



Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Transition Plan

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Table 1: Checklist of Items Required to be Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)	OPTION 2: Perkins V State Plan (FY 2019-2023)
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a-e, and B.3.a	Required
C. Fiscal Responsibility	Required	Required
D. Accountability for Results	Not required	Not required*
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required



Table 2: Timeline for Eligible Agencies Submitting 1-Year Transition Plans Covering FY 2019

Action	FY 2019 (July 1, 2019 – June 30, 2020)	FY 2020 (July 1, 2020 – June 30, 2021)	FY 2021 (July 1, 2021 – June 30, 2022)	FY 2022 (July 1, 2022 – June 30, 2023)	FY 2023 (July 1, 2023 – June 30, 2024)	FY 2024 (July 1, 2023 – June 30, 2024)
Submission of State Plan and Performance Levels	Spring 2019 - Agency submits transition plan covering FY 2019	Spring 2020 – Agency submits 4-Year Plan covering FY 2020-23	Spring 2021 – Agency submits revisions, if any	Spring 2022 – Agency submits revisions, if any	Spring 2023 – Agency submits revisions, if any	Spring 2024 – Agency submits new 4-Year Plan covering FY 2024-27 or revisions to 4-Year Plan submitted in FY 2020
Submission/Revision of Performance Levels (as part of State Plan Submission)	N/A	Agency submits SDPLs for FY 20-23, including baseline levels	N/A	Agency revises, as appropriate, SDPLs for FY 2022-23	N/A	Agency submits SDPLs for FY 2024-27 (if new plan) or FY 2024 (if only revisions)
Receipt of Grant Award	July 1, 2019 – Agency receives first installment of FY 2019 grant award	July 1, 2020 – Agency receives first installment of FY 2020 grant award	July 1, 2021 – Agency receives first installment of FY 2020 grant award	July 1, 2022 – Agency receives first installment of FY 2020 grant award	July 1, 2023 – Agency receives first installment of FY 2020 grant award	July 1, 2024 – Agency receives first installment of FY 2020 grant award
	October 1, 2019 – Agency receives final installment of FY 2019 grant award	October 1, 2020 – Agency receives final installment of FY 2020 grant award	October 1, 2021 – Agency receives final installment of FY 2021 grant award	October 1, 2022 – Agency receives final installment of FY 2022 grant award	October 1, 2023 – Agency receives final installment of FY 2023 grant award	October 1, 2024 – Agency receives final installment of FY 2024 grant award



**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Texas
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Texas Education Agency
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Heather Justice
 2. Official Position Title: Division Director for College, Career, and Military Preparation
 3. Agency: Texas Education Agency
 4. Telephone: (512) 463-9253
 5. Email: heather.justice@tea.texas.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: Ryan Merritt
 2. Official Position Title: Director of Career and Technical Education
 3. Agency: Texas Education Agency
 4. Telephone: (512) 936-6358
 5. Email: ryan.merritt@tea.texas.gov
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only)
- State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*):

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (*Check one*):

- WIOA Combined State Plan - *Secondary and Postsecondary*
- WIOA Combined State Plan - *Postsecondary Only*

H. Governor’s Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*): **N/A for transition plan**

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Heather Justice	Telephone: 512-463-9253
Signature of Authorized Representative	Date:

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

N/A (Transition Year- This section is not required)

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V and as provided in Text Box 1 on the following page.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

B. Program Administration and Implementation

N/A (Transition Year- This section is not required)

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act

(29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Texas is redesigning state level programs of study to include coherent and rigorous content with challenging academic standards and relevant career and technical content. Programs of study will be aligned with state and regional labor market information including high-wage, high-skill, and in-demand occupations. To coincide with the timeline for Perkins V implementation, new programs of study will be available for district review and planning for the 2019-2020 school year and required for implementation in the 2020-2021 school year.

As a part of the program of study revision process, Texas conducted a statewide labor market analysis. When conducting the labor market analysis, Texas discovered several instances where occupations and postsecondary training overlap. These occur in the Business, Marketing, and Finance career clusters as well as the Law and Public Safety and Government career clusters. The Science, Technology, Engineering, and Math (STEM) career cluster did not align with any one industry sector, but rather had occupations spread throughout. Lastly, Texas’ diverse economic landscape includes an entire industry sector, Energy, that was not included in the 16. This analysis led to the recommendation to have 13 advisory committees. These industry advisory committees represent the content across the 16 career clusters and are comprised of secondary and postsecondary CTE faculty, business and industry representatives, and CTE administrator representatives.

16 Career Clusters	Proposed Change to career cluster
Agriculture, Food, & Natural Resources	No Change
Architecture & Construction	No Change
Arts, A/V Technology, & Communications	No Change
Business Management & Administration	Combined with Marketing and Finance
Government & Public Administration	Combined with Law and Public Safety
Education & Training	No Change

Finance	Combined with Marketing and Business
Health Science	No Change
Hospitality & Tourism	No Change
Human Services	No Change
Information Technology	No Change
Law, Public Safety, Corrections, & Security	Combined with Government
Manufacturing	No Change
Marketing	Combined with Business and Finance
STEM	Placed all programs within the aligned career cluster demonstrating the correct industry sector (spread throughout)
Transportation, Distribution, & Logistics	No Change
	Added Energy Career Cluster

As a part of the revision process for programs of study it was important to determine how the state would define the following terms: high-wage, high-skill, and in-demand occupations. Based on the labor market analysis, Texas defines these terms as follows:

- **high-wage:** \$35,339 median annual salary based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi (Emsi is a labor market information source that includes data from the US census bureau and department of labor as well as job postings and online job profiles) through the 2020-2021 school year
- **high-skill:** a program of study demonstrating multiple entrance and exit points into careers including options for exit points from industry-based certifications, postsecondary level one and level two certifications from a technical college or community college, an associate degree, and a bachelor’s degree to ensure program of study sequences are continual and not job-terminal
- **in-demand:** greater than 17% annual growth based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi

In addition to each program of study meeting state labor market definitions, each state-recognized program of study will include:

- rigorous secondary academic courses based on the Foundation High School Program (Texas graduation requirements) with endorsements;
- a coherent sequence of courses in secondary education leading to multiple entry and exit points within careers including industry-based certifications, postsecondary level one and level two certificates from a technical college or community college, associate degrees, bachelor’s degrees, and/or graduate degrees (where applicable);
- relevant early college credit opportunities, including dual credit, statewide and locally-articulated credit, advanced placement (AP) and/or international baccalaureate (IB) credit;
- work-based learning activities and capstone experiences for each program of study

Appendix A provides examples of the programs of study being developed at the state level. This resource will be sent out across the state to Education Service Center (ESC) CTE specialists, counselors, CTE administrators, CTE teachers, and campus administrators. Training on new programs of study will be developed and provided through the 20 ESC regions to meet the needs of CTE administrators and teachers. All resources will be accessible for students, parents, counselors, and students with disabilities. To the extent possible, all resources will be provided in Spanish.

At the postsecondary level the Texas Higher Education Coordinating Board (THECB) is undertaking a similar program of study development process. The process builds upon foundational work of TEA to fully develop the sequence of courses in each program of study that is aligned to an associate of applied science degree.

- the programs of study are developed by Board appointed committees whose members are faculty from secondary and postsecondary, business and industry professionals, and other career and technical education experts
- the committees make recommendations concerning the sequence of courses in each program of study to the Board
- the process outlined above is codified in Texas Education Code, Section 6.8235

The Programs of Study (POS) initiative for workforce programs helps advance the four broad goals of the Texas Higher Education Coordinating Board's (THECB's) 60x30TX strategic plan for Texas higher education, defined as:

- by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree
- by 2030, at least 550,000 students will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas per year
- all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills
- by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions

Because these approved sets of courses will both transfer and apply to degree programs, these initiatives promote a cost-effective pathway to earn the culminating credential/degree. This increases the number of postsecondary graduates in Texas.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

LEAs will have the opportunity to choose from the state-recognized list of programs

of study which will meet all requirements for the definition of a quality program of study through their local application for funding. If LEAs do not choose from the state-recognized list of programs of study, LEAs will have the option to submit regional programs of study demonstrating the coherent sequence of courses that meet the definition for a quality program of study (per state-recognized requirements). These applications must explicitly be specific to regional labor market information and demand. This application will open in November of 2019 and will run through January of 2020 to ensure that TEA can review and approve acceptable programs of study prior to the local application for funding of Perkins. The regional programs of study must meet the state's definition for programs of study demonstrating high-wage, high-skill, and in-demand occupations.

Data will be collected and disaggregated by each special population category to ensure that students have equitable access to high-quality CTE programs. TEA will use baseline data in 2019-2020 and will define the metrics the state will use to push for equitable access and ensure that students in special populations have continued and expanded access to CTE programming. 2019-2020 will disaggregate data down to the career cluster level. 2020-2021 will disaggregate data down to the program of study level. This information will be shared with districts. TEA will work with ESCs to provide training on how to recruit and retain students in special populations. TEA will partner with the National Association of Partners in Equity to provide training to TEA and ESC staff to assist in providing professional development to districts.

All CTE programs of study will include the opportunity for Work-Based Learning (WBL) experiences that, at the capstone level, include employability skills and the demonstration of said employability skills prior to completion of the course/capstone experience. Additionally, many of the CTE courses within each program of study embed employability skills within the Texas Essential Knowledge and Skill statements (TEKS).

TEA is also working to define WBL for the state of Texas and develop a statewide framework for WBL to expand opportunities for students down to elementary school. This framework will focus on incorporation of career awareness, career exploration, career preparation, and career training.

- c. Describe how the eligible agency will—
 - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
TEA is in the process of creating program of study templates for counselors, administrators, and teachers to use in conversations with students about the appropriate selection of a program of study and a student's endorsement selection

(Texas Foundational High School Program). An additional version of these documents is also being developed specifically for parents to be able to explain the options available to their children. These templates will be created such that LEAs can download them and adjust according to their offerings and the needs of their school. All documents will be translated into a Spanish version to assist in serving a large portion of families in Texas. See Appendix A for an example of this template.

Texas also provides robust opportunities for students to experience WBL, dual credit, and Early College High schools. In Texas, Early College High Schools are one of four models within the state's College and Career Readiness School Models: 1) Early College High School (ECHS); 2) Pathways in Technology Early College High School (P-TECH); 3) Industry Cluster Innovative Academies (ICIA); and 4) Texas STEM Academies. A key component within the blueprint for these models is strong guidance and counseling support for students. LEAs implementing College and Career Readiness School Models (CCRSM) receive technical assistance from regional coaches to ensure they are supported in implementation of the blueprints for the models. Another key component in the P-TECH and ICIA models is implementation of a program of study aligned to regional labor market information and postsecondary programs. The agency also provides grants to schools to implement P-TECH models and designates schools based on their implementation of the models with fidelity to the state's outcome-based measures (see Appendix B). These grants and designations are announced to all school administrators and leaders across the state via TEA's "To the Administrator Addressed" correspondence as well as through the CTE newsletters and the agency's website. Additionally, TEA provides resources and technical assistance to the schools within the CCRSM.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
N/A (Transition Year- This section is not required)
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
N/A (Transition Year- This section is not required)
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
N/A (Transition Year- This section is not required)

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
N/A (Transition Year- This section is not required)
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
N/A (Transition Year- This section is not required)
- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)
N/A (Transition Year- This section is not required)

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

TEA currently has four models within its College and Career Readiness School Models that allow students to earn early college credit prior to high school graduation at no cost to the student. These programs focus on serving economically disadvantaged and at-risk students. The four models are:

- Early College High Schools (ECHS)
- Pathways in Technology Early College High Schools (P-TECH)
- Industry Cluster Innovative Academies (ICIA)
- Texas STEM Academies (T-STEM)

Three of these models, P-TECH, ICIA, and T-STEM, currently require CTE programs of study as a key component in their blueprint. These models encourage students to earn industry-based certifications, postsecondary level one and level two certificates from a technical college or community college, and/or an associate degree prior to high school graduation. The agency also provides grants to schools to implement College and Career Readiness School Models and designates schools based on their implementation of the models with fidelity to the state’s outcome-based measures (see Appendix B).

Additionally, all CTE state-recognized programs of study will embed opportunities for students to earn early college credit whether through dual credit, established articulation agreements, or credential attainment.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the

planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V.

N/A (Transition Year- This section is not required)

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

N/A (Transition Year- This section is not required)

- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

N/A (Transition Year- This section is not required)

- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

Career & Technical Education (CTE) programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Act. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. This means that LEAs must offer at least one program of study aligned to regional labor market data and provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits. Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures to continuously improve all aspects of programs under the Act.

3. Meeting the Needs of Special Populations

- a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;
TEA has a contract for a statewide CTE evaluation that will look at results of CTE participants and CTE concentrators at the career cluster level and will disaggregate the information based on the student populations categories. TEA will also partner with an external group/consultant to ensure that there is training provided to internal TEA staff and external education service center CTE specialists. Resources will be provided to CTE administrators on how to interpret the results of the data and best address performance gaps in CTE programming.

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 to receive Perkins funding. Secondary recipients must include corrective action plans for any barriers that exist for these groups.

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. If the admission, referral, and dismissal (ARD) committee for students with disabilities refers a student to a CTE sequence of courses, the committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

THECB reports that postsecondary institutions 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;
- providing special instructional materials as needed; and
- providing Perkins funds for child care, transportation, and textbook loan programs

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.

- ii. will not be discriminated against based on status as a member of a special population;

As a recipient of federal financial assistance, LEAs and charter schools are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability. 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 special population subgroups to ensure that there is no form of exclusion from CTE programs or a disproportionately high number of special population students in CTE programs. This monitoring also tracks the performance of special population students in CTE programs. Risk factors in these areas may trigger a monitoring visit.

The identification of campuses within districts is based on methodology that reviews the disproportionality of representation of student groups enrolled in CTE courses in comparison to the demographics represented on the campus. Additional consideration is also based on the number of years since the last on-site review and the student enrollment count on the campus. Campuses are selected for review based on the agency's targeting plan. The selection criteria in the targeting plan places emphasis on the provision of equitable opportunities for students to participate in CTE. Categories considered include: African-American students, Hispanic students, male students, female students, students with disabilities, and students with limited English proficiency. Each category enrolled in a CTE course is compared to the general population enrolled in a CTE program. Campuses reviewed within the last five years are not selected for an on-site review.

Individuals who have complaints regarding program access issues may take their concern to their local school board or to TEA. All complaints and their resolutions are reported biannually 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 through 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 conducting Methods of Administration (MOA) for civil rights compliance site visits. Every other year a report is submitted to the U.S. Department of Education Office for Civil Rights regarding the findings and resolutions from the MOA site visits from the preceding two years. Additionally, the staff person attends the annual training by the OCR. The required on-site visits will continue to be conducted according to the state's federally-approved targeting plan.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; **N/A (Transition Year- This section is not required)**
- iv. will be provided with appropriate accommodations; and
In Texas, a child's eligibility for special education services and most of the major decisions about a child's special education program are made by an admission, review, and dismissal (ARD) committee. This group is also referred to as an individualized education program (IEP) team, which is the term used in federal law. CTE teachers are required to be included on this team when the child is placed in a CTE course.

An ARD committee must be formed to review and determine whether a student is eligible for special education and related services. The ARD committee members include the following:

- the parent;
- at least one regular education teacher of the child who must, when possible, be a teacher who is responsible for implementing a portion of the child's IEP;
- at least one special education teacher or provider for the child;
- a representative of the school;
- a person who can interpret the instructional implications of the evaluation results;
- other individuals who have knowledge or special expertise regarding the child and are invited by either the parent or the school;
- whenever appropriate, the child;
- to the extent appropriate, with parent's written consent or, after the child reaches age 18, with the adult child's written consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;

- a representative from career and technical education, preferably the teacher, if the child is being considered for initial or continued placement in career and technical education; and
- a professional staff member who is on the language proficiency assessment committee, if the child is identified as an English language learner.

The ARD committee also includes, as applicable:

- a teacher who is certified in the education of students with auditory impairments, if the child has a suspected or documented auditory impairment;
- a teacher who is certified in the education of students with visual impairments, if the child has a suspected or documented visual impairment; or
- a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments, if the child has suspected or documented deafness-blindness.

In addition, the ARD committee must address special factors for some children, as follows:

- consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior when a child's behavior impedes learning;
 - consider the language needs of the child as those needs relate to the child's IEP when the child qualifies as a child with limited English proficiency; provide for instruction in braille and the use of braille, unless the committee determines that instruction in braille or the use of braille is not appropriate for the child when the child is blind or visually impaired;
 - consider the communication needs of the child, and for the child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - consider whether the child needs assistive technology devices and services.
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)
- N/A (Transition Year- This section is not required)**

4. Preparing Teachers and Faculty

N/A (Transition Year- This section is not required)

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;

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. In 2019-2020, TEA will conduct a gap analysis to ensure course standards reflect academic, technical, and employability skills necessary for success in these occupations. This process will be done in collaboration with a system from Texas State Technical College. Programs of study will include advanced academic courses where applicable, such as Advanced Placement courses, dual credit, etc.

Additionally, the state will use 2019-2020 to determine baseline data for CTE concentrator achievement in STAAR EOCs. These will be included in both Perkins reporting as well as the state's Performance Based Monitoring Analysis System (PBMAS). This state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators, including the following CTE subpopulations: CTE limited English proficient (LEP), CTE economically disadvantaged, CTE special education, 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 compliance review, focused data analysis, systems analysis, a continuous improvement plan, and/or a corrective action plan if monitors find noncompliance with law or rule.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

All state-recognized programs of study will lead to a postsecondary credential or degree. Program of study templates, located in Appendix A, demonstrate the multiple entry and exit points for credential attainment. TEA tracks credential attainment through PEIMS reporting as well as data sharing agreements with THECB. These reports are currently made available in the Texas Academic Performance Reports (TAPR) system. Additionally, the state's accountability plan for ESSA aligns with college and career

readiness benchmarks providing credit to districts who have students earn one of the measures listed below. LEAs and schools receive A-F grades, one factor of which is their score on college and career readiness, and these grades are reported publicly.

(*implementation in 2019 and beyond)

- a. meet criteria of 3 on AP or 4 on IB examinations
 - b. meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
 - c. complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
 - d. earn an associate degree
 - e. complete an OnRamps course*
 - f. meet standards on a composite of indicators of college readiness*
 - g. earn industry-based certification
 - h. CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
 - i. graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
 - j. be admitted to postsecondary industry certification program*
 - k. enlist in the United States Armed Forces
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

LEAs will submit, in summer of 2019 for the 2019-2020 school year, a local plan per the Perkins IV process. This is to ensure LEAs can seamlessly continue offering CTE programs during the transition to Perkins V.

During the 2019-2020 transition year, TEA will revise the local plan to reflect the new local application for funding requirements, including a regional needs assessment that will drive the development of the local application for funding. LEAs will be trained on the new local application for funding and needs assessment during spring of 2020 to support the submission of their new application. 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 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.

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 the analysis of statewide and regional data provided by the local Workforce Development Boards and/or through Labor Market and Career Information made available through TWC. TEA is working with TWC and THECB to provide regional labor data dashboards where LEAs will have access to regional labor market projections, workforce development area targeted occupations, and real time labor data to drive the alignment of the regional needs assessment with regional labor market information.

- Texas defines high-wage as \$35,339 annual median salary based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi through the 2020-2021 school year.
- In secondary education, Texas defines high-skill as a program of study demonstrating multiple entrance and exit points into careers including options for exit points from industry-based certifications, postsecondary level one and level two certifications from a technical college or community college, an associate degree, and a bachelor’s degree to ensure program of study sequences are continual and not job terminal.
- Texas defines in-demand as having greater than 17% annual growth based on the Texas Workforce Commission’s workforce projections as well as real time labor data from Emsi.
- Additionally, LEAs within the workforce development regions will have the opportunity to use local information to demonstrate regional definitions and submit program of study applications for approval that meet the regional definitions of high-wage and in-demand. The definitions must align with the targeted occupations and definitions within the workforce development area’s Workforce Investment Opportunities Act plan.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. The Texas State Board of Education approved the Texas State Plan for Career and Technical Education, with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. 15% of the distributed formula allocation will be set aside for Perkins Reserve Grants.

Texas distributes funds supporting state programs and leadership projects through the request for application (RFA) process. Texas awards funds through the SAS to the Texas Juvenile Justice Department and the Windham School District, which operate CTE programs in correctional institutions. In 2018-2019, the Texas School for the Deaf was funded from the one percent set aside for institutions.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan to receive Perkins Basic Grant funds.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The required elements for local Perkins plans related to consortia (called Shared Service Agreements in Texas) 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 Grants Administration Division staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide final approval of the application, and his electronic signature appears on the notice of grant award (NOGA) that is available electronically to the district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins V requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at <http://burlleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>.

Districts that are eligible for a 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 combined consortium 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 deciding 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 the formula grant application. TEA only approves the grant application after the allocation of Perkins resources to meet the mutually-beneficial purposes and serve the needs of consortium members is agreed upon.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. The formula amount for secondary and postsecondary for 2019-2020 will be \$80,195,697.15 with the Perkins Reserve amount of 15% at \$12,029,354.57.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan to receive Perkins Basic Grant funds.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Districts that are eligible for a 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 combined consortium 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 deciding 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 the

formula grant application. TEA only approves the grant application after the allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)
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. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds based on poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

The Texas Education Agency will distribute grant funds to eligible LEAs through an application process. Awarded funds must be used as described in the Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, Section 135 (local uses of funds). Eligible recipients must meet at least one of the criteria below:

- Local career and technical education (CTE) programs in rural areas.
- CTE programs with high numbers of CTE concentrators or participants. An LEA with 200 or more CTE concentrators (students who earn three or more credits within a program or program of study/code 2 in PEIMS) in Grades 9–12 is considered an LEA with high numbers of CTE students.
- CTE programs with high percentages of CTE concentrators or participants. An LEA with 25 percent or more of the total student population in Grades 9–12 who are CTE concentrators (code 2) is considered a high percentage LEA.
- CTE programs in areas with disparities or gaps in performance as described in the Strengthening Career and Technical Education Act of 2018, Section 113 (b)(3)(C)(ii)(II).

Purpose of Program

Texas faces a significant challenge in helping students become career and college ready in ways that address both current and future workforce needs. Helping students to enter community colleges and universities and supporting them through the completion of certificates and degrees will help support social and economic mobility for all Texans. Partnerships with institutions of higher education can be used to provide opportunities for students to acquire dual credit, industry-based certifications, and degrees in high-wage and in-demand occupations in regional industry sectors. In addition to partnerships with technical colleges, community colleges and/or universities, LEAs should also work with industry and local stakeholders to assess local workforce needs and coordinate with these partners to promote postsecondary success. LEAs can make a greater effort to establish public/private partnerships, and increase the opportunities for paid internships, apprenticeships, and mentorships, especially focusing on jobs in information technology, manufacturing, health care, construction, transportation distribution and logistics, and other high-wage and in-demand fields (from *Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future: The Tri-Agency Report to the Office of the Governor from the Texas Education Agency, Texas Higher Education Coordinating Board, and the Texas Workforce Commission*).

The grants will be awarded in two focus areas:

Texas Regional Pathways Network (Focus Area 1)

The purpose of Texas Regional Pathways Network (Focus Area 1) is to assist regions with providing high quality college and career pathways that are aligned with regional workforce needs. Grants will be awarded to create at least one regionally aligned pathway in each of the LEAs applying within the grant. The grant will support the implementation of the Texas Regional Pathways Network key components:

1. Alignment with high-wage, in-demand labor market information (greater than \$35,339 annual salary and greater than 17% annual growth for the state)
2. Links between secondary and postsecondary with multiple entry and exit points
3. Credentials and degrees with value in the labor market

4. Integration of rigorous academics and career-focused learning
5. Strong college and career advising and counseling supports
6. Continuum of work-based learning experiences
7. Cross-sector partnerships

Industry-Based Certifications and Testing Site/Licensed Instructor (Focus Area 2)

The purpose of Industry-Based Certifications and Testing Site/Licensed Instructor (Focus Area 2) is to ensure students have the opportunity to obtain industry-based certifications. This grant will provide funds to pay for students to obtain industry-based certifications, as well as to train CTE teachers as licensed instructors in specific industry certifications and/or become a testing site. These newly trained teachers will be able to administer industry-based certification exams to students at the end of CTE courses and/or programs of study.

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The state-level maintenance of effort (MOE) for Perkins federal funding is listed below. Data sources used are the TEA Statewide Summary of Finance Report (FSP), and aggregate expenditure data and student counts provided by the Texas Higher Education Coordinating Board (THECB). The calculation is made annually in mid-February when THECB makes their data available to TEA. Therefore, FFCR will make the FY 2018 determination next month (February 2019) when we receive data from THECB. See chart below for prior year data:

Perkins MOE Determination Calculation *	Aggregate	Per Capita
FY 2015	\$2,481,897,225	\$1,598
FY 2016	\$2,674,508,268	\$1,658
FY 2017	\$2,764,513,900	\$1,665
FY 2018	Available mid-Feb. 2019	Available mid-Feb. 2019

* Funds made available based on TEA and THECB data. Note: Calculation conducted in the subsequent year, e.g. FY 2018 determination calculated in February 2019.

Texas plans to utilize the MOE reset of 5% for the 2019-2020 fiscal year and will make this recalculation accordingly.

D. Accountability for Results

N/A (Transition Year- This section is not required)

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

Text Box 2: Definition of CTE Concentrator

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator.

(Section 3(12) of Perkins V)

4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in the text box on the following page;
 - b. an explanation for the State determined levels of performance; and
 - c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V); and
 - d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.
5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d) (11) of Perkins V)

Text Box 3:

(B) PUBLIC COMMENT.—

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
 - (I) meet the requirements of the law;
 - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were considered in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
 1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
 1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget FormState Name: TexasFiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 94,347,879
2	State Administration	5%	\$ 4,717,393.95
3	State Leadership	10%	\$ 9,434,787.90
4	• Individuals in State Institutions	1%	\$ 943,478.79
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Nontraditional Training and Employment	Not applicable	\$
6	• Special Populations Recruitment	%	\$
7	Local Formula Distribution	85%	\$ 80,195,697.15
8	• Reserve	15%	\$ 12,029,354.57
9	– Secondary Recipients	70%	\$ 8,420,548.20
10	– Postsecondary Recipients	30%	\$ 3,608,806.37
11	• Allocation to Eligible Recipients	85%	\$ 68,166,342.58
12	– Secondary Recipients	70%	\$ 47,716,439.80
13	– Postsecondary Recipients	30%	\$ 20,449,902.77
14	State Match (from non-federal funds)	Not applicable	\$

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

A. Instructions

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V. See Table 7 below. In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—

Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V as provided in the text box on the following page.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the state plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii).
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).
 - iii. An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section pursuant to section 123(a)(5).

Text Box 4: State Determined Performance Levels (SDPLs)

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(III) of Perkins V)



Table 7: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Postsecondary Placement

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Enrollment
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4	Program Quality – Other

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. *	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Enrollment

* This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

B: State Determined Performance Levels (SDPL) Form

State Name: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Postsecondary Placement					
4S1: Non-traditional Program Enrollment					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other					

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Nontraditional Program Enrollment					

Provide any additional information regarding SDPLs, as necessary:

Appendix A

COURSES



LEVEL 1

Principles of Manufacturing Occupational Safety and Environmental Technology
Introduction to Computer Aided Design and Drafting
Robotics I

LEVEL 2

Occupational Safety and Environmental Technology II
Blueprint Reading for Manufacturing Applications
Robotics II

LEVEL 3

Manufacturing Engineering Technology I
Diversified Manufacturing I

LEVEL 4

Manufacturing Engineering Technology II
Diversified Manufacturing II

POSTSECONDARY OPTIONS

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE DEGREE	BACHELOR DEGREE	MASTER/DOCTORAL PROFESSIONAL DEGREE
National Incident Management Certification, Level 1	Engineer, Professional	Electro-mechanical Engineering/Technology	Electrical Engineering	
Certified SolidWorks Associate - Academic	PMMI Mechatronics: Programmable Logic Controllers 1	Robotics Technology/Technician	Engineering, General	
AWS SENSE, D1.1 and D9.1 Certification	Certified Quality Technician	Instrumentation Technology/Technician	Industrial Engineering	
NCCER, Welding Level 1	Plant Maintenance Technologist	Industrial Mechanics and Maintenance Technology	Mechanical Engineering	

*Includes Level I and II Certificates

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Electro-Mechanical Assemblers	\$30,160	951	9%
Electro-Mechanical Technicians	\$56,555	127	9%
Industrial Machinery Mechanics	\$49,816	3,788	27%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Awareness Courses:
Investigating Careers
College and Career Ready

Career Prep Activities:
Apprenticeship at a local business or industry
American Welding Society
Participate

Exploration Activities:
in SkillsUSA
and local STEM events

The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. Students may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.



The Manufacturing Career Cluster® focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Advanced Manufacturing and Machinery Mechanics program of study will fulfill requirements of the Business and Industry Endorsement.



COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ) RECOMMENDED REQUISITES (RPREQ or RCREQ)	GRADE
Principles of Manufacturing	13032200	RPREQ: Algebra I and Geometry	9-12
Occupational Safety and Environmental Technology	N1303680	RPREQ: Principles of Transportation Systems, Principles of Distribution and Logistics, or Principles of Manufacturing	9-12
Introduction to Computer Aided Design and Drafting	N1303769	PREQ: Architectural Design	10-12
Robotics I	13037000	RPREQ: Principles of Applied Engineering	9-10
Occupational Safety and Environmental Technology II	N1303681	RPREQ: Occupational Safety and Environmental Technology I	9-12
Blueprint Reading for Manufacturing Applications	N1303684	RPREQ: Algebra I, Geometry, and Principles of Construction	10-12
Robotics II	13037050	PREQ: Robotics I	10-12
Manufacturing Engineering Technology I	13032900	RPREQ: Algebra I	10-12
Diversified Manufacturing I	13032650	RPREQ: Algebra I	10-12
Practicum in Manufacturing	13033000	None	12
Manufacturing Engineering Technology II	13032950	PREQ: Manufacturing Engineering Technology I RPREQ: Algebra II, Computer Science, or Physics	11-12
Diversified Manufacturing II	13032660	PREQ: Diversified Manufacturing I RPREQ: Algebra I	11-12

Appendix B



Benchmark 1: School Design

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA location shall be:
 - a. In a high school, or
 - i. as a standalone high school campus or
 - ii. in a smaller learning community within a larger high school
 - b. At a central location, such as a CTE Center where students are enrolled at their home campus, or
 - c. On a college or university campus
2. P-TECH/ICIA staff shall include:
 - a. A building level leader who has scheduling, hiring, and budget decisions
 - b. Industry/Business partner liaison with decision making authority who interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - c. An Institute of Higher Education (IHE) liaison with decision making authority and interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader
 - d. Highly qualified P-TECH/ICIA teachers who work directly with the students, which may include adjunct high school faculty capable of teaching college-level courses
 - e. Counseling staff who support P-TECH/ICIA students, including activities such as: coordinating with Institutions of Higher Education (IHE) for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met
3. The P-TECH/ICIA shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - a. Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH/ICIA
 - b. Share responsibility (between the school district, campus, industry/business partners, and IHE) for meeting annual outcomes-based measures and providing annual reports to their respective boards as well as to the public
 - c. Monitoring of progress on meeting the Blueprint, including reviewing data to ensure the P-TECH/ICIA is on-track to meet outcomes-based measures
 - d. Mid-course corrections as needed
 - e. Sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding
4. The leadership team shall include and meet regularly (in person and/or virtually) with the leaders from the school district, campus, business/industry, chambers of commerce, non-profit foundations, and IHE who have decision-making authority:



Benchmark 1: School Design

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students.

Design Elements

District leaders (may include):

- a. Superintendent
- b. Assistant superintendent of curriculum and instruction, or equivalent position
- c. P-TECH/ICIA principal or director
- d. CTE Director (if applicable to the P-TECH/ICIA model)
- e. Department chairs
- f. School counselors

Business/Industry Partner (may include):

- a. CEO/President
- b. Education/Community Outreach Specialist/Community Organizations such as a Chamber of Commerce and Non-Profit Foundations

IHE leaders (may include):

- a. College or university president
 - b. Provost
 - c. Department chairs for core academic disciplines
 - d. P-TECH/ICIA liaison
5. Implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, are based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development may include, but is not limited to:
 - a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an advanced academic setting
 - b. An externship program to expose teachers, counselors, and/or administrators to content in careers in the pathways identified by the P-TECH/ICIA
 - c. Opportunities for teachers to collaborate, plan and engage in relevant professional development
 6. Provide opportunities for P-TECH/ICIA teachers to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus groups, industry/business and/or IHE partners
 7. The P-TECH/ICIA program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma, industry certifications, an associate degree, and engage in appropriate work-based learning at every grade level
 8. The P-TECH/ICIA students shall be cohorted into core classes to the extent possible; this does not exclude non-P-TECH/ICIA students from enrolling in the same class
 9. The P-TECH/ICIA program shall be offered at no cost to students

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Mentor/induction program plans
- b. Annual training or professional development plan with P-TECH/ICIA and IHE faculty
- c. P-TECH/ICIA leadership meeting agendas and notes



Benchmark 2: Target Population

The P-TECH/ICIA program shall serve, or include plans to scale up to serve, students in Grades 9 through 14, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment
2. The P-TECH/ICIA shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American)
3. The P-TECH/ICIA shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall be transparent in program requirements, and include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members
5. If the P-TECH/ICIA has more applicants than available space for admissions, they shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the P-TECH/ICIA

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA academy website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Written admission policy and enrollment application
- b. Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- c. Brochures and marketing in Spanish, English, and/or other relevant language(s)
- d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.



Benchmark 3: Strategic Alliances

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements based on the pathways to be offered to students i.e. pathways to an associate degree, postsecondary certificate provided by an IHE, or industry certification:

1. The P-TECH/ICIA shall develop, sign, and execute a memoranda of understanding (MOU) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide (at a minimum):
 - a. A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships
 - b. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners
 - c. Career mentoring with industry/business partner
 - d. Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
 - e. Each MOU must include an agreement that the regional industry or business partner will give to a student who receives work based training or education from the partner under the P-TECH/ICIA program priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program
 - f. Course path and program monitoring
 - g. The MOU should state clearly the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications
 - h. Student access to business and industry partners and work-based learning facilities, services, and resources
 - i. Transportation costs and fees
2. The P-TECH/ICIA shall develop, sign, and execute an articulation agreement with an IHE that includes the following components (at a minimum):
 - a. Curriculum alignment
 - b. Instructional materials
 - c. Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree postsecondary certificate provided by an IHE, or industry certification
 - d. Student enrollment and attendance
 - e. Grading periods and policies
 - f. Administration of statewide assessments under TEC Subchapter B, Chapter 39
 - g. Policies for:
 - i. advising students on the transferability of all college credit offered and earned
 - ii. ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned



Benchmark 3: Strategic Alliances

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers.

Design Elements

- iii. advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
 - iv. students accessing to the IHE facilities, services and resources
 - h. Eligibility of students for waivers for tuition & fees
 - i. Data sharing agreement that includes provisions for:
 - i. Teacher data such as qualifications
 - ii. Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track for college readiness
 - j. Transportation costs and fees
 - i. Provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study
3. Establish an Advisory Board who meets regularly and includes representatives from a variety of stakeholders such as; school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE to provide support and guidance to the P-TECH/ICIA in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy
- c. Annual review of industry/business MOU
- d. Annual review of IHE articulation agreement

Products

- a. Meeting agendas and minutes, with action items and decision logs
- b. Final, signed, and executed MOU with industry partner/business (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- c. Final, signed, and executed articulation agreement with IHE (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
- d. A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level



Benchmark 4: Curriculum, Instruction, and Assessment

The P-TECH/ICIA program shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry certification during Grades 9-14.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall work with the local workforce development board, local chamber of commerce, and local workforce industry representatives to identify, create and maintain a list of high-demand occupations and programs of study that lead to these occupations to be used as a resource in creating structured pathways for students and updated as local needs change
2. The P-TECH/ICIA shall establish one or more career pathways, that include industry relevant classes, and plans are underway for sequencing additional courses for students. These course pathways are informed by regional and state workforce and economic development needs and contribute to students earning an associate degree, postsecondary certificate provided by an IHE, or industry certification that prepares them for high-wage, high-demand, high-skill career fields
3. The P-TECH/ICIA shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements, and either an associate degree, postsecondary certificate provided by an IHE, or industry certification on or before the sixth anniversary of the date of the student's first day of high school
 - a. A course of study must be in place detailing how students will progress toward the goal of aligning high school, college-level courses, and industry/business training. This course of study must provide pathways to an associate degree, postsecondary certificate provided by an IHE, or an industry certification. The campus may implement a variety of instructional delivery models
4. The P-TECH/ICIA shall provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes-Based Measures
5. The P-TECH/ICIA shall biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans
 - a. The P-TECH/ICIA will establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the P-TECH/ICIA program
5. The P-TECH/ICIA shall provide support for students taking courses preparing students to obtain industry certifications, licenses, etc.
6. The P-TECH/ICIA shall work with IHEs and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Four-year crosswalk document
- b. Master Schedule
- c. Curriculum alignment documents
- d. Testing calendar and schedule for TSI, ACT, SAT or other assessments
- e. Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credentials and beyond



Benchmark 5: Work-Based Learning

The P-TECH/ICIA program must offer students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials.

Design Elements

All P-TECH/ICIA must implement and meet the following requirements:

1. The P-TECH/ICIA shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs
2. The P-TECH/ICIA shall have current, signed MOU with business/industry partners that are reviewed annually and clearly articulate the requirements outlined in this benchmark. The MOU must include in the agreement that the regional industry or business partner will give a student who receives work-based learning **first priority** in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program
3. The P-TECH/ICIA shall provide:
 - a. Age level appropriate work-based learning for students in the P-TECH/ICIA at every grade level that includes career awareness, career exploration, career preparation, and career experience
 - b. Policies and protocols to make work-based learning a viable method for helping students meet academic standards
 - c. Work based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students—each one building upon the last
 - d. Work based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships
4. The P-TECH/ICIA shall ensure that students:
 - a. Understand the connection between their work-based learning and academics
 - b. Are provided opportunities to reflect on their work experiences
 - c. Demonstrate their learning in writing, portfolio, presentation, digital or by other means
 - d. Are provided opportunities for career-building skills such as: interview training, skill development, and resume workshops
5. The P-TECH/ICIA shall allow for demonstration of enrichment and extracurricular opportunities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

Required Activities and Products

Activities

- a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Documentation of appropriate work-based learning experiences for students at all grade levels
- b. Current dated regional high demand occupation list
- c. Aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type
- d. Samples of student artifacts such as writings, portfolios, presentations, or links to digital content



Benchmark 6: Student Support

P-TECH/ICIA will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

Design Elements

All P-TECH/ICIAs must implement and meet the following requirements:

1. The P-TECH/ICIA shall provide layered academic support to the students by personalizing the learning environment in the following ways:
 - a. Developing individualized, college and career focused student plans with specific graduation plan for ongoing academic support
 - b. Providing academic support for intervention, remediation, and acceleration
 - c. Providing tutoring and/or Saturday school for identified students in need of academic supports
 - d. Providing students with application, financial aid counseling and college/career counseling
 - e. Providing advisory and/or college readiness and support time built into the program of study for all students
 - f. Providing bridge programs (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness and career readiness and exploration) and to support student transition from middle school to the P-TECH/ICIA program (as well as elementary to middle school if applicable)
 - g. Establishing an industry mentorship program available to all students; and
2. The P-TECH/ICIA shall provide layered social and emotional support to the students as needed, such as:
 - a. Connections to social services
 - b. Parent outreach and involvement opportunities
 - c. A structured program of community service to promote community involvement; and
 - d. Skill building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills

Required Activities and Products

Activities

- a. All products shall be published on the school website and be made available to TEA upon request
- b. All products shall be maintained in accordance with local retention policy

Products

- a. Bridge program calendar and curricula
- b. Tutoring and other intervention/remediation program schedules
- c. Calendar of family outreach events
- d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

Access Outcomes-Based Measures

Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators	Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators
P-TECH/ICIA proportionate to or over-represents at-risk students for incoming 9th graders	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
P-TECH/ICIA proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents non-traditional CTE participants*	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
P-TECH/ICIA proportionate to or over-represents ELL and SWDs	<u>Not taken into account for designation</u>	<u>Not taken into account for designation</u>	No more than 5% points under

* Nontraditional Career-Technical Education (CTE) programs are identified as those connected to occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. The male and female lists are updated annually for Perkins IV.

Attainment Outcomes-Based Measures			
Data Indicators	Provisional	Designated	Designated with Excellence
Requirements	Must meet college-level course and Work-Based Learning requirements	Must meet targets on at least four attainment data indicators	Must meet targets on at least five attainment data indicators
Grade-to-grade retention by subgroup (weighted)	Not <u>taken into account</u> for designation	Retain 80% of students who remain in district grade-to-grade	Retain 90% of students who remain in district grade-to-grade
Completing one college-level course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Earning postsecondary degree provided by an IHE by graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning a postsecondary credential provided by an IHE by graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning industry certification by high school graduation	Not <u>taken into account</u> for designation	30% of students	50% of students
Earning postsecondary degree or postsecondary credential provided by an IHE or industry certificate by high school graduation	Not <u>taken into account</u> for designation	80% of graduating cohort of students	100% of graduating cohort of students
Participating in a Work-Based Learning placement/course by graduation	35% of students (by the fourth year of implementation)	50% of students	85% of students

Achievement Outcomes-Based Measures			
Data Indicator	Provisional	Designated	Designated with Excellence
Requirements	Must meet at least one target	Must meet at least three achievement data indicators	Must meet at least four achievement data indicators
Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics	35% passing rate on one or more college readiness benchmarks	50% passing rate on one or more college readiness benchmarks	60% passing rate on one or more college readiness benchmarks
Earn industry certification	Not <u>taken into account</u> for designation	30% of students	50% of students
Earn an associate degree	Not <u>taken into account</u> for designation	30% of students	50% of students
Complete a course for dual credit	35% of students	80% of students	100% of students
Algebra I EOC assessment in 9 th grade	Not <u>taken into account</u> for designation	85% of students meeting grade level standard	85% of students meeting grade level and 45% mastering grade level standard
English II EOC assessment (grades 9-11)	Not <u>taken into account</u> for designation	85% of students meeting grade level standard	85% of students passing and 25% of students mastering grade level