (32.71%) students completed at a rate lower than both the state target and the actual performance.

Postsecondary Measures

- 1P1 Technical Skill Attainment:** The performance target was 82.65 percent. The state performed slightly below at 82.31 percent and was within the 90 percent level of adjustment. The female attainment rate was above the negotiated target while the male attainment rate fell below the target. The lowest performing ethnic groups were the Hispanic and African-American groups. The performance in the special population subcategories varied; however, all groups performed within the 90 percent level of adjustment. The displaced homemakers and the single parents groups performed above the target while the limited English proficiency (LEP) subgroup performed substantially below the others. For the 2007-2008 program year, Texas reported grade point average (GPA) as a proxy measure. Beginning in December 2010 licensure data will be reported for this measure.
- 2P1 Credential, Certificate, or Degree:** The performance target was 30.00 percent. The state's performance was slightly higher at 30.18 percent. Sixty percent of the students graduated with a degree and forty percent earned a certificate. Males, together with African

Americans and Hispanics, performed below the state average and also below the negotiated performance target. All special population groups, with the exception of the economically disadvantaged and the displaced homemakers, performed below the target.

- 3P1 Student Retention or Transfer:** The performance target was 64 percent. The state's performance was 64.45 percent. White, Asian, females, Tech Prep, nontraditional, and economically disadvantaged students all performed above the negotiated performance target. Although some groups performed below the state's performance target, collectively, all groups met the 90 percent level of adjustment.
- 4P1 Student Placement:** The performance target was 78 percent. The state's performance was 77.32 percent and was within the 90 percent level of adjustment. Males, Hispanics, and single parents were the only groups that performed at a level that exceeded the negotiated target. Although individuals with disabilities and displaced homemakers did not meet the 90 percent level of adjustment, the state's overall performance fell within the adjustment range. Of the students placed after completion, 98 percent were placed in employment and 2 percent entered in the military.
- 5P1 Nontraditional Participation:** The performance target was 22.52 percent. The state's performance was 23.09 percent. All of the groups performed above the target with the exception of males, Whites, and displaced homemakers. The highest performing ethnic group was Asian followed by African Americans. The limited English proficient group was the highest performer in the special population category.
- 5P2 Nontraditional Completion:** The performance target was 17.20 percent. The state's performance was 17.02 percent and was within the 90 percent level of adjustment. Three ethnic groups, Asian, African American, and Hispanic exceeded the performance target; however, the White ethnic group did not meet the 90 percent level of adjustment. All of the special population groups exceeded the target.

B. Tech- Prep Measures

Secondary Measures

- 1STP1 Enroll in postsecondary education:** More than sixty-two percent (62.64%) of secondary Tech Prep students enrolled in higher education in the year following their high school graduation.
- 1STP2 Enroll in the postsecondary in the same field or major:** Slightly more than five and one-half percent (5.53%) of Tech Prep students continued their postsecondary education in the same occupational cluster that they pursued in high school.
- 1STP3 Complete a state or industry-recognized certification and licensure:** In 2007-2008, 7,298 secondary tech prep students took a state or industry-recognized certification or licensure examination; 6,477 of those students passed the examination, resulting in an 89% pass rate.
- 1STP4 Complete course(s) that award postsecondary credit:** More than twenty-six percent (26.44%) of Tech Prep high school graduates earned college credits by means of dual credit courses.

1STP5 Enrolled in remedial mathematics, writing, or reading courses: More than thirty-eight percent (38.52%) of Tech Prep students who were enrolled in higher education were enrolled in one or more developmental education courses in mathematics, reading, and/or writing.

Postsecondary Measures

1PTP1 Employment in related field after graduation: Almost eighty-five percent (84.79%) of postsecondary Tech Prep graduates were employed in the fourth quarter of the calendar year following their graduation.

1PTP2 Complete a state or industry-recognized certificate and licensure: Texas reported grade point average (GPA) as a proxy measure. Beginning in December 2010, licensure data will be reported for this measure. Approximately two-thirds (63.53%) of Tech Prep students earned a GPA of 2.0 or higher.

1PTP3 On-time completion of a 2-year degree or certificate: More than twelve percent (12.42%) of Tech Prep students earned an associate degree or certificate within three years.

1PTP4 On-time completion of a baccalaureate degree program: More than three and one-half percent (3.60%) of Tech Prep students earned a baccalaureate degree within six years.

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

Major Challenges for Special Populations that 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. Because the challenges are too numerous and complicated to address fully in this report, the report includes only a few examples.

For instance, 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.

In addition, disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled students. 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 cannot see the value of borrowing money for an education. Single parents are most often supported through Perkins funds by the provision of 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 completing a school year extremely difficult for single parents.

B. Definitions

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

C. 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 2007-2008 does not include displaced homemakers; however, TEA began collecting these data during 2008-2009. The data for 4P1 do not include demographic performance for students in an apprenticeship program.

In 2008-2009, TEA staff presented information at conferences and workshops regarding the state plan, core indicators, and state and federal accountability systems. 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 a secure online Career and Technical Education Reports (CTER) system.

The THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which each reporting institution certifies prior to aggregation and analysis. The THECB requires state institutional effectiveness indicators as well as the federal and state performance indicators. Onsite monitoring visits, regional technical assistance meetings, and desk reviews conducted by THECB staff ensure compliance with all federal and state requirements.

The TEA and THECB actively participated in the Data Quality Meeting with OVAE and other states and territories to develop definitions and parameters for core indicators under the new Perkins Act. Additionally, TEA and THECB staff participated in the periodic webinars and conference calls OVAE and the NSWG (Next Steps Work Group) provide. 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.

The core indicators provide the foundation for the goals, activities/strategies, and evaluation of programs in the State's community, state, and technical colleges. The 2008-2009 program year was the final year that the Institutional Effectiveness desk review process was used as a means to evaluate institutional performance. Beginning with the 2009-2010 program year, the performance measures will be monitored via the THECB's accountability system and the programmatic site visit review process. The core indicators will remain the basis of performance evaluation and will be tracked by the THECB Perkins program staff. Institutional performance will be assessed on the State's negotiated federal performance measures and the THECB's accountability system.

D. Improvement Strategies

TEA staff continued to provide professional development training and technical support to districts in 2008-2009 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. As part of their responsibilities for the 2008-2009 award year, TEA required districts to submit a performance report through its online eGrants system. A sample of the report is included as Attachment K.

Texas colleges began collecting data on the core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions have redesigned their data collection methods to accommodate the new federal requirements. Electronic delivery of postsecondary information, technical assistance, and data, along with web enhancement of the annual application and RFA for Perkins leadership grants, reinforce the core indicators and the need for accountability. The RFAs can be accessed on the Internet at <http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>. During the 2008-2009 program year, regional career technical education meetings were convened for the purpose of providing additional technical assistance statewide. THECB staff conducted the regional meetings, and state, community, and technical college administrators, faculty, and staff attended. The purpose of the meetings was to provide technical assistance and allow additional opportunities for colleagues to collaborate, share ideas, and find ways to partner in order to leverage their resources by coordinating their ideas and projects.

State's assessment of the data quality

Most of the data used for the Texas secondary performance measures are drawn from the Public Education Information Management System (PEIMS), which has been in place 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 that districts report.

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

The THECB collects data for all licensure programs and has begun the development of a process to identify the various skill assessments that can be used for technical skill attainment. Through collaboration with other state workforce organizations and business/industry boards, a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many career technical programs have embedded industry-recognized credentials within their certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The CBM reporting system provides data for certificates, degrees, retention, transfer, nontraditional participation/completion, and participation/success of all special population groups. THECB used this data reporting system for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-Up System provided the data for 4P1 along with the supplemental follow-up data that postsecondary institutions provided. The THECB is working towards utilizing licensure pass rates for those programs with established certification and/or licensure for 1P1 and will work with the postsecondary institutions in the development of a reporting process for 1P1 as additional technical skill attainment measures are identified for the various programs of study.

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 and PEIMS specialists in data collection procedures. In the past, some districts have underreported enrollment of coherent sequence course takers. Implementation of the state performance based monitoring system has resulted in significant improvement in data quality. Placement data are based on linkages and administrative record exchanges with the wage and unemployment records system, Federal Employment Data Exchange System (FEDES), and public postsecondary enrollment records.

At the postsecondary level, the Educational Data Center (EDC), the Planning and Accountability Division, the Career Technical Programs Department, and the Academic Program departments in the Academic Affairs and Research Division at 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 are processed electronically from the colleges directly to the EDC where professional staff members process the data. The Planning and Accountability Division produces the reports in collaboration with the EDC. The reports go through a stringent review and editing process before they are considered complete and the data are certified. These data are of high quality. Any/all changes to the core performance measures can only be implemented if the CBM reporting system is modified as a result of the Texas Legislature's mandate regarding the reduction in college reporting requirements. Texas received an Institute of Education Sciences (IES) grant to develop a statewide longitudinal data system. The THECB, TEA, and TWC will work together to provide student data to monitor student success from kindergarten to employment.

Texas has made some progress with its statewide data collection systems. Specifically, unemployment insurance wage records were obtained via administrative record exchange with the TWC, allowing the collection of outcome information on the success of graduates in the workforce. Data from the Office of Personnel Management, the Department of Defense, the Defense Manpower Data Center, and the United States Postal Service were obtained through FEDES, which is managed by the State of Maryland. Additional employment and enrollment data were obtained through the CBM116 report. This report collects information about students who are not found in other 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.

Districts and TEA staff will evaluate CTE student performance based on core performance indicators and TEA will identify and monitor districts with high percentages of CTE students who do not perform well.

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 districts are meeting the needs of special population students.

TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation, college and career readiness, and postsecondary education and/or training.

District performance on Perkins indicators is available to districts through the secure 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 to identify and promote 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 application process for Basic and Tech Prep funds.

THECB will continue to focus on priority topics based on the state's accelerated strategic plan for Perkins implementation in the annual 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.

THECB will continue to provide STARLINK teleconferences and other technical assistance workshops throughout the state including regional meetings.

THECB will continue to 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.

THECB will continue to align the Perkins measures with the revised goals of the Texas Higher Education Coordinating Board's Strategic Plan, *Closing the Gaps* by 2015.

Monitoring Follow-up

The State of Texas received a full monitoring visit in April 2006. The State has addressed and corrected all monitoring findings. The State considered and/or implemented the suggested improvement strategies during the development of the Perkins Transition Plan for 2007-2008 and continued in the State Plan for 2008-2013.

Attachments

- Attachment A: TEA organizational chart
- Attachment B: THECB organizational charts
- Attachment C: Perkins Secondary Eligible Recipients, 2008-2009
- Attachment D: TEA Discretionary Projects, 2008-2009
- Attachment E: Perkins Postsecondary Eligible Recipients, 2008-2009
- Attachment F: THECB Discretionary Projects, 2008-2009
- Attachment G: Tech Prep Consortia
- Attachment H: Perkins Secondary Application
- Attachment I: Perkins Postsecondary Application
- Attachment J: Perkins Core Indicator Definitions
- Attachment K: Program Effectiveness Report