

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. *Prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]*

This document serves as a [2009-2010-2010-2011](#) update to the Texas State Plan 2008-2013 for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The unified plan includes secondary and postsecondary career and technical education (CTE) components. The State Board of Education (SBOE) is responsible for approving the CTE State Plan and administration of the Perkins funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for ensuring quality CTE programs in Texas.

The state priorities during the transition year included an increased focus on improving the academic and technical achievement of CTE students through rigorous programs of study; designing state and local accountability systems to promote continuous improvement of CTE programs, including preparing students for high-skill, high-wage, or high-demand occupations in current or emerging professions; and strengthening the connections between secondary and postsecondary education. Effective implementation of the goals of the **AchieveTexas College and Career Initiative** and **Closing the Gaps by 2015** is critical to the success of college and career preparation for Texas students.

The United States Department of Education (USDE) approved the Texas Perkins Transition Plan for 2007-2008 in July 2006. The transition year provided the state with opportunities to effectively utilize Perkins IV criteria to improve CTE programs in Texas.

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

The State Plan is based on the understanding that a rigorous academic foundation contributes to success in school and in life and that all students are entitled to equal educational opportunities. CTE programs complement and enhance academic preparation by enabling students to apply academic principles and technical skills essential to career success. CTE allows students to see the relevance of their academic preparation to their future career goals. All activities set forth in the plan are intended to assist local education agencies (LEAs) and postsecondary institutions in meeting or exceeding the state adjusted levels of performance. The programs of study have been carefully designed to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. Articulated and dual credit agreements between secondary and postsecondary institutions afford opportunities for secondary public education students to acquire postsecondary education credits.

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of 16 career clusters. The 16 clusters supported by the USDE encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements.

A Perkins leadership grant funded the development of model programs of study, with input from secondary and postsecondary academic and CTE faculty to help students, parents, and counselors in college and career planning. Currently, there are more than 120 state-recognized programs of study aligned with the 16 career clusters. At least one program of study has been developed for each of the 81 cluster pathways. TEA requires secondary school districts to offer a minimum of three-one CTE programs of study coherent sequence of courses from at least three different clusters. Each state-recognized program of study includes:

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

Postsecondary education in Texas is directed by the Texas Higher Education Coordinating BoardTHECB. 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 the 2007 passage of state legislation, which called for establishment of College and Career Readiness Standards, as codified as Texas Education Code (TEC) §28.008.~~

Closing the Gaps by 2015 is the state plan for higher education in Texas. This plan outlines the goals of closing the gaps in higher education participation and success ~~(or enrollment), success (or completion), 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:

Goal 1: Closing the Gaps in Participation

Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students ~~over year 2000~~.

Targets for 2006-2015:

- Increase the overall Texas higher education participation rate from 5.0% in 2000 to 5.6% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the African-American population of Texas from 4.6% in 2000 to 5.6% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7% in 2000 to 4.8% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1% in 2000 to 5.7% by 2010, and to 5.7% by 2015.

Goal 2: Closing the Gaps in Success

Revised Goal: By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

Targets for 2006-2015:

- Increase the overall number of students completing bachelor's degrees, associate's degrees, and certificates to 171,000 by 2010, and to 210,000 by 2015.
- Increase the number of students completing bachelor's degrees to 100,000 by 2010, and to 112,500 by 2015.
- Increase the number of students completing associate's degrees to 43,400 by 2010, and to 55,500 by 2015.
- Increase the number of students completing doctoral degrees to 3,350 by 2010, and to 3,900 by 2015.
- Increase the number of African-American students completing bachelor's degrees, associate's degrees, and certificates to 19,800 by 2010, and to 24,300 by 2015.

- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees, and certificates to 50,000 by 2010, and to 67,000 by 2015.
- Increase by 50% the number of students who achieve identifiable successes other than with certificates and degrees by 2015. Exceed the average performance of the 10 most populous states in workforce education provided by community and technical colleges.
- Increase the number of students completing engineering, computer science, math, and physical science bachelor's and associate's degrees and certificates from 14,500 to 19,000 in 2005, to 24,000 by 2010, and to 29,000 by 2015.
- Increase the number of students completing allied health and nursing bachelor's and associate's degrees and certificates to 20,300 by 2010, and to 26,100 by 2015.
- Targets for All Teacher Certification Routes:
 - Increase the number of teachers initially certified through all teacher certification routes to 34,600 by 2010, and to 44,700 by 2015.
 - Increase the number of math and science teachers certified through all teacher certification routes to 6,500 by 2015.

House Bill 1, Third Called Session, passed by the -79th Texas Legislature, 3rd Called Session in 2007, directed the Coordinating BoardTHECB to initiate and oversee a project to review and revise entry-level academic courses, with the goals of improving student learning and reducing the costs of course delivery. The intent of this project was to fund the creation and expansion of redesigned developmental and entry-level academic courses. The course redesign project will directly affected Texas public community, state, and technical colleges through the time frame of this state plan since they enroll the majority of entering college students.

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

Texas's community, state, and technical colleges are not only are affected by these programs, but also have been active in redesigning courses either alone or in concert with Texas's public universities. Courses have been redesigned by Austin Community College; LeCroy Center, Eastfield College, and Richland College of the Dallas County Community College District; Del Mar College; El Paso Community College; Grayson County College; North

Central Texas College; Lone Star College; and Texas Southmost College. It is expected that during this State Plan there will be widespread adoption of these course redesigns.

Composite course profiles aligned to the College and Career Readiness Standards (CCRS) are available for use in course redesign efforts and related vertical and horizontal alignment projects. Course materials collected by researchers in the process of validating the CCRS—syllabi, student assignments, assessments, and scoring rubrics—have been compiled into composite course profiles, reflecting common practice in entry-level college courses at institutions of higher education across the state. The THECB selected courses for the alignment study, and ultimately for profile development, that had high enrollments statewide among entry-level college students or that were considered “gatekeeper” courses; and were prerequisite for a number of majors. Profiles are available for 27~~twenty~~seventy academic and/or career and technical courses.

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

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

The tech prep programs are examples of P-16 alignment between high schools and postsecondary institutions. In the Lower Rio Grande Valley, the P-16 Council evolved from the tech prep consortia board and efforts to align CTE programs.

House Bill 3485, passed in 2007, required the SBOE to begin a review of CTE Texas Essential Knowledge and Skills (TEKS), including the advanced technical credit (ATC) statewide articulation process. This review process facilitates the vertical alignment of CTE programs of study. The CTE vertical alignment strategy brings together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The programs of study developed through this collaborative process will bear updated and evaluated throughout the five year implementation of the State Plan. Model programs of study, consisting of rigorous academic and CTE courses that meet college readiness standards will include appropriate technical skill attainment measures at all exit points. The current review includes identifying college and career readiness standards in the newly implemented TEKS. Perkins requirements include “... development of services and

activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education ...” [Public Law 109-270, Sec. 2 (2)]. Most sources agree that the majority of jobs in the next decade will require some level of postsecondary education. This project will document the rigor of the newly implemented courses, and provide a road map from secondary to postsecondary education.

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

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, education service center (ESC) CTE specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the governor’s office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE State Leadership Council, comprised of representatives from postsecondary institutions, provided content experts to review the programs of study. In addition, CTE stakeholders had the opportunity to validate or recommend changes to the programs of study. The workgroup took all recommendations into consideration before disseminating the programs of study.

A grant funded the development of the *AchieveTexas Implementation Guide*, distributed to superintendents, counselors, tech prep consortia, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. ESC CTE specialists provide extensive training and technical assistance to assist communities and schools in implementing career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops that are offered statewide. Resources for the career clusters and programs of study are available on www.achievetexas.org website.

The SBOE reviewed the CTE TEKS, the state standards for secondary education courses, during 2008-2009. State teams revised CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant and rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. The SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The SBOE adopted the revised CTE TEKS in July 2009, and districts will implement the new standards in the 2010-2011 school year. Texas CTE teachers have had opportunities for professional development on the revised CTE TEKS through a variety of venues during 2010, including face to face training through the twenty ESCs and professional development conferences; TEA will also initiate continuous asynchronous online training on the revised TEKS through an online collaborative platform. In January 2010, the SBOE identified the CTE courses that will meet graduation requirements for math, science, communicationspeech, and fine arts. In April 2010, the State Board for Educator Certification (SBEC) approved new district personnel assignment rules (19 Texas Administrative Code (TAC) §231.1(e), found at <http://info.sos.state.tx.us/fids/201004175-1.pdf>), and the SBOE followed with approval in July 2010. Those rules require foundation

and CTE teachers assigned to CTE courses that meet math and science requirements to complete professional development. Using Perkins funds, the TEA is funding nine contracts with colleges and universities to write the professional development, which will deploy through Project Share, an online collaborative platform. Information about the platform is available at <http://www.projectsharetexas.org/><http://tea.epsilen.com/Public/Home.aspx>. Postsecondary courses are listed in the THECB's *Workforce Education Course Manual* (WECM) and the *Lower Division Academic Course Guide Manual* (ACGM). THECB reviews these courses on a periodic schedule, eliminating outdated courses and developing new courses. The THECB will review WECM and ACGM courses based on the alignment with the programs of study and provisions for the bachelor's degree extension.

Perkins State Leadership funds have been used to develop model programs of study with postsecondary instructional teams within the 16 career clusters, using the League of Innovation's College and Career Transitions Initiative program of study models, which will be further aligned with AchieveTexas during 2011. This process was essential in identifying out-dated courses, aligning with college readiness standards, and insuring that all CTE programs prepare students for career success and/or baccalaureate options. Previously, postsecondary programs in Texas were "job" focused; consequently, this the current process was used to ensure that program of study models are "career" focused. The final stage of this project is being used to inform the development of the new 6- year CTE plans.

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

Beginning in fall of 2008, each secondary school district implemented a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program ([Texas Education Code \(TEC\)](#) §28.009). The opportunities for college credit may include advanced placement, international baccalaureate, advanced placement, and dual credit courses, as well as local and statewide articulated credit, and any combination of those options.

Twenty-six tech prep consortium directors and CTE specialists from the state's twenty ESCs provide direct technical assistance to secondary and postsecondary institutions to develop and effectively implement local articulation agreements, including the development of successful tech prep programs. All new tech prep plans are in the process of being aligned to the sixteen career clusters and programs of study. In addition, a system of statewide articulation for ATC courses has been implemented. Texas has identified approximately 200 statewide articulated technical courses. Both local and statewide articulation opportunities are promoted through state professional development and websites for ATC and the 26 tech prep consortia. Secondary teachers and postsecondary faculty have ongoing opportunities to collaborate on course design, curriculum, and valid, reliable assessments. In addition, independent school districts and community, state, and technical colleges execute local articulation agreements that are not offered through the tech prep consortia.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

The Texas approach to implementing Section 118 of the Perkins Act is a multifaceted strategy to:

- facilitate students' informed education and career decision-making;
- prepare all students for the academic rigors of postsecondary education; and
- meet the workforce needs of the governor's initiatives for economic development.

The AchieveTexas website provides information and resources to help communities redesign high schools, including small learning communities, comprehensive high schools, academies, and magnet schools. Sixteen cluster guides help students, parents, academic and guidance counselors, secondary teachers and postsecondary faculty, and business and industry partners to effectively implement the career clusters and programs of study. Extensive technical assistance is provided to inform stakeholders about high-skill, high-wage, or high-demand occupations in each of the sixteen career clusters.

The Labor Market Career Information (LMCI) division of the TWC is the state American Career Resource Network (ACRN) entity that provides career information products and activities. The LMCI resources are based on the 16 career clusters and include the following:

- The development of a new middle school and high school career tabloid. Both tabloids are organized around the career clusters and are available in hard copy and online as an “e-zine” or electronic magazine. These resources are located at <http://www.lmci.state.tx.us/>.
- The update and upgrade of a digital occupational career video. The DVD/CD ROM based package organizes occupational videos by cluster and provides regional narratives that address the educational preparation and job opportunities of the various occupations. The new version will be, available in English and Spanish, complete with Spanish language video narration.
- In cooperation with TEA, LMCI operates a toll-free career information hotline. The hotline has a bilingual operator who provides college and occupational information through a low-tech but high volume service.
- The LMCI provides and supports Texas CARES (Career Alternatives Resource Evaluation System), a state career information delivery system. Formerly available on CD ROM, the new Texas CARES is available in both CD/DVD format and online at <http://www.lmci.state.tx.us/>. The system offers comprehensive Texas occupational data, college programs, and employer data; and integrates all of the items through an interconnected World of Work and World of Learning structure.
- LMCI has provided career orientation training (COT), which is required for CTE secondary teachers who will teach Career Investigation or Career Connections courses.

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

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

Developing, improving, and expanding access to appropriate technology ~~is-area~~ required uses of local and state Perkins funds. Eligible recipients ~~are required to~~ ~~must~~ describe how they will provide and expand access to appropriate technology in their local plans. Three related elements include: training CTE teachers, faculty, and administrators to effectively use technology, including distance learning; providing CTE students with essential academic and career and technical skills (including mathematics and science knowledge that provide a strong basis for such skills) that lead to careers in technology fields; and encouraging collaboration with technology industries. Other uses of technology include the development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; and enhancing academic and technical skills related to design and innovation, as well as supporting internet research to analyze information and solve problems. Technology also plays a vital role in providing access in rural areas for individuals with disabilities and other special populations and enhancing distance learning.

Perkins State Leadership funds support efforts to develop, improve, and expand access to appropriate technology in CTE programs at both the secondary and postsecondary levels. Postsecondary state leadership funds have been allocated to redesign technical courses that have been identified as “gatekeeper” courses for various career pathways. Innovative technology and simulations are being utilized to facilitate student mastery in numerous courses in the various career clusters including Health Science; Science, Technology, Engineering, and Math (STEM); and Arts and AV Technology/Communication. In order to support ~~data-driven~~ decisions based on data for program improvement, state and local performance data are provided online to encourage educators to analyze data to develop drive decisionsprocesses for continuous program improvement.

- (f) *Criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*
- i. *Promote continuous improvement in academic achievement;*
 - ii. *Promote continuous improvement of technical skill attainment; and*
 - iii. *Identify and address current or emerging occupational opportunities;*

Eligible recipients must annually submit a local plan to receive Perkins funds. Local plans for secondary and postsecondary institutions must meet all the elements required in Section 134 of the Perkins Act. Eligible recipients must complete an online application and provide all information required prior to funding approval. Each application is reviewed to determine compliance with all legal requirements. Eligible recipients must also submit an evaluation

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

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

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners have collaborated to align the academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for preparation and success in college and career.

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

Secondary CTE programs of study are based on the Recommended High School Program or Distinguished Achievement Program in order to effectively prepare students for college and career success. Each program of study includes a rigorous 4x4 core academic foundation (four credits each in English language arts, mathematics, science, and social studies) that is enhanced with relevant CTE career-related courses. The state-recognized programs of study help students understand the importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college.

The Performance Based Monitoring Analysis System (PBMAS) state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators and tech prep participants including the following CTE subpopulations: CTE limited English proficient (LEP), CTE economically disadvantaged, CTE special education, CTE tech prep, and CTE nontraditional students. When a district's CTE students demonstrate low performance, TEA places the district in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the program effectiveness review, focused data analysis, and continuous improvement plan. Districts in stage IV intervention are required to have a full program effectiveness and access monitoring visit. The TEA Program Monitoring and Intervention Division conducts approximately twenty-five monitoring visits each year.

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

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities, and identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields. In 2006, THECB ~~has~~ adopted college and career readiness standards, which TEA later incorporated into newly revised state CTE standards. Local districts develop programs with the assistance of program advisory committees and workforce boards that analyze regional data to provide information on current high-skill, high wage, or high-demand occupations.

Tech prep programs and technical dual credit articulation agreements identify appropriate secondary courses for college credit to ensure that students are directed toward the completion of a college degree and/or certificate and/or credential in a specific career field. To enable students to matriculate two-year technical coursework into baccalaureate programs with minimal loss of credit and duplication of effort, Perkins state leadership funds have been used to help Texas identify a common technical core curriculum in 81 programs of study in specific career areas. Further, and as part of the program approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand in the marketplace for projected graduates.

Texas community, state, and technical colleges use TWC information to design programs and counsel students. They also use information distributed by the Texas State Technical College system regarding new and emerging careers. Additionally, each college has access to Community College Strategic Planner software customized for its service area that forecasts and projects educational and economic trends. In accordance with guidelines established by the THECB for approval of new postsecondary CTE programs, each community, state, and technical college must provide assurance that an advisory committee composed of representatives from business and industry has been directly involved in the development of the program.

TWC defines high wage and high demand occupations in accordance with the Bureau of Labor Statistics (BLS) definitions. The TWC used the following BLS definitions during 2006 to assure that each state-recognized CTE program of study leads to high-wage or high-demand occupations. A high wage occupation is defined as an occupation that exceeds the median weekly wage threshold for all earners. For Texas, the median figure is currently \$13.76-14.83 per hour, or \$28,62130,854 annually.

In support of economic development for the state, communities should consider offering CTE programs for occupations that significantly exceed the median wage threshold for their region. Regional wage information will be provided to adjust for regional median wage variations. High demand for Texas is defined as an occupation growing faster than average for all occupations in the 2006-20162008-2018 projections, which is 21.417%.

The TWC has 28 approved Local Workforce Development Boards (LWDB) and permits each workforce board to publish its own high demand occupations list based on local needs.

Given the size of Texas and its geographic economic differences, Texas's community and technical colleges will apply the statewide percentage to occupations their respective LWDB identifies and/or strategic planner forecasting data.

Texas does not have an official state definition for high skill occupations, but currently for CTE and program accountability purposes, high skill occupations are defined as those that 1) require licensure, 2) require apprenticeship, or 3) are identified by the Texas Skills Standards Board.

- (i) *How funds will be used to improve or develop new career and technical education courses—*
 - i. *At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
 - ii. *At the postsecondary level that are relevant and challenging; and*
 - iii. *That leads to employment in high-skill, high-wage, or high-demand occupations;*

TEA and THECB have used state leadership funds to align secondary and postsecondary technical programs that lead to high-skill, high-wage, or high-demand occupations. This vertical alignment ~~will~~ allows Texas institutions to provide high quality programs of study that include rigorous courses ~~that are~~ based on relevant and challenging academic and technical standards. The vertical alignment planning process previously described has allowed instructional teams to ~~determineidentify~~ courses that need to be enhanced, new courses that need to be developed, and existing courses that can be redesigned or eliminated to accommodate vertical alignment and avoid duplication. The vertical alignment process began with three clusters the governor identified as priority areas for economic development. These include Advanced Manufacturing; Informational Technology; and Science, Technology, Engineering and Mathematics (STEM). This alignment process has served as the model for all alignment activities. The alignment of all 16 career clusters ~~waswill be~~ completed in April 2010.

- (j) *How Texas will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);*

The website www.TechPrepTexas.org includes a “best practices” feature that allows each college tech prep consortium and other eligible recipients to describe their best practices and assist others ~~toin~~ improving program quality and student achievement.

- (k) *How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and*

Perkins grants have funded the vertical alignment of secondary and postsecondary technical programs as described previously. The focus of the alignment is on increasing the achievement of students choosing to participate in CTE programs. Tech prep consortia will

be included in this significant statewide endeavor. Increasing opportunities for dual credit between secondary and postsecondary institutions is a priority, and the goal is to encourage more students to continue in postsecondary education by creating a college-going culture in every public school.

The ATC statewide articulation program was initiated to reduce duplication of course work, provide a seamless transition from secondary to postsecondary education, overcome problems associated with the mobility of student populations, and reduce the paperwork for schools and colleges. When used with a six-year tech prep program of study, the statewide articulation program enables students to complete an associate's degree in as few as three semesters, or less if students also take dual credit or advanced placement courses while in high school. As of 20072011, Texas school districts offered more than 10060 approved ATC courses, which is approximately one-third of the secondary CTE course inventory. This number dropped from 100 to 60 during the last school year because adoption of new state standards for CTE reduced the number of CTE courses from more than 600 to just fewer than 200, thus reducing the number of courses that are appropriate for articulated credit. The ratio of CTE courses that are appropriate for articulated credit doubled, indicating increased rigor in the new state standards. With the revision of the CTE state standards, the ATC Leadership Committee is completinghas completed the realignment of the new secondary courses with postsecondary courses. More than 811000 teachers have been certified to teach ATC courses on 1,354 campuses in 890 districts.

Perkins secondary state leadership funds support two components of the ATC statewide initiative: the ATC Leadership Committee that provides oversight for the statewide articulation program and the ATC teacher training accountability system for eligible secondary teachers, which can be found at www.atcTexas.org. Perkins state leadership funds provide technical assistance in creating articulation agreements between two-year colleges and universities to provide a seamless transition for students seeking a baccalaureate option.

- (l) *How Texas will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122 (c) (1) (A)-(L)]*

Secondary and postsecondary institutions are required in their local plan to identify strategies for the integration of rigorous academic standards into technical programs. Evaluation of CTE programs is a two-fold process. TEA and THECB conduct desk reviews annually to assess compliance with performance standards and fiscal guidelines. Monitoring is conducted for public schools to evaluate CTE programs, including the extent of integration of coherent and rigorous content aligned with challenging academic standards. THECB conducts onsite technical assistance/compliance/monitoring visits for the postsecondary institutions on a four-year review cycle published on the THECB website.

TEA evaluates and monitors the academic achievement of secondary CTE student concentrators through the state PBMAS accountability system. School districts are required to analyze performance data, research effective integration strategies, and develop a plan to improve CTE students' academic performance. Improvement plans must include strategies to

improve the CTE programs in order to increase CTE students' academic performance. Examples of effective program improvement strategies include reinforcing rigorous English language arts, math, and science instruction in CTE curricula; increasing instructional planning time for academic and CTE teachers; and Sheltered Instruction training for academic and CTE teachers to better serve students with limited English proficiency.

For more than 30 years, the THECB has required community, state, and technical colleges to submit a program proposal requesting approval to implement a new associate of applied science degree or certificate program prior to the implementation of the program at the college. ~~THECB~~ ~~the Coordinating Board~~ considered these requests on the basis of quality, standards, commitment of resources and cost effectiveness, and state and regional need, ~~at the time of submission~~.

At its October 29, 2009, meeting, ~~the Coordinating Board~~ ~~THECB~~ adopted rules that significantly streamlined the process of approval ~~process~~ for new associate of applied science degree and certification programs and repealed the institutional effectiveness rules. The adopted rules permit automatic approval of a new associate of applied science degree or certificate program if an institution and governing board certify that the program meets certain criteria and that recent documentation is available to support these criteria. The rules adopted by the THECB also include a directive to staff to develop a process for the periodic review of existing degree and certificate programs. This new review process will likely include both quantitative and qualitative measures ~~of a program's quality and effectiveness~~. The ~~THECB's~~ Undergraduate Education Advisory Committee ~~has~~ recommended measures ~~that could be~~ used in ~~the~~ ~~is new~~ review process. ~~The new existing program performance review process will be piloted in spring 2011.~~

The THECB requires the CTE programs at the state's postsecondary institutions to submit performance information through the online self-evaluation process and through the state's accountability system. This information is reviewed by THECB staff.

3. *Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*
 - (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*
 - (b) *Increases the percentage of teachers that meet teacher certification or licensing requirements;*
 - (c) *Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;*
 - (d) *Encourages applied learning that contributes to the academic and career and technical knowledge of the student;*

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

The TEA awarded secondary Perkins Educational Excellence Leadership funds to several Texas universities for CTE professional development: Attachment B describes the secondary Perkins leadership projects for ~~2009-2010~~2011-2012. TEA also awarded a statewide professional development project to provide professional development for the recruitment and retention of secondary CTE teachers. This grant funds an annual conference for new CTE teachers and an annual three-part academy for new CTE administrators. Both programs include follow-up components to support new CTE teachers and administrators beyond the initial event. These events ~~are in their third~~have completed their fourth year; both the new teachers conference and the new administrators academy have enrolled capacity participants each year. Finally, as described ~~later~~in other sections, the SBOE approved nine new CTE courses to meet graduation requirements for math and science. ~~Proposed~~Adopted teacher assignment rules ~~will~~ require professional development for both CTE and academic teachers who teach these courses. A TEA leadership program ~~will~~funds development and deployment of these professional development modules.

Career and technical administrators and guidance counselors attend annual statewide conferences. The conferences include training for new administrators and guidance personnel. Most of the teacher professional associations also conduct conferences, providing essential opportunities for networking and content-specific professional development. In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions. ~~The TEA CTE website provides up-to-date information on opportunities for professional development.~~

Through postsecondary as well as secondary tech prep activities, academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, development of tech prep programs, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. One priority is to develop a quality, high-tech professional development system provided online so teachers can access the resources and tools to improve teaching and learning. TEA has realized this priority with the introduction of Project Share, an online platform for collaboration and professional development. By the beginning of the 2010-2011 school year, ~~all Texas teachers had the opportunity to enroll in Project Share.~~ TEA ~~plans to have enrolled all Texas teachers in Project Share and has uploaded several training modules and is developing an extensive inventory of professional development to deploy in Project Share. As described earlier, required professional development for teachers who will teach CTE courses that meet math and science graduation requirements will be deployed through Project Share.~~ More

information about Project Share is available at

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

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

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

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

4. *Describe efforts that your agency and eligible recipients will make to improve—*
 - (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
 - (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*

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

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

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

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

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

Texas requires eligible recipients to evaluate their CTE programs annually. They must involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, and local business and industry representatives in an annual evaluation of CTE programs. Texas school districts have local advisory committees for CTE that are involved in decisions related to the implementation, improvement, and evaluation of CTE programs.

At the postsecondary level, every program is required to have an advisory committee. Small and medium-sized businesses are the major employers in all college areas, particularly in the rural areas of the state. Advisory committee members ~~not only~~ help establish the need for

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

In 2010, Texas, along with South Carolina, is participatingparticipated in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE. The initial OECD review visits occurred January 13-20, 2010, with follow-up visits in April 2010. The review will produce a report OECD will publish with its reviews of other member countries.OECD will publish the resulting report in March 2011 More information is available at <http://www.oecd.org/dataoecd/43/42/47150751.pdf>.

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

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

Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills, apply concepts to real-world situations, and gain experience in and understanding of all aspects of an industry. The TEKS provide the framework for Texas courses. In July 2009, the SBOE adopted revised state standards for all CTE courses. SBOE-appointed teams of CTE and academic educators, representatives of business and industry, parents, and representatives of other groups comprised the writing teams that developed recommendations for the revised CTE TEKS.

All CTE TEKS integrate concepts from the academic curriculum, guide students in applying high-level academic concepts to real-world activities, and provide opportunities for students to explore all aspects of an industry. ~~In January 2010, the SBOE approved three CTE courses to meet the fourth math requirement under the Recommended High School Program and two courses that may satisfy the fourth math requirement under the Distinguished High School Program. The SBOE approved six CTE courses to meet the fourth science requirement under either the Recommended High School Program or the Distinguished Achievement Program, in addition to the five CTE courses that currently meet the fourth science requirement under either program. The SBOE also approved a CTE course to meet the fine arts requirement and a CTE course to meet the speech requirement. As described above, the SBOE has approved specific CTE courses to meet math, science, speech, and fine arts graduation requirements.~~

The growing number of certification and licensing programs in high-skill, high-wage, or high-demand occupations reflects the extent to which CTE courses prepare students for advanced technical skills. Thousands of secondary CTE students annually earn rigorous industry recognized licensures or certifications. The top three licensure or certification areas are in information technology, health services, and cosmetology.

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

Texas statute has codified tech prep as a recognized educational program, ~~which that~~ includes the program parameters required within Title II of the Perkins Act. ~~It and also~~ extends those requirements ~~so that by requiring that all~~ tech prep programs ~~are be~~ based on the Recommended High School Program. ~~(high school graduation plan)~~. Tech prep programs of study must have some method for students to earn college credit while they are in high school, including dual credit courses, technical dual credit, advanced placement courses, locally articulated courses, and/or statewide ATC articulated courses. Students who participate in tech prep programs earn college credit in appropriate courses, and those who meet some additional requirements are eligible for recognition as Distinguished Students and/or as Tech Prep Texas Scholars.

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges (SACS), all associate of applied sciences degrees must contain a minimum of 15 semester credit hours of general education, academic transfer-level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to specific degree programs. Technical job skills are identified by local advisory committees and, where appropriate, by third party accrediting agencies. The rate at which program completers pass credentialing examinations is one measure of institutional effectiveness for the colleges. All postsecondary CTE programs are required to identify a capstone course and most utilize an External Learning Experience, such as clinical, internship, practicum, or cooperative experience to provide students with a strong experience and understanding of all aspects of an industry.

Texas's two-year colleges partner with secondary schools through tech prep and/or other P-16 programs to increase the rigor of high school programs, and ~~thus~~ increase the academic

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

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

All programs of study provide students with strong experience in and understanding of all aspects of an industry. The vertical alignment of CTE programs ~~will~~ ensures that all CTE programs include rigorous academic and technical content, coherent sequences of courses, opportunities for industry certification and licensure, and work-based learning experiences. Active participation by business and industry partners during the vertical alignment ~~will~~ provides the relevance of content to industry standards. Eligible recipients are required to describe how their CTE programs provide students with strong experience in all aspects of an industry.

- (c) *Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]*

TEC §28.025(b) requires all students, including students served in CTE programs, to choose between two rigorous graduation programs: the Recommended High School Program or the Distinguished Achievement Program. A third program, the Minimum High School Program, provides the minimum requirements for admission to most postsecondary institutions. However, students may only graduate under the Minimum High School Program if the student, the student's parents, and a school counselor or school administrator agree that the student should graduate under the Minimum High School Program. Beginning with the 2010-2011 school year, a student ~~will be~~ is required to satisfy one of the following three criteria in order to opt into the MHSP: be at least 16 years of age; have completed two credits required for graduation in each subject of the foundation curriculum; or have failed to be promoted to Grade 10 one or more times. Additionally, all CTE courses have state-adopted standards (TEKS) that reinforce and enhance the rigorous academic standards measured on the statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS).

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide academic achievement tests (TAKS) in order to graduate from high school. As Texas implements implemented the accountability system required under No Child Left Behind, CTE programs ~~have~~ integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies.

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

All two-year colleges are required to develop their CTE programs usingutilizing general academic transfer courses found in the Academic Course Guide Manual (ACGM) and CTE courses from the Workforce Education Course Manual (WECM). The courses found in these state manuals are reviewed regularly by instructional specialists to ensure that they reflect the appropriate academic rigor and content. The CTE courses are also reviewed to ensure they reflect industry-recognized skills standards. New courses are developed using the common guidelines developed for these state manuals. All programs/courses (content, materials, equipment, faculty, and student success) are reviewed by peers during the WECM three-year course review workshop cycle and are undergo-constant review by institutional program advisory committees. Many postsecondary programs result in the students being qualified to sit for licensure or certification examinations. The ability of students to pass those examinations is an institutional effectiveness measure of the program's rigor.

8. *Describe how Texas will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]*

TEA CTE program staff members respond to hundreds of e-mails and phone calls each week from school districts, educators, and stakeholders seeking guidance regarding CTE programs. TEA maintains a comprehensive website that often receives more than 200,000 visits monthly from individuals seeking reliable information about CTE programs in Texas. TEA also provides state leadership and program oversight through the TEA two-way interactive video conferencing system. The CTE listserv serves more than 2,600 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE specialist at each ESC. The ESC CTE specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies.

The ESC CTE specialists have partnered with TEA as the primary source for teachers seeking professional development in the implementation of the new CTE TEKS. The ESC CTE specialists have provided extensive professional development training during the two statewide professional development conferences for CTE administrators and counselors. As described above, a statewide leadership academy for CTE administrators and counselors provides resources for local administrators to implement quality CTE programs. ESC CTE specialists also frequently provide ongoing technical assistance for local ESC administrators.

THECB provides technical assistance to eligible recipients as follows:

- THECB staff and participants in various leadership projects provide regional and state technical assistance workshops on topics ranging from curriculum, distance education techniques, innovative programs for special populations, and college tech prep student identification, to assessment of programs. ~~Technical assistance is provided through regional workshops, regional meetings, and state conferences. Regional meetings were conducted in November 2009 and February/March 2010.~~
- Staff members of the Career and Technical Programs Department in the Academic Affairs and Research Division meet with State Leadership grant recipients biannually to review their progress. CTE program staff at THECB also meets regularly with the tech prep consortia directors to evaluate their activities.
- Institutions that receive basic grant, state leadership, and tech prep funds are visited to provide on-site peer-based technical support and provide third-party evaluations of their programs and support systems.
- Evaluative feedback is collected from all training activities as well as on-site reviews. An analysis of the evaluation data is then provided to improve programs.

9. *Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*

The CTE TEKS revision process ~~that~~ began in 2007 and ~~will culminate~~ culminated with implementation in the 2010-2011 school year. The process used research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. TEA encourages school districts to use area occupational projections and labor market information from the TWC when evaluating the relevance of their course offerings. When an emerging occupation shows promise of offering significant employment opportunities, school districts may develop TEKS knowledge and skills for an innovative course that teaches the proficiencies required in emerging occupations, and apply to TEA for approval to offer the course for state graduation credit. Once approved, innovative courses are available to all Texas districts, subject to local board approval.

Postsecondary institutions must indicate the labor market demand for their program completers prior to the approval of new programs through the use of advisory committees, TWC labor market information, national labor market information, and other labor market information as appropriate. The Texas State Technical College system is required by state law to provide information to state two-year colleges on emerging technical careers. As reported earlier, Texas has a process through which technical trends are monitored and new curriculum topics are recommended for statewide development. All colleges are required to have local advisory committees through which they can monitor regional workplace trends. Texas's two-year colleges also have access to Community College Strategic Planner software that looks at their service area counties and enables them to forecast trends regarding curricular needs and economic forecasts. The postsecondary Instructional Effectiveness

Process requires all colleges to justify continuing programs that fall below state adjusted performance measures, especially licensure pass-rates and placements.

10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

TEA and THECB, in collaboration with the P-16 Council and SBOE, jointly plan and coordinate the development, implementation, and evaluation of CTE programs. Under state law, the P-16 Council advises the TEA, THECB, and the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. TEA, TWC, and THECB representatives serve on TWIC and are active participants in the development and implementation of the strategic plan encompassing all the state's workforce development programs. Several CTE measures are included in the TWIC strategic plan. The governor approved the state's new plan, *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010-FY2015*, in October 2009. This plan is available at http://governor.state.tx.us/files/twic/Advancing_Texas.pdf.

TEA and THECB jointly approve all tech prep sequences to ensure that they meet rigorous academic standards as well as current requirements of business and industry. State-level consistency is achieved through collaboration among consortium directors, agency staff, and executive directors of various associations. Tech prep programs in Texas are required to develop six-year educational plans that are based on the Recommended High School Program so students are prepared for postsecondary and career success. Tech prep information is offered to students and their parents in the eighth or ninth grade. The six-year plan leads to postsecondary education, usually culminating in an associate's degree, and includes courses in which students can receive college credit through academic dual credit/concurrent enrollment courses, AP courses, IB courses, technical dual credit courses, locally articulated courses, ATC statewide articulated courses, and contract-instruction courses offered by special agreements between school districts and colleges~~dual credit, technical dual credit, Advanced Placement, ATC courses, and/or locally articulated courses~~, which lead to high-skill, high-wage, or high demand occupations in current or emerging careers. Tech prep programs are available in more than 93% of all Texas school districts and in all of the state's two-year colleges.

~~The CTE TEKS revision process that began in 2007 has been completed and, as a result, all of the tech prep 6-year plans are currently being revised for implementation in the 2010-2011 school year. Tech prep consortia have updated their six-year plans to reflect the revised CTE TEKS.~~ The postsecondary Career Clusters and Programs of Study state leadership projects are being used by the tech prep consortia directors to ensure the alignment of the secondary/postsecondary curriculum.

TEA and THECB have identified the components of tech prep programs as established in Title II of Perkins and identified in the state education code/statute. Each local tech prep program is carried out under an articulation agreement between the participants in the consortium and consists of rigorous secondary school preparation preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years

following secondary instruction. A common core of required mathematics, science, reading, writing, communication, and technical proficiency leads to an associate's degree or a two-year postsecondary certificate in a specific career field. Tech prep programs are based on the Recommended High School Program or Distinguished Achievement Program to meet the requirements established by the [SBOE](#)[State Board of Education](#) and prepare students for college participation as well as direct entry into the world of work. Tech prep programs also provide equal access to the full range of technical preparation for individuals who are members of special populations. Tech prep programs have been developed that are appropriate to the needs of special populations and preparatory services that assist participants in achieving success.

11. *Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

TWIC develops a single strategic plan for workforce development in its role as the state workforce investment board under the Workforce Investment Act (WIA). The TWIC goals, objectives, and core performance measures for the delivery of quality workforce development programs promote the coordination of training and activities, including postsecondary students and school dropouts.

B. Other Department Requirements

1. *Submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.*

Attachments D and E provide copies of the Texas local application/plan for secondary and postsecondary eligible recipients.

2. *Provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.*

The SBOE is responsible for administration of CTE programs in Texas. The TEA Department of Standards and Programs includes the Division of Curriculum and the Division of Instructional Materials and Educational Technology. Functions of the Department of Standards and Programs include providing oversight for curriculum and related professional development, and adoption and distribution of instructional materials. The Division of Curriculum is responsible for coordination of CTE secondary programs through the CTE Unit, which is responsible for management and leadership for CTE. Functions of the Division of Curriculum include [oversight of the](#) development and implementation of the state standards (TEKS); aligning the standards with assessments; directing statewide initiatives; and providing administrative leadership to districts, ESCs, colleges, universities, professional organizations, and individuals regarding [school improvement](#)[implementation of education laws and rules](#). Administration of federal and state grants is the responsibility of 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. The Division of Program Monitoring and Interventions is responsible for reviewing, monitoring, sanctioning, and intervening in school districts and campuses to ensure excellence in education.

THECB is organized to accomplish its strategic goals as published in the *Closing the Gaps by 2015* initiative document. The [Academic Research and Grant Program](#)~~Career Technical Programs Department~~ is part of the Academic Excellence and Research Division.

Attachments F and G are organizational charts for TEA and THECB, respectively. Attachment H provides a list of [2009-2010](#)~~2010-2011~~ eligible recipients and allocations for secondary education. Attachment I provides a list of the eligible recipients and allocations for postsecondary education. Attachment J lists the tech prep consortia.

3. *Provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

The community, state, and technical colleges will continue to participate in the one-stop centers under existing memoranda of understanding (MOU) with the local workforce development boards. The TWIC advises the SBOE on CTE issues in its capacity as the state advisory council. The TEA, THECB, and TWC are represented with membership on TWIC and have provided input on the development of TWIC goals, performance measures, and the strategic plan.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*
(a) Will be provided with equal access to activities assisted under the Act.

The definition of special populations for the Texas State Plan follows Section 3(29) of the Perkins Act, which includes:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with limited English proficiency.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in their contractual agreements with the State in order to receive Perkins funding. Secondary recipients must include corrective action plans for any barriers that exist for these groups.

As the state agency responsible for public education, TEA provides statewide leadership in the areas of special education for special populations students. TEA allocates Perkins funding to support a Special Populations Resource Center at Texas A&M University, which provides resources to assist public schools in their efforts to effectively serve special populations students. The resources can be found at <http://ctsp.tamu.edu>.

CTE program staff in the Division of Curriculum support regional and statewide workshops to assist teachers in meeting the needs of students who are members of special populations. An analysis of participation data documents that an increasing number of academic teachers attend CTE professional development, illustrating Texas's expanding emphasis on integrating academic and technical education. Additionally, CTE teachers employed in the state correction institutions are invited to participate. School administrators are encouraged to support the participation of academic teachers as well as CTE teachers.

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. The If the admission, referral, and dismissal (ARD) committee for students with disabilities refers a student to a CTE course, the committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

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

- providing outreach and recruitment information;
- identifying and following up with special populations students;
- determining special needs for accommodations so that students can succeed;
- providing in-service activities for CTE teachers, counselors, and administrators; and
- providing special instructional materials as needed.

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

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

Each postsecondary institution must describe in the local application how it will meet the needs of special populations. In addition, Perkins State Leadership funds at the postsecondary level are distributed for statewide projects through a Request for Application (RFA) process and are used to develop innovative ways of closing the achievement gaps of special population students and bring the performance of special populations to the level of performance of the rest of the CTE students. The participation, retention, and graduation achievement rates of special population and nontraditional students are being monitored through research-based programs in mentoring, career guidance, tutoring, and contextual learning programs.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the general public. Nondiscrimination statements are required in all district publications. TEA monitors the exclusion of special population students from CTE programs or a disproportionately high number of special population students in CTE programs, as well as the performance of special population students in CTE programs, which Risk factors in these areas may trigger a monitoring visit. Individuals who have complaints regarding program access issues may take

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

TEA and THECB conduct a system of regularly scheduled program access (OCR) onsite visits to secondary and postsecondary institutions as required by federal rules and regulations. Eligible recipients are required to provide assurances of nondiscrimination via their local application. Technical assistance and professional development in the area of nondiscrimination are available to eligible recipients from TEA and THECB staff and through state leadership activities. A strict policy prohibiting discrimination is included in the provisions and assurances of all Perkins grants.

Texas universities and community, state, and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations are gathered, reported, and analyzed through the THECB's accountability and reporting systems. The THECB has a staff member who has the responsibility of responding to all complaints regarding [OCRffice of Civil Rights](#) issues. An annual report is submitted to the [OCRffice of Civil Rights](#) regarding the complaints and resolutions during the preceding year and the staff person attends the annual meeting called by the [OCRffice of Civil Rights](#). Even though the [Institutional Effectiveness](#) process has been phased out, these data will continue to be available through the state's accountability and reporting systems. The required OCR on-site visits will continue to be conducted according to the state's federally-approved targeting plan.

- (c) *Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]*

All Texas students, regardless of demographic group or special population, have access to rigorous CTE programs that prepare them for further learning and for careers in high-skill, high-wage, or high-demand fields. The TEA Division of Curriculum coordinates its efforts with the Special Education Division, which is charged with ensuring that Texas students who are members of special populations are appropriately served. The division's [mission is to](#) assure students have the opportunity to achieve the academic and technical state standards. The Department of School Improvement and Support provides services for migrant students, bilingual students, and those served in special education programs.

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

Texas provides educational support programs for students who are members of special populations. State law also provides additional support for students who are migrants, students who have limited English proficiency, and students for whom English is their second language. Students who have vision impairments or who are deaf or hard of hearing

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

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

- **Texas Assessment of Knowledge and Skills (TAKS) Remediation:** Under TEC §28.0211, students who do not meet the minimum standards on the TAKS tests must have at least two additional opportunities to take the assessment. Each time the student does not meet the minimum standards on the assessment instrument, the school district shall provide the student accelerated instruction in the applicable subject area, including reading instruction if the student does not meet the minimum reading standards. The student-to-teacher ratio in the accelerated instruction settings cannot be more than ten to one. If a student does not meet the minimum standards on the assessment instrument a second time, state law requires that a grade placement committee prescribe the instruction that the student must receive before the next administration of the tests.
- **TAKS (Accommodated):** TAKS (Accommodated) is a general assessment that is available to students served by special education who require specific accommodations. TAKS (Accommodated) became available for all English and Spanish TAKS tests beginning in spring 2008.
- **TAKS–Modified (TAKS–M):** TAKS–M fulfills the requirement of an alternate assessment based on modified academic achievement standards for certain students served by special education who meet the participation requirements. The decision to administer TAKS–M to a student must be made by the student’s ARD committee.
- **TAKS–Alternate (TAKS–Alt):** TAKS–Alt is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements.
- **Personal Graduation Plan:** TEC §28.0212 mandates that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan for each student in junior high, middle school, or high school who does not perform satisfactorily on the TAKS, or who is not likely to receive a high school diploma before the fifth school year following the student’s enrollment in Grade 9 (as determined by the district).
- **Optional Extended Year Program (OEYP):** School districts and charter schools may apply to TEA for funding of an extended year program for students in kindergarten through Grade 11 who did not perform well on the state’s academic assessments, or who are unlikely to perform well on the assessments. The program also serves students in Grade 12 who are not likely to graduate. In order to be eligible to receive funding for the OEYP, at least 40 percent of the district’s students must be from economically disadvantaged families. The OEYP received \$15,253,020 in funding for the 2008–2009 school year and \$15,300,000 for 2009–2010. See

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

- **Communities in Schools (CIS):** CIS is a stay-in-school program funded by the Texas legislature. CIS uses a case-management model to prevent dropouts, help students stay in school and learn successfully. Twenty-seven CIS programs in Texas received \$16,130,976 in state funds, and \$3,815,9904,842,341 in federal Temporary Assistance for Needy Families (TANF) funding for the 2009-20102010-2011 school year. In addition, \$1,026,352 in TANF funding is allocated to TEA for administration of the CIS program. See http://www.tea.state.tx.us/index2.aspx?id=4639&menu_id=814 <http://www.tea.state.tx.us/eis/> for more information about CIS in Texas.
- **Life Skills Program (formerly Pregnancy, Education and Parenting -(PEP):** The goal of the Life Skills Program for Student ParentsPEP program is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See <http://www.tea.state.tx.us/index2.aspx?id=6736> for more information about the Life Skills Programthe PEP program.

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

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

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

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

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

~~purchase materials produced by the National Alliance for Partnerships in Equity and similar entities, and the materials are provided to Texas school districts to support their equity efforts.~~

At the postsecondary level, data are used to examine the number of special populations served as well as gender information on specific programs. Annual data profile figures provide colleges not only with local data but also with statewide comparison data. For the 2010-2011 program year, approximately 32.34% of basic Perkins funds ~~has been~~ was allocated directly to special population programs that also support and encourage students to enter into, and complete, nontraditional programs. Additionally, local applications are required to focus funds on high-skill, high-wage, and high-demand occupations. The state's community, state, and technical colleges and tech prep consortia produce and distribute a variety of media and materials encouraging participation in nontraditional programs.

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

One percent of Texas's Perkins grant is provided for CTE programs at the Texas Youth Commission and the Windham school system, which serves the Texas correction system. Windham's CTE program integrates career path planning and technology training to prepare inmates for the workforce. Windham offers career and technical training in approximately 40 occupations, such as mill and cabinet making, auto repair, horticulture, and graphic arts. The competency-based curriculum is designed to meet entry-level industry standards, including certification and licensure requirements.

Many two-year colleges offer technical and academic courses to incarcerated students in both state and federal institutions. These programs provide workplace skills as well as basic education so that, upon release, these individuals can support themselves in society. Perkins funds are used to supplement these services to incarcerated students.

5. *Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.*

Both TEA and THECB adhere to the mandates for appropriate privacy protections as provided in Section 444 of the General Education Provisions Act (GEPA) and amended by the Family Educational Rights and Privacy Act (FERPA) of 1974. Recipients of Perkins funding at both the secondary and postsecondary level must agree to the provisions and assurances that these mandates are addressed. In addition, each applicant is required to provide a description of the steps proposed to provide equitable access to and participation in all CTE program services.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. *Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Following the reauthorization of the Perkins Act in August 2006, both TEA and THECB met with stakeholders from secondary and postsecondary institutions to discuss measurement definitions and approaches for the core indicators of performance for CTE students. Presentations were made at CTE conferences with time allowed for input from participants. The transition plan was posted on the TEA website, so all secondary and postsecondary eligible recipients could provide input into the development of the State Plan.

Collaborative technical assistance workshops were held throughout the state during the summer of 2007 where both the State Director of CTE and THECB Director of Grants and Development received input from eligible recipients. Opportunities were also provided for written comments, including through electronic mail. The accountability performance measure requirements were implemented as a component of the transition plan, with the understanding that these could be revised based on input from eligible recipients during the transition year.

TEA and THECB sought input during the development of the State Plan. Public hearings were held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October 2007. The draft State Plan was posted on the TEA website, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

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

Regional technical assistance meetings were ~~also~~ held in February/March 2010 in Austin, Houston, Tyler, and Lubbock. Additionally, THECB participated in meetings with the Texas Association of Career and Technical Educators (TACTE), the Texas Association of Continuing Education (TACE), the Texas Community College Instructional Administrators (TCCIA) Association, the Texas Association of Community Colleges (TACC), the Texas Association of College Registrars and Admissions Officers (TACRAO), the WECM Leadership Council, and the Career and Technology Association of Texas (CTAT). ~~Coordinating Board~~THECB staff ~~will~~ conducted technical assistance workshops at the

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

2. *Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

As stated in the above section, both TEA and THECB provided multiple opportunities for eligible recipients to review data and provide input into the adjusted levels of performance for each of the core indicators and for the state levels of performance. Input was collected through public hearings scheduled at six key sites around the state in the fall of 2007. Perkins state-level baseline data for each of the core indicators of performance were shared with eligible secondary and postsecondary recipients during the 2007-2008 transition year. Both TEA and THECB also received input through e-mail and written communication, which was used to determine the final adjusted levels of performance described in the State Plan.

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

THECB staff obtained input from eligible postsecondary recipients through several statewide initiatives. The THECB provided opportunities for all community, state, and technical colleges to provide feedback regarding the baseline data that were used to negotiate core indicator performance with OVAE. Efforts were made to ensure that, in those instances where institutional data were in conflict with verifiable institutional data, the CTE program and accountability staff opened the accountability system so that appropriate corrections could be made. This laid the groundwork for discussion and negotiation of the adjusted performance measures for each institution for the 2009-2010 program year.

3. *Identify the valid and reliable measurement definitions and approaches that the state will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

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

STUDENT DEFINITIONS

SECONDARY LEVEL:

CTE Participant: A secondary student who has earned credit in any CTE course.

CTE Concentrator: A secondary student who has earned three (3) or more credits in two (2) or more courses in a CTE program of study.

CTE Tech Prep Student: A secondary student who has enrolled in 2 courses in the secondary education component of a tech prep program.

POSTSECONDARY LEVEL:

CTE Participant: A postsecondary student who has earned one (1) or more credits in any CTE program area.

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

CTE Tech Prep Student: A postsecondary student who (A) has completed the secondary education component of a tech prep program; and (B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

MEASUREMENT DEFINITIONS

SECONDARY LEVEL:

1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS

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

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

1S2: ACADEMIC ATTAINMENT – MATHEMATICS

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

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

2S1: TECHNICAL SKILL ATTAINMENT

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

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

3S1: SECONDARY SCHOOL COMPLETION

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

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

4S1: STUDENT GRADUATION RATES

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

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

5S1: SECONDARY PLACEMENT

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

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

6S1: NONTRADITIONAL PARTICIPATION

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

POSTSECONDARY LEVEL:**1P1: TECHNICAL SKILL ATTAINMENT**

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

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year. ~~NOTE: Texas is working on collecting licensure and certification examination pass rate data. In the interim, GPA is being used to determine technical skill attainment.~~

2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

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

3P1: STUDENT RETENTION OR TRANSFER

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

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

4P1: STUDENT PLACEMENT

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.

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

5P1: NONTRADITIONAL PARTICIPATION

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

SP2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

TECH PREP MEASURES**SECONDARY LEVEL:**

Measure 1: The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education.

Numerator: Number of secondary tech prep students who completed secondary education in the reporting year and enrolled in postsecondary education at any time during the year..

Denominator: Number of secondary tech prep students who completed secondary education during the reporting year.

Measure 2: The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education in the same cluster or field or major as the secondary education tech prep students were enrolled at the secondary level.

Numerator: Number of secondary tech prep students who completed secondary education during the reporting year and enrolled in the postsecondary education in the same major or cluster/pathway as in high school the previous year at any time during the year.

Denominator: Number of secondary tech prep students who completed secondary education during the reporting year.

Measure 3: The number and percent of secondary education tech prep students enrolled in the tech prep program who completed a State or industry-recognized certification or licensure.

Numerator: Number of secondary tech prep students who completed secondary education during the reporting year with a State or industry recognized certification or licensure.

Denominator: Number of secondary tech prep students who completed secondary education during the reporting year.

Measure 4: The number and percent of secondary education tech prep students enrolled in the tech prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level.

Numerator: Number of secondary tech prep students who completed secondary education in the reporting year with postsecondary credit.

Denominator: Number of secondary tech prep students who completed secondary education in the reporting year who registered for postsecondary credit.

Measure 5: The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.

Numerator: Number of secondary tech prep students who completed secondary education in the reporting year and enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education.

Denominator: Number of secondary tech prep students who completed secondary education in the reporting year and enrolled in postsecondary education.

POSTSECONDARY LEVEL:

Measure 6: The number and percent of tech prep students who are placed in a related field of employment not later than 12 months after graduation from the tech prep program.

Numerator: Number of postsecondary tech prep students placed in a related field no later than 12 months after graduation.

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

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

Numerator: Number of postsecondary tech prep students who leave postsecondary education this year with a State, industry recognized certification, or licensure.

Denominator: Number of postsecondary tech prep students who left postsecondary education this year.

Measure 8: The number and percent of tech prep students who complete a 2-year degree or certificate program within the normal time for completion of such program.

Numerator: Number of postsecondary tech prep students that entered 3 years ago and completed a 2-year degree or certificate.

Denominator: Number of tech prep students that entered postsecondary education 3 years ago.

Measure 9: The number and percent of tech prep students who complete a baccalaureate degree program within the normal time for completion of such program.

Numerator: Number of postsecondary tech prep students who entered the postsecondary tech prep program 6 years ago and who completed a baccalaureate degree program.

Denominator: Number of tech prep students who entered postsecondary education six years ago.

Texas has comprehensive student-level data collection systems at both the secondary and postsecondary levels. TEA manages the Public Education Information Management System (PEIMS) for secondary schools. ESC PEIMS coordinators receive training regularly to address updates and changes in the system. After submission, the data go through a series of edits to ensure the highest level of accuracy. Data elements are continuously refined to ensure that data the school districts report are valid, accurate, and reliable. The state PBMAS accountability system added a new data quality measure to review the PEIMS data districts provide in order to identify any issues related to data quality or data integrity.

For performance measures 1S1 and 1S2, Texas ~~will~~uses the TAKS exit level assessment developed as the eleventh grade high-stakes assessment required for graduation. Texas has used this TAKS assessment in reporting the secondary Perkins academic attainment performance measure. While Texas currently reports adequate yearly progress (AYP) utilizing the tenth grade TAKS ~~assessment~~, students have only one opportunity to take the tenth grade assessment. Students have multiple opportunities to retake portions of the exit level TAKS in order to pass all four portions as required for graduation. Additionally, the majority of CTE concentrators participate in a CTE program during the eleventh and twelfth grades. The exit level assessment is, therefore, a better indicator of the effectiveness of CTE programs to support and enhance student academic achievement.

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

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

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

The Texas Legislature has determined that high school assessments required for graduation will transition from TAKS to end-of-course (EOC) exams in the core academic areas. This transition will take several years, and is not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV.

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

The 3S1, secondary school completion, measure (graduation or GED) did not change for Perkins IV. The methodology only differs from 4S1 by the inclusion of CTE concentrators earning a GED.

For 4S1, Texas will use the state's computation of graduation rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act (ESEA) as the method for calculating the graduation rate for CTE concentrators. Beginning in 2005-2006, Texas put in place the National Center for Education Statistics (NCES) definition for dropout, which has an impact on the state's computation of graduation rate.

THECB provides secondary concentrator placement data for 5S1. THECB matches postsecondary enrollment data with unemployment insurance wage records from TWC. By agreement, THECB is permitted to submit secondary placement data to Federal Employment Data Exchange System (FEDES) so THECB can access federal employment data, including military data, for the reporting of student placement data.

The methodology for calculating 6S1 and 6S2 has not changed for Perkins IV. A new list of CTE courses that are nontraditional for males and females was developed based on the 2006 CIP (classification of instructional program) crosswalk from the Bureau of Labor Statistics. The lists are updated periodically. The new lists [will bear](#) posted on the TEA website.

THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which are certified by the reporting institution prior to aggregation and analysis. 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.

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.

The THECB currently collects data for all licensure programs and has begun 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 industry boards, a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The [CBM](#)-(Coordinating Board Management)[\(CBM\)](#) reporting system provides data for certificates, degrees, retention transfer, nontraditional participation/completion, and participation/success of all special population groups. This data reporting system will be used for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-up System will provide the data for 4P1 along with the Supplemental Follow-up Data provided by the postsecondary institutions. The THECB [is working towards utilizing](#) [uses](#) 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.

The Texas Skills Standards Board (TSSB), an advisory body of the governor, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB collaborates with THECB to collect data on Technical Skill Attainment and Credential, Certificate or Diploma performance indicators. The TSSB publishes a list of currently has 38 recognized skill standards listed on their TSSB web site at www.tssb.org. Colleges that integrate TSSB-recognized skill standards into their curriculum may have their program recognized by the TSSB. As part of TSSB Program Recognition, colleges must develop assessments that measure students' attainment of the skill standards content. Such assessments, which are aligned with industry-recognized standards, directly address the technical skill attainment performance indicator required under Perkins IV.

For areas in which there are no TSSB-recognized skill standards, the TSSB maintains a list of more than 450 industry certifications on its web site at www.tssb.org. The certification links are organized in 15 industry categories and are updated annually. The industry categories cover most significant work (North American Industry Classification System) and worker (Standard Occupational Classification) codes. To attain these certifications, which are aligned with de facto industry-recognized standards, individuals are required to take an assessment that measures technical skills. Many of these assessments address the technical skill attainment performance indicator.

4. *Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]*

Performance measures 1S1, 1S2, and 4S1 have been aligned with ESEA calculation methodology to assure that Perkins performance measure data is valid and reliable. For secondary schools, Texas will use the exit level TAKS assessment in determining academic attainment for CTE concentrators. The eleventh grade TAKS assessment is developed according to the same quality standards as the tenth grade TAKS assessment used for reporting AYP. Because most CTE concentrators are enrolled in CTE courses primarily in the eleventh and twelfth grades, the exit level TAKS assessment is an appropriate indicator of academic attainment of concentrators and CTE program effectiveness.

The THECB has combined the core indicators of performance with the institutional effectiveness measures to eliminate duplication of effort in collecting information from the postsecondary institutions.

5. *On the forms provided in Part C of this guide, the state must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009),*

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

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

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

The Perkins eGrant application for secondary eligible recipients is designed to provide [two three](#) years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or negotiate targets with TEA staff. Districts will be required to annually make improvement in performance, with the goal of reaching the state targets no later than 2013. TEA will require districts that do not annually make progress to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. A more detailed process is being developed based on analysis of performance data; this process will be [in placeanalyzed](#) no later than [20112013](#). Minimum improvement levels will be determined once district level performance data are analyzed.

The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Eligible recipients whose institutional performance does not meet- the state's performance targets must negotiate and gain approval from the THECB Career [and](#) Technical Department's program staff before its application for the use of Perkins funds can be approved. Postsecondary institutions are evaluated through desk reviews, data analysis, quarterly reports, evaluation/performance measures, and on-site monitoring visits. CTE programs that do not achieve performance targets have the opportunity to propose improvement plans before sanctions are imposed.

7. *Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

TEA developed criteria for performance measure negotiations, as well as an appeals process. During the time the eGrant is open, districts may request assistance in understanding their performance data. No adjustments can be made after the eGrant closes unless unanticipated

circumstances arise, such as a disaster that could adversely affect a district's ability to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and TEA may approve a request for renegotiation based on the district request.

A self-study evaluation is part of the online application system for eligible postsecondary recipients. The THECB populates the data in the self-evaluation to allow colleges to track their performance against the targeted levels. THECB has developed a process to allow institutions to present unusual circumstances and amend their local adjusted levels of performance based on those circumstances.

8. *Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

Except for those measures the USDE collects exclusively through EDEN/EdFacts, TEA will report all Texas Perkins performance measure data to the USDE in the Carl Perkins CAR, submitted by December 31 each year. TEA requires public schools to report PEIMS data four times each year. When student data are entered into the PEIMS system in the fall, each student receives a code of 0 (not enrolled in any CTE courses), 1 (taking a CTE elective), 2 (enrolled in a coherent sequence of CTE courses), or 3 (participating in a college tech prep program). Code 2 and 3 students, by definition, are CTE "concentrators". Beginning in 2008-2009, districts also report CTE student indicator codes during the summer submission. This will improve the accuracy of coding CTE students.

Additional elements in the PEIMS data system provide information to districts to examine the performance of CTE student subpopulations for all the core indicators. Districts also have the ability to analyze CTE student performance by gender, ethnicity, and special populations. PEIMS CTE data, when matched with information from the TAKS ~~assessment~~ records, and with wage/UI records and postsecondary enrollment data will validate the performance of secondary CTE students and the effectiveness of CTE programs. Districts have access to their Perkins performance measure data, broken out by gender, ethnicity, and subpopulations, in the secure online Career and Technical Education Reports (CTER) system. Districts are required to analyze performance measure data to annually evaluate CTE programs.

Because of the PEIMS data collection schedule, results for a school year are not available until March of the following calendar year. Cumulative, year-long CTE performance data for any given school year are available in October of the following school year. Leaver data are reported in the fall of the following school year and are available in March of the following school year. In order to ensure that accurate data were reported for Perkins III, Texas received permission from the USDE to report performance data one year after the reporting year. Plans for a PEIMS data system redesign are pending. Texas anticipates the redesign will occur in five years. The goal is for Texas to annually report Perkins performance

measure data in December after the reporting year. Because of the availability of follow-up data, student placement data will continue to be reported one year behind.

For the state's community, state, and technical college programs, achievement of the core indicators of performance is determined based on data collected from the institutions. This data collection system uses the THECB ~~Coordinating Board Management~~ (CBM) reports and data from the Texas Success Initiative, the Annual Self-Evaluation, and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community, state, and technical college students. The results are reported to the USDE each year, or as required by federal law, through the CAR. State measures and standards are collected at the postsecondary level as part of the state's accountability process to make data reporting more complete, reliable, and accurate. The community, state, and technical colleges are accountable for performance on these measures in their annual plans. The THECB intends to continue to develop reliable methods of collecting data that are not currently being collected consistently across the state i.e., awarding of certificates or industry credentials embedded in the technical programs.

9. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The required elements for local Perkins plans are integrated into the Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA program staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent. The application contains text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When CTE program staff are satisfied with the information the fiscal agent has submitted, Division of Formula Funding staff then review and approve the application. The Commissioner of Education ~~or the Chief Deputy Commissioner~~ must provide final approval of the application, and ~~their his~~ electronic signature appears on the notice of grant award (NOGA) that is available electronically to the district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at <http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>.

Tech prep consortia must form boards of directors and secure an approved fiscal agent to be eligible to apply for Perkins funding through THECB. The yearly application includes performance measures, strategic plans, evaluation plans, and provisions and assurances. Consortia must agree to useutilize federal funding in allowable and permissive ways to support tech prep students. Consortia report program data through THECB's online reporting system, which is then used to determine compliance with the federal and state requirements.

10. Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

TEA evaluates the effectiveness of secondary CTE programs annually through the program effectiveness report that applicants submit online through the eGrant system, beginning in 2008-2009. The state PBMAS is aligned with the requirements of the Office of Special Education, effectively aligning districts with high levels of concern related to CTE student performance with required program access monitoring. Districts in intervention stage IV for PBMAS receive a full site visit for CTE program effectiveness and program access. Other means of annually evaluating CTE student achievement and CTE program effectiveness include CTE performance reporting for the Texas Legislative Budget Board (LBB) and the TWIC.

The required elements for the secondary local Perkins plans include resources to assist LEAs in determining program strengths and opportunities for improvement. The online CTER system provides districts with valuable follow-up information to assist in CTE program evaluation and planning. The demographic data help districts evaluate program effectiveness and yearly progress. TEA has expanded the CTER system to provide districts with district-level Perkins performance measure data. The Perkins eGrant requires districts to set local performance measure targets for the Perkins measures and then negotiate local targets if the district does not accept the state targets. Districts will be required to continually make progress in meeting performance measure targets.

The THECB evaluates the effectiveness of postsecondary CTE programs through the evaluation plans that are included in all Perkins applications. The evaluation section of the applications is a district-level and program-level instrument which assesses Perkins IV core indicators of performance, addresses local plan requirements, and identifies specific programs for improvement. Other data collection systems currently in place will continue to be used to provide profile information to the institutions.

The THECB monitors and assesses the effectiveness of all CTE programs for compliance with applicable laws, regulations, guidelines, and policies. The evaluation performed by THECB is conducted in accordance with a monitoring and assessment system that is available for review by the postsecondary institutions. In addition to federal laws and regulations, state law TEC §61.051(f) and THECB rules and regulations establish a legal framework for these activities as well as THECB rules and regulations, 19 TAC Chapter 10, establish a legal framework for these activities. For additional information, go to:

- <http://www.txhigheredata.org/>
- <http://www.thecb.state.tx.us/rules/TAC.cfm>
- <http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/gipwe.htm>

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. *Describe the competitive basis or formula the state will use to award grants to Tech Prep consortia. [Sec. 203 (a) (1)]*

• The proposed formula was developed and approved by the local consortia directors in February 1999 and has been re-approved each year. A public hearing was held on December 15, 2009, as required by state law and Board rules. No comments or concerns were received during the public hearing regarding the formula. Therefore, the THECB will continue to use the following formula: five percent of the funds is used for state administration of tech prep activities and the remaining ninety-five percent is distributed to the 26 consortia using a 65/35 formula.

Sixty five percent of the remaining funds is distributed equally among the 26 consortia as a base operating fund; depending on expected levels of federal funding, this averages approximately \$200,000 per consortium.

• The remaining thirty-five percent is distributed among the consortia, based upon the grades 9-12 student population served by each consortium region; consortium funds vary from \$269,747 for the Concho Valley Partnership to \$968,636 for the Gulf Coast consortium.

In administering funds, THECB has implemented a system to evaluate budgetary reporting categories with respect to administrative costs at the consortium level. THECB plans to revisit this funding formula and explore the possibility of integrating performance data into the determination of consortium allocations; however, any modified formula would continue to include a base operating fund for all consortia and would follow the collaborative model of formula development that has been used in the past.

In January 2011, THECB revised the formula funding methodology for the 26 regional tech prep consortia. The new formula revised the allocation methodology to incorporate factors included in TEC §61.854 (a), including recognition of the differing needs of the consortia due to urban or rural populations, special populations, number of high schools and colleges within a tech prep consortium, number of students, along with other outcomes-based measures. The new formula incorporates the federal Perkins performance indicators and increases the outcomes-based measures from 35% to 65%, and will be phased in over a three-year period. On December 14, 2010, THECB held a public hearing on the formula allocation, as required by state law and Board rules.

The previous formula allocation methodology was developed and implemented in 1999 and allocated 65% of the total funds, approximately \$5.2 million, in an equal amount to each of the 26 consortia. The remaining 35% of funds, approximately \$2.8 million, was allocated based on the number of high school students in each regional tech prep consortium. The 1999 formula methodology did not integrate the federal performance indicators established in Perkins IV (2006).

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

Recommendations from the work group were presented to the tech prep directors at their regional meeting in October 2010. THECB staff provided the tech prep directors with information and data related to proposed formulas. Based upon their feedback, THECB made revisions to the percentages of the weighted categories and agreed to phase in the implementation of any changes. Tech prep directors were invited to provide input and comments to the THECB staff.

The new formula methodology allocates 35% of the funds equally to each consortium. The remaining 65% will be allocated based on consortia's federal performance indicators identified in Perkins IV, which includes the number of students enrolled in post-secondary colleges in Tech prep programs. The new formula incorporates the following categories: secondary and post-secondary student population, number of colleges served by the consortium, and number of high schools served by each consortium region. The new formula addresses the needs of both rural and urban areas and recognizes needs associated with providing large population areas access to Tech prep programs.

The new formula will be phased in over a three-year period to allow tech prep consortia to accommodate the formula funding changes. Under the new formula, beginning in Fiscal Year 2012, 25% of the funding for tech prep would be awarded based on the new formula allocation. The majority of FY 2012 funding, 75%, will be allocated through the previous 1999 formula. Beginning in Fiscal Year 2013, the formula will provide 50% of the funding through the new formula and 50% through the 1999 formula. In fiscal year 2014, the allocation will be awarded using only the new formula. Overall reductions to tech prep consortia programs will not be greater than four% in the first year (FY 2012).

2. *Describe how Texas will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*

Texas is utilizing tech prep consortia, in collaboration with education service centers and basic grant leaders at school districts and colleges, as communications liaisons to ensure that the entire state moves forward on addressing the goals outlined in Section 204(d) of the Perkins Act. The annual Request for Applications (RFA) provides specific information along with any clarification or interpretations of how the items included in this section are to be determined at the local level. A technical guide is distributed to tech prep consortia and other local-level liaisons and regularly updated which provides clarification of new regulations and requirements. Training is provided at quarterly meetings and state conferences to guide and support effective implementation at the local level. Successfully addressing the requirements of Perkins IV is among the performance data that will be considered for possible inclusion into the consortium funding formula after the transition year.

Special considerations that must be addressed in local plans include the following:

- effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- development in consultation with business, industry, institutions of higher education, and labor organizations;
- effective mechanisms to address the issues of school dropout prevention and reentry, and the needs of special populations;
- education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under Section 118;
- demonstration of how tech prep programs will help students meet high academic and employability competencies; and
- demonstration of success in, or provide assurances of, coordination and integration with eligible recipients described in Part C of Title I.

3. *Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]*

~~Tech prep consortia directors developed and approved the current formula in 1999, providing a base level funding for operational costs while distributing 35 percent of the consortium funds based on student populations. The new funding methodology is method takes into consideration the needs of students in provides a higher per student funding level to rural areas where additional funding streams such as business and non-profit resources do not exist. No consortium is strictly urban in composition; however, all serve some very rural areas. TheAny revisions to the funding formula during Perkins IV will continue to integrate student population as a factor to ensure equitable distribution of assistance between urban and rural consortium participants.~~

4. *Describe how your agency will ensure that each funded tech prep program—*

- (a) *Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;*

Tech prep articulation agreements are written commitments between secondary and postsecondary participants in the 26 tech prep consortia regions. Tech prep articulation agreements are defined in TEC §61.851-61.858 with definitions drawn from federal Perkins legislation and the THECB *Guidelines for Instructional Programs in Workforce Education* (GIPWE), Part II (see <http://www.thecb.state.tx.us/reports/PDF/0426.PDF>). The TEC and GIPWE provide specific information on the format of six-year plans submitted to state

agencies for approval. As a result of the revisions to the CTE TEKS and the CTE Programs of Study/Career Clusters projects, all of the state's six-year plans are being revised. ~~A new template for the six year plans has been created and this new template will be used for all of the tech prep programs that will be implemented beginning with the 2010-2011 program year.~~

Tech prep programs of study provide students with non-duplicative sequences of courses leading to associate's degrees and postsecondary certificates, with linkages to baccalaureate degrees. Because tech prep programs include both secondary and postsecondary courses, tech prep programs must be approved by both the TEA and the THECB and must follow the Recommended High School Program or the Distinguished Achievement Program.

The tech prep programs provide students with the opportunity to earn college credit for high school courses through academic dual credit/concurrent enrollment courses, AP courses, IB courses, technical dual credit courses, locally articulated courses, ATC statewide articulated courses, and contract-instruction courses offered by special agreements between school districts and colleges. Tech prep programs are guided and supported by the THECB's Academic Research and Grants~~Career Technical Division~~Department program staff who provide leadership and support for annual updates of statewide articulation systems, expansion of dual-credit opportunities, and guidance for implementation of comprehensive tech prep programs of study.

All newly developed tech prep plans are aligned to the sixteen career clusters and programs of study. Highly versatile, challenging, hands-on, and responsive to current trends in local industry, tech prep programs blend rigorous academic courses needed for success in college with the career-related courses that prepare students for careers in, high-skill, high-wage, and/or high-demand occupations. Consortia are encouraged to establish agreements with universities that allow graduates of associate's degree programs to seamlessly transition to baccalaureate programs. Vertical alignment of secondary and postsecondary academic and career and technical content is underway between TEA and THECB to ensure that tech prep programs meet the requirements of both state and federal law.

- (b) *Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;*

All tech prep programs in Texas consist of a minimum of four years of high school and at least two years of postsecondary education. All programs are based on a rigorous academic plan established by the state. Tech prep programs that are articulated with universities provide students with rigorous eight-year programs of study. The resulting six- and eight-year plans are included in written articulation agreements between the participants of tech prep consortia. These agreements delineate the curriculum for specific programs of study and identify the non-duplicative high school courses for which students may receive college credit. The vast majority of tech prep programs lead to AAS degrees; however, some lead to Associate in Arts (AA) or Associate in Science (AS) degrees, such as nursing. In addition, tech prep programs of study provide students with multiple entry and exit points along career cluster learning continuums that are designed to ensure a full range of opportunities for students at all levels.

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

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

TEC §61.852 describes the components of a tech prep program. It specifies that each tech prep plan must be based on the requirements of the Recommended High School Program or Distinguished Achievement Program, which provides a rigorous academic foundation that prepares students for postsecondary education as well as for technical careers. These plans ensure that students are offered non-duplicative sequences and the opportunity for earning college credit while in high school. Texas requires that programs of study include a rigorous academic foundation and a coherent sequence of CTE courses that enables students to experience real-world applications of classroom knowledge. Consortia funds are designated for classroom technology, as well as distance learning equipment and professional development for teaching faculty in order to meet the above requirements.

In order to ensure that rigorous tech prep programs of study are developed, the TEA and the THECB must first approve each tech prep plan. All associate's degree programs contain capstone courses that require students to apply what they have learned to real-world situations, most often a work-based learning experience or internship.

(d) *Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c) (4) (A)-(F) of the Act;*

Tech prep consortia include professional development as a major component in their five-year strategic plans and annual budgets. Professional development activities are provided for teachers, college faculty, counselors, and secondary and postsecondary administrators who are involved in integrated CTE programs. Professional development programs include, but are not limited to, teaching methodologies, careers and technical skills requirements, effective use of technology in the classroom, distance learning, alternative assessment techniques, learning styles, coordinating teacher externships, and integrated learning strategies. Professional development also includes sustained training or activities that assist staff in accessing and utilizing data, as well as occupational and employment information.

As mandated in section 203(c)(4)(A-F) of the Perkins Act, all professional development will include teachers, faculty, and administrators and be designed to:

- support effective implementation of tech prep programs;
- support joint training in the tech prep consortium;
- support the needs, expectations, and methods of business and all aspects of an industry;

- support the use of contextual and applied curricula, instruction, and assessment;
- support the use and application of technology; and
- assist in accessing and utilizing data, information available pursuant to Section 118, and information on student achievement, including assessments.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Counselors play a key role in recruiting students to participate in tech prep programs. Texas supports 36 Counselor Networks where counselors at all levels of education as well as community human resource counselors gather for professional development and the sharing of one-stop information. Counselors are provided information so they understand the benefits of tech prep programs, college credit opportunities for enhanced high school courses, articulation agreements, career information, state reporting requirements, current employment needs, and the academic and technical skills needed by business and industry.

Professional development in Texas is intended to provide counselors with the skills to offer students comprehensive career guidance and academic counseling. Students can then make informed decisions about college and career, and develop individualized graduation and career plans based on personal interests. Counselors are encouraged to enhance their career development services, including the integration of career guidance activities in all instructional programs, implementing new systems to assist students in developing individual programs of study.

As mandated in section 203(c)(4)(A-F) of the Perkins Act, professional development will be developed to enable counselors to more effectively

- provide information to students regarding tech prep programs;
- support student progress in completing tech prep programs;
- provide information on related employment opportunities;
- ensure that students are placed in appropriate employment or further postsecondary education;
- stay current with the needs, expectations, and methods of business and all aspects of an industry; and
- provide comprehensive career guidance and academic counseling to participating students.

(f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including

the development of Tech Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Tech prep consortia and local educational institutions collaborate to provide programs of study for students that are barrier-free. Secondary and postsecondary counselors collaborate during regional Counselor Network workshops. They exchange information and develop strategies to support students from special populations so that they can transition from secondary to postsecondary programs and be prepared for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. TEC §61.855 (d) (7-8) requires that tech prep programs provide full access to special populations students.

- (g) *Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203 (c) (7)]; and*

Tech prep programs provide information about careers and job-related skill requirements as well as activities that link students with potential business and industry mentors. Through activities such as job shadowing and career fairs, students have the opportunity to learn what is expected of them in the workplace. Students in tech prep programs also have the opportunity to participate in orientation programs that provide support to new college students. Several Texas consortia have partnered with local community and non-profit organizations to provide scholarships for students who have completed the high school portion of the six-year tech prep educational plan.

- (h) *Coordinates with activities under Title I [Sec. 203 (c) (8)].*

The THECB Division of Academic Research and Grants houses the maintains a Career and Technical Programs Department, staff in the Division of Academic Affairs and Research who are which is responsible for the formula, state leadership, and tech prep programs statewide. In addition, through regional meetings, regional collaborative initiatives, and technical assistance workshops, CTE program staff work collaboratively with the agency's grant administration/fiscal staff to provide high quality CTE programs in accordance with the Perkins Act and state laws governing CTE.

5. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The THECB negotiates with each of the 26 tech prep consortia to determine the minimum level of performance for each of the performance indicators. The annual application details the expected levels of performance along with consequences for programs not meeting those requirements. The signed Notice of Award serves as the contract agreement between the local programs and the THECB.

B. Other Department Requirements

- 1. Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

Attachment K is the tech prep application.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

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

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

Funds supporting state programs and leadership projects are distributed through the request for application (RFA) process. Funds are awarded through the SAS to the Texas Youth Commission and the Windham School District, which operate CTE programs in correctional institutions. All of the Title II funds for tech prep flow to the THECB for administration of tech prep programs. Texas will determine the allocation of tech prep funds for 2011-2012 depending on USDE allocation decisions regarding separation or combination of Title I and Title II funds.

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

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

For each year of the state plan, TEA will make available more than \$49,000,000 in formula allocations to secondary LEAs, including charter schools. Annual funding amounts vary depending on the total Texas Perkins allocations. Specific dollar allocations are available each spring after charter school enrollments have been analyzed and census data have been adjusted by deleting students who have elected to attend charter schools. TEA determines allocations based on the following formula: 100% of the grant is awarded based on the number of individuals age 5-17 residing in the district (30%) and the number of individuals

age 5-17 in poverty (70%). The reserve funds will be distributed as incentive grants to high-performing districts, as described in section IV (B)(4) of the state plan below. Attachment H lists the secondary Basic Grant allocations.

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]*

As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution or consortium shall be allocated an amount based on the number of individuals who are Federal Pell Grant recipients. THECB basic grant allocations are included in Attachment I and tech prep consortia allocations are included in Attachment J.

4. *Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

Districts that are eligible for federal Perkins allocation of less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts with a total allocation of \$15,000 or greater. The consortium determines a fiscal agent, usually an ESC or a district that is a member of the consortium. The members of the consortium jointly determine the method for consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in their formula grant application. The allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon before TEA approves the grant.

As a result of SBOE action (formal objection by THECB) that changed the Title I funding split from 60% secondary/40% postsecondary to 70% secondary/30% postsecondary beginning with the 2008-2009 program year, the state's postsecondary institutions have experienced a loss of more than \$9 million annually. For the 2010-2011 program year, two~~three~~ community colleges fell below the \$50,000 threshold. Consequently, a portion of the Basic Reserve was used to restore funding to the minimum required threshold for those three rural institutions. All Texas two-year colleges were impacted by the reduction in postsecondary funding and additional basic reserve funds were used so that no institution received more than a 20% reduction from the previous year. The guidelines for the use of these reserve funds were followed and specifically targeted to CTE programs in rural areas, areas with high percentages of CTE students, and/or areas with high numbers of CTE students. tech prep consortia Title II funding is allocated according to the following formula: 5 percent of the funds are used for state administration of tech prep activities and the remaining 95 percent is distributed to the consortia using a 65/35 formula. Specifically, 65 percent of the funds 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.~~

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

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

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

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

B. Other Department Requirements

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

Part B details the Texas Perkins budget.

2. *Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.*

For secondary basic grant allocations, districts may view their individual allocations online at http://www.tea.state.tx.us/index4.aspx?id=5047&menu_id=2147483678http://ritter.tea.state.tx.us/opge/formfund/carlperkins/09_10PlanningAmts.html, after districts apply for and receive secure access to the eGrants application system. See Attachment H for a list of secondary basic grant allocations, including allocations for districts, charter schools, and consortium members.

There are 57 eligible recipients for postsecondary basic grant allocations. For more detailed information, see Attachment I. ~~Allocations may also be viewed at~~ <http://www.theeb.state.tx.us/reports/PDF/1869.PDF?CFID=211528&CFTOKEN=65067742>.

3. *Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.*

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations. At least 85% of the State Perkins allocation is awarded to local school districts. Ninety percent of the funding that flows to local districts is awarded to eligible recipients:

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

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

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

Technical Pell formula elements:

- Individual students who are Pell recipients are totaled.
 - Excludes all academic and undeclared majors
 - Includes all technical majors and workforce continuing education
- Full time equivalent (FTE) students are calculated for each eligible institution; – this [constitutes each institution's](#) [their](#) Technical Pell.
- Total State Technical Pell FTE is determined.
- Each institution's percentage of the state total is calculated.
- These percentages are the eligible institution's allocation of Perkins funds.

The postsecondary 10% reserve funds are targeted to CTE programs in rural areas, areas with high percentages of CTE students, or areas with high numbers of CTE students. The THECB has initiated efforts to improve, expand, and modernize the quality and quantity of CTE programs, including relevant technology.

4. *Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.*

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

For the ~~2010~~²⁰¹⁰-~~2010~~¹⁰ program year, the THECB used a portion of its reserve funds to offset the loss of funds that resulted when the SBOE changed the secondary/postsecondary funding split. Reserve funds were used to support CTE programs in rural areas, areas with high percentages of CTE students, and/or areas with high numbers of CTE students and to ensure that all ~~two~~²-year institutions would be able to further state initiatives to improve, expand, and modernize the quality and quantity of CTE programs, including relevant technology. Programs were selected to receive funding under the reserve to expand and/or improve their CTE programs. The use and distribution of reserve funding was warranted and was approved by TEA.

5. *Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.*

Secondary reserve funds will be awarded to secondary eligible recipients that meet or exceed the state targets for each performance measure or show continual improvement in measures that are not at or above the state targets. Eligible postsecondary recipients are requested to submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities.

6. *Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.*

NA

C. Procedural Suggestions and Planning Reminders

- ✓ *Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.*

- ✓ States must meet maintenance of fiscal effort requirements on either per student or aggregate expenditure basis. See Section 311(b) (1) (A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).
- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See Section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See Section 6.
- ✓ Funds made available under the Act for career and technical education activities may supplement and not supplant non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.
- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).
- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).

Attachments

- A. Secondary Program Effectiveness Report
- B. Secondary Leadership Projects
- C. Postsecondary Leadership Projects
- D. Secondary Application
- E. Postsecondary Application
- F. TEA Organizational Chart
- G. THECB Organizational Chart
- H. Secondary Eligible Recipients
- I. Postsecondary Eligible Recipients

- J. Tech Prep Consortia
- K. Tech Prep Application