Texas Consolidated Annual Report
for
Fiscal Year 2010-2011

under the

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

Texas Education Agency
December 2011

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State Administration

A. Sole State Agency and Governance Structure

The State Board of Education (SBOE) and the Texas Education Agency (TEA) are the eligible recipients of the Perkins funds for Texas. TEA provides leadership for secondary career and technical education (CTE) programs, and the Texas Higher Education Coordinating Board (THECB) provides leadership for postsecondary and tech prep programs. In 2010-2011, Texas was allocated $92,689,624 in Perkins basic grant funds and $8,391,458 in tech prep funds for a total of $101,081,082 for required, permissive, and core indicator activities. Attachment A is the TEA organizational chart. Attachment B contains the THECB organizational charts. In 2010-2011, TEA and THECB established a monthly meeting, which has increased collaboration and partnership between the secondary and postsecondary Perkins programs and increased coordination of leadership projects.

B. Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. This department provides oversight for establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school, ensuring that students are college and career ready. The Division of Curriculum supports policy guidance, development and implementation of curriculum standards, professional development related to curriculum standards, and adoption of instructional materials. The Division of Grants Administration in the Department of Grants and Fiscal Compliance is responsible for strategic planning; evaluation of grant performance and results; and distributing, monitoring, and evaluating formula and discretionary grants.

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

In keeping with this goal, the Commissioner of Higher Education identified three goals for postsecondary workforce education in Texas: 1) development and support for high quality postsecondary technical programs; 2) access to programs for all the people of the state; and 3) efficiency in the delivery of programs throughout the state.

There are two statewide initiatives that are currently underway aimed at fostering a college-going culture and developing well-educated communities: Closing the Gaps by 2015 and the adoption and implementation of the College and Career Readiness Standards.

Closing the Gaps by 2015 is the state plan for higher education in Texas. The plan outlines the four goals of closing the gaps in higher education to increase: participation, success, excellence, and research by 2015.

I. State Leadership Activities

A. Required Uses of Funds

Assessment of CTE programs

TEA has established a performance based monitoring analysis system (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a comprehensive report of the performance measures of CTE coherent sequence and tech prep program students. Districts with low-performing CTE students are then assigned to various stages of intervention, and are required to respond accordingly. All activities are focused on continuous program improvement. Additional information is available at http://www.tea.state.tx.us/index2.aspx?id=3846&menu_id=2147483683 and http://ritter.tea.state.tx.us/pmi/.

During the 2010-2011 program year, THECB staff monitored Texas' Perkins-supported colleges for compliance. Staff conducted in-depth reviews to ensure that funding was expended appropriately and in accordance with state and federal guidelines. The colleges submit a Perkins application annually and staff works with the institutions throughout the year, addressing any changes that need to be made. Programmatic oversight, collaboration, and evaluation were supported through site visits that occur on a four-year rotation. Staff completed 11 site visits in the 2010-2011 program year. Staff also reviews the fiscal portion of the grants through scheduled desk audits, based on a risk assessment. THECB staff conducts ongoing evaluation of postsecondary Perkins effectiveness, including an analysis of state data and surveys of public two-year colleges. Results of those surveys indicate that Perkins funds are maintaining high-quality curricula, using advanced educational technologies, and providing support for programs that target special population students.

Development, improvement, or expansion of the use of technology in CTE

At the secondary level, statewide annual professional development conferences provided teacher training in utilizing technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants fund the development of curriculum resources to facilitate the use of technology in the classroom. TEA has updated and improved its website and the CTE listserv to better disseminate program information and enhance communications to the field. The TEA CTE website (http://www.tea.state.tx.us/index2.aspx?id=4881) currently provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv maintains a membership of more than 3,300 members.

Additionally, Project Share continues to grow. This is TEA's platform for online resources, course content, collaboration, academic networking, and professional learning communities. More information is available at http://www.projectsharetexas.org/. TEA has contracted with universities that have excellent CTE educator preparation programs to produce 90-contact hour

professional development courses for both foundation and CTE teachers who will teach nine CTE courses that satisfy graduation requirements for either math or science. When complete, TEA will implement these professional development courses through Project Share.

Postsecondary state leadership projects were designed and funded to expand the use of technology in CTE, e.g., the Texas Network for Teaching Excellence, and STARLINK. The Network project developed and provided free online professional development resources for CTE faculty, counselors, and administrators. The STARLINK project maximized the use of telecommunications systems for providing professional development and information to higher education, state agencies, and other public entities. Perkins basic grant funding supported upgrades and expansion of computer technology on college campuses, provided training for CTE faculty, and developed current and relevant curricula.

Professional development programs

To support leadership development and continuous program improvement at the secondary level, in 2010-2011 TEA provided $150,000 in Perkins funds for the fourth statewide recruitment and retention conference for new secondary CTE teachers and the CTE Leadership Academy for new secondary CTE administrators and counselors.

Each participating education service center (ESC) received $10,000 in Perkins funds to provide professional development activities for local school district and charter school personnel. ESC 13 received an additional $180,000 in Perkins funds for technical support and statewide professional development for the High Schools that Work initiative. A list of the secondary professional development projects is found in Attachment D.

Several postsecondary state leadership projects were developed and served to enhance CTE programs. Professional development activities were conducted for postsecondary faculty and staff across the state. The Texas Network for Teaching Excellence in Career and Technical Education project continued a statewide CTE professional development system to connect personnel, institutions, resources, and ideas. The STARLINK project delivered professional development, information, and strategies from state and national educational leaders to each community, state, and technical college campus. A complete list of postsecondary discretionary projects is found in Attachment F.

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

The Texas Essential Knowledge and Skills (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code §28.002 requires that districts teach all the TEKS for each course a school district offers. During 2009-2010, Texas adopted new CTE courses that increase relevancy and both academic and technical rigor, and incorporate the Texas College and Career Readiness Standards (CCRS) into each course. This year, the College and Career Initiative grant completed the review of the standards for approximately half of the career clusters, with completion of the remainder during 2011-2012. The initial review convenes secondary and postsecondary educators along with representatives from business and industry. These teams then review the Texas CCRS and identify these standards in the CTE TEKS. A validation review follows the initial review. Additionally, Texas Workforce Commission analyzed the new TEKS and found that approximately 50% of the

knowledge and skills statements are academic and 50% are technical. Finally, 18 secondary CTE courses meet graduation requirements for math, science, speech, or fine arts.

At the postsecondary level, the *Workforce Education Course Manual* (WECM) serves as the guide for technical curriculum development. The WECM is composed of courses that include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use WECM courses. The WECM provides for consistent integration of academic and technical skills and helps to ensure that students receive the same high-quality courses statewide. The WECM project received $196,152 for the ongoing development and maintenance of curricula in 2010-2011. TEA staff participates in the periodic review of WECM courses, identifying corresponding secondary courses for review and updating.

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

Membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. Texas membership lapsed during 2010-2011, but has been restored for 2011-2012. Texas maintains a list of nontraditional courses. Additionally, TEA provided $99,750 for the ESC CTE specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female non-traditional fields.

At the postsecondary level, Amarillo College was awarded $45,000 to facilitate a statewide professional development program, focused on gender equity improvement. The grant focuses on the use of best practices from the national STEM Equity Pipeline from NAPE.

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

TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for coordinating the continuing development of comprehensive programs of study for CTE, which began in 2005 with a statewide work group composed of relevant stakeholders. The programs of study facilitate cluster design and management to assure that students develop the knowledge and skills essential for college and career success. Texas has fully implemented all 16 national career clusters as the basis for organizing CTE. More than 120 updated programs of study are posted on the AchieveTexas website. Information on the AchieveTexas initiative is available at http://www.achievetexas.org. During 2010-2011, Dallas County Community College District received $100,168 in Perkins funds to expand the work started in 2008-2009 with secondary to postsecondary vertical alignment of CTE programs. The project facilitated realignment of the secondary and postsecondary coursework for each program of study. The project further focused on developing regional articulation plans based on completed model programs of study. The completed programs of study and vertical alignment forms are located at http://www.txcareerclusters.org. These two projects work collaboratively.
Texas uses tech prep and other Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the Texas Workforce Commission (TWC), the Texas Workforce Investment Council (TWIC), and the Texas Business Education Coalition (TBEC), as well as other stakeholders, to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

TEA has partnered with companies such as Computing Technology Industry Association (CompTIA), Intel, Cisco Systems, and Apple to develop vendor-neutral innovative courses. Additionally, Texas funded statewide site licenses under which districts receive training and resources to implement courses that prepare students for high-skill, high-wage, and/or high-demand careers. The Statewide Longitudinal Data Systems Grant from the Department of Education allowed three state agencies (TEA, THECB, and TWC) to work collaboratively and improve the quality of the shared data. As a result, Texas is able to follow student progression from education into employment using secondary education data records, postsecondary enrollment records, wage and unemployment records, and federal employment and military enlistment data.

Perkins funds have been used to align almost 200 secondary and postsecondary courses to create statewide articulated advanced technical credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training. Approximately 890 school districts have 11,484 ATC-eligible teachers who may teach 197 enhanced secondary courses for postsecondary credit. The alignments allow students to use dual credit courses, Advanced Placement and International Baccalaureate courses, ATC courses, and locally-articulated courses to earn college credit while they are in high school. More information about ATC is available at http://www.atctexas.org.

Service to individuals in state institutions

The Windham School District and Texas Youth Commission received $925,000 in Perkins funds in 2010-2011. The most recently published Windham School District annual report is available at http://www.windhamschooldistrict.org/apr/APR.pdf. In May 2009, the Texas Youth Commission began education reforms, including accelerated educational programs, improved special education, transition services, assessment and placement, and professional development. Updated information is available at http://www.tyc.state.tx.us/programs/educ_intro.html; CTE specific information is available at http://www.tyc.state.tx.us/programs/workforce/cate.html.

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

In 2010-2011, TEA provided $150,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University. The Center offers technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. These services are available to school districts, charter schools, and parents. The Center continually increases the number of multi-media products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and outreach. More information is available at http://ctsp.tamu.edu.

At the postsecondary level, a portion of the discretionary grant supported activities for special populations. Leadership projects included: “Extending the STEM Equality Pipeline to Texas,” and “CJ Faculty and Veteran/Military Students: A Partnership for Success”. The purpose of the latter project was to recruit, support, and increase the number of veteran/military students in CTE non-traditional careers.

Technical assistance

ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided $665,000 in Perkins administrative support funding for technical support and professional development, $99,750 to ESCs for support of training and employment in non-traditional fields, and $190,000 to ESCs for support of performance based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC CTE specialists through a variety of media.

THECB staff provided technical assistance to individuals and institutions through phone support, telephone and web conferencing, email, site visits, presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. Monitoring site visits were conducted for programmatic review and fiscal monitoring. The staff maintained a listserv and an email discussion group as a communications channel to the community, state, and technical colleges supported with Perkins funds. Enhancements to the website provided technical assistance with grant management including electronic submission, amending, and reporting features. A copy of the annual application is included as an attachment to this report. Additionally, a fully interactive application/report/support system staff uses for Perkins grants management may be accessed at the following link: https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2010.

B. Permissible Activities

Improvement of career guidance and academic counseling programs

TEA allocated $90,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors. Additionally, TEA provided $50,000 in Perkins funds to support a toll-free career hotline, and $100,000 for career development resources regarding choices for college and career and support of career orientation training for teachers and students, including management of deployment online (more information is available at http://www.texascaresonline.com/). Additionally, TEA funded a $112,000 statewide Counselor Initiative grant to provide career counseling resources.

Another postsecondary leadership grant provided $83,000 to Collin College for “Geared to Promoting Student Success,” which focused on the development of orientation activities for incoming freshman with a workforce exploration series, and a website for college registrants with enhanced support services. The grant also provided workshops for at-risk and underrepresented students.

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

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

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually work-based, such as an internship, a cooperative education experience, a major project, or a clinical experience. Perkins-supported CTE programs involve many education/business partnerships including: 1) employer sponsorship (fees, tuition, books, uniforms, and equipment); 2) allowing time off to attend class (paid/unpaid); 3) providing pay raises or promotions for course or degree completion; and 4) employer-sponsored career exploration for eligible students. Programs are also offered to update and re-skill employees in the workforce.

Support for career and technical student organizations

Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school; providing opportunities for the development of leadership skills, academic skills, and technical knowledge and skills; and providing scholarship opportunities. Texas CTSOs awarded members more than $2.6 million in scholarships in 2010-2011. Texas provided $325,660 in Perkins funds to the state offices of the nine USDE-recognized CTSOs for which TEA holds the charter. These funds support CTSO leadership development activities for the more than 167,000 members.

Support for charter schools

TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2010-2011, TEA provided $164,199 in Perkins funding to 19 eligible charter schools that offer CTE programs. (Attachment C)

Support for partnerships between education and business

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

TEA has established a state partnership with CompTIA to allow all state high schools (including charter schools) and postsecondary institutions to become members of CompTIA's Education to Careers (EtoC) program. This program targets recruitment and training, as well as opportunities to receive industry recognized certification. In 2010-2011, CompTIA restructured its education program. It is now CompTIA Academic Program and membership in the program is now free to school districts; more information is available at www.comptia.org/academy.

Additionally, TEA provided Perkins funds to the TWC to continue validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 career clusters. When complete, districts may use these DWA documents to work with local business and industry to improve programs. A further step in this project is the installment of the DWA Institute at Texas State Technical College, Waco; more information is available at http://www.dwainstitute.org/.

Postsecondary programs supported with Perkins funding are required to have an active advisory committee with representation from local business and industry. When a national, regional, local, or outside certifying agency skill standard does not exist, programs are

encouraged to incorporate skills standards recognized by the Texas Skills Standards Board. Colleges must indicate how they determined a need for a new program and certify that the curriculum was developed with local industry input prior to receiving program approval by THECB staff.

There are thousands of partnerships between Perkins-supported institutions and businesses/industry including general categories of construction, security, technology, government, manufacturing, medical, military, petro-chemical, and service industries. Examples of these include Alamo Community College District and Lackland Air Force Base - Wilford Hall, Amarillo College and Bell Helicopter Textron, Angelina College and Vulcraft, Collin College and Raytheon Corporation, Dallas County Community College District and Texas Health Resources, Houston Community College and the Texas Business Alliance, Lone Star College System and the Transportation Security Administration, Midland College and Chevron USA, Navarro College and XTO Energy, North Central Texas College and EnCana, Odessa College and Miether Bearing Products, San Jacinto College and NASA, South Plains College and Texas Electric Cooperatives, South Texas College and Petroleum Solutions, Temple College and Scott and White Healthcare, and Tyler Junior College and Rusk State Hospital. Businesses support students enrolled in critical need areas, provide clinical placement in health facilities, provide internships, donate equipment, and grant job interviews upon completion of a CTE program.

Improvement or development of new CTE courses, including career clusters and distance education

TEA awarded six Educational Excellence grants at $300,000 each in Perkins state leadership funds to support the improvement of rigorous CTE programs (Attachment D). School districts may also develop innovative or other locally-designed courses to enable students to master knowledge, skills, and competencies not included in the required curriculum (19 TAC §74.27) to provide education and training opportunities in new and emerging careers for which there are no state-adopted CTE courses. Finally, the Texas Virtual School Network (TxVSN) added Principles of Technology to its course inventory; additional CTE courses are currently under review for inclusion. Information about the TxVSN is available at http://txvsn.org/portal/default.aspx.

Texas postsecondary institutions also use basic grant funds to upgrade curriculum. Some leadership grants focused on developing new and innovative curriculum. A listing of statewide postsecondary leadership grants is in Attachment F.

Tech prep programs are offered in more than 97% of the independent school districts and all of the state's community, state, and technical colleges. In 2010-2011, districts reported 203,504 secondary tech prep students, and colleges reported 91,834 postsecondary tech prep students. The definition of tech prep programs and program participants is included in the Texas Education Code, and requires that all tech prep programs be based on the Recommended High School Graduation Program.

Innovative Perkins-funded initiatives for curriculum development included an award to Tarrant County Community College for "Expanding Energy Pathways a State Model", which expanded and implemented the State Energy Career Cluster model developed in 2009-2010. Texas State Technical College, Waco integrated training in smart grid technology into its Electrical Power and Control/Electrical Systems Applied Associate in Science program and Electrical Power and Control/Electrical Powerline Technician certificate program. Angelina College was awarded

$124,967 for the project “Renewable Energy Development Ethanol and Bio-Diesel Technology” for the development of WECM courses in emerging alternative fuel occupations. Attachment F includes a list of the Perkins-funded initiatives for curriculum development.

II. Progress in Developing and Implementing Technical Skill Assessments

TEA requires secondary school districts and charters to report end-of-program industry-recognized licensures and certifications to verify program technical skill attainment data. A copy of the end-of-year report that includes the list of end-of-program industry-recognized licensures and certifications is included as Attachment K, on pages 8-11. This list includes 116 end-of-program industry-recognized licensure and certification exams. For 2009-2010, TEA added a mechanism to allow districts to suggest additions or revisions to this list; TEA staff researched LEA suggestions and added 36 exams to the list for 2010-2011, almost a 50% increase.

Districts report only students who attempted end-of-program industry-recognized certification and licensure exams. Few of these assessments apply to secondary students. However, 661,436 CTE concentrators were enrolled in secondary CTE courses in this reporting period. 36,475 of those students attempted an end-of-program industry-recognized certification or licensure exam while 24,106 of those who attempted the exam passed. Therefore, 5.5% of secondary CTE concentrators attempted an end-of-program industry-recognized certification or licensure exam, and of those who attempted an exam, 66.00% passed.

At the postsecondary level, in the 2010-2011 program year, THECB required all public community, state, and technical colleges offering CTE programs to verify workforce competencies through capstone courses, an external learning experience, or a credentialing exam. New CTE program applications are required to include verification that the new programs meet the criteria outlined in the *Guidelines for Instructional Programs in Workforce Education* (GIPWE).This documents local or regional demand for the program, integration of basic and workforce skills into the curriculum, and an enrollment management plan. Beginning in 2009-2010 every public two-year institution was required to report data related to licensure and certification examinations for every technical program offered. GIPWE can be found at: http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm.

III. Implementation of State Program Improvement Plans

Texas fell well below the target for 2S1, technical skill attainment for the second consecutive reporting period. When Texas first encountered this issue with the 2010 CAR, it appeared to be a data collection/reporting issue, not a performance issue. During the current reporting period, TEA staff continued to research and analyze possible reasons for the noticeably different results on this indicator. Staff engaged in a significant effort to educate LEAs regarding accurate data collection and proper completion of the reporting mechanism (Attachment K) as well as the use and purpose for the data. Staff also reviewed the organization of the reporting mechanism and its instructions, and revised those sections of the report to clarify the instructions. Preliminary results indicate that these efforts are successful. For the 2010-2011 school year (Texas will report these data in the 2012 CAR), Texas will report 77.00% performance. However, since Texas reports performance data on a one-year lag, more time is required to be certain of the reasons for the change in performance. Texas will continue its review and education efforts, as well as continue to monitor this indicator for possible additional explanations for the change in performance.

IV. Implementation of Local Program Improvement Plans

TEA has an electronic grant application system populated with allocations for each eligible institution. School districts use the online system to apply for Perkins funds, develop a local CTE program plan, submit budget requests, and report performance. Districts in a PBM intervention stage must submit additional analysis and program improvement plans. A copy of the secondary Perkins grant application is included in Attachment H. Attachment C is a list of the 2010-2011 secondary districts and charter schools and their Perkins award, and Attachment D is a list of the TEA state leadership grant recipients. A table illustrating secondary eligible recipients' performance is in Attachment L.

The THECB has an electronic, interactive grant system that provides an application populated with data for each institution. The system indicates the institution's progress in achieving Perkins quality indicators by program. The institutions use the application to: a) respond to problems with their degree or certificate programs and b) develop goals, objectives, and action items to resolve the problems. The annual budget is developed around the action plan. The same application system is used to evaluate the results that have occurred during the grant year. While a PDF application form has been provided (Attachment I), it does not reflect the interactive capabilities of the electronic application. An electronic version of the Annual Basic Application can be found at http://www.thecb.state.tx.us/index.cfm?objectid=C1E077B1-E905-3034-9EDD31137CD747E6. The annual request for applications (RFA) for leadership and tech prep grants may be accessed from the same URL. A list of the 2010-2011 eligible postsecondary institutions and the corresponding Perkins awards is in Attachment E and the list of THECB discretionary leadership grant recipients is in Attachment F. The list of tech prep consortia is in Attachment G.

V. Tech Prep Grant Award information

Federal Title II funding for tech prep was eliminated for 2011-2012; therefore, all tech prep consortia were closed-out on August 31, 2011. No RFA was published for 2011. Adhering to state law and rules, the THECB held a public hearing on the tech prep funding formula for the 2010-2011 program year. The public hearing was held in December 2009, and the THECB approved a revised formula at its January 2010 meeting.

The funding formula included 5% for state administration of tech prep activities and 95% distributed to the consortia, using a 65/35 formula. Specifically, 65% of funds were distributed equally among the 26 consortia as a base operating fund, and the remaining 35% were distributed among the consortia based upon the grades 9-12 student population served by each consortium region.

Budgets for the 26 tech prep consortia totaled $7,971,885 in Perkins Title II funds for the regional implementation of tech prep programs and activities during the 2010-2011 program year. During the 2010-2011 year, THECB negotiated with the 26 consortia on levels of performance based on the requirements in Perkins IV. Because of the unique structure of each consortium, individual negotiations were conducted to establish levels of performance measures and strategies to determine continual progress. During 2010-2011, all consortia operated under the performance measures negotiated with the THECB for the program year. Additional information is available at http://www.techpreptexas.org/. A list of tech prep consortia and funding amounts is included in Attachment G.

VI. State Program Improvement Plans

Section 123 (a)(1) of Perkins IV requires development and implementation of a program improvement plan for each state that fails to meet at least 90% of an agreed upon state adjusted level of performance for any of the core indicators of performance. Texas met at least 90% of the performance targets for all but one secondary core indicator (2S1, addressed above).

For 2010-2011, Texas exceeded the target for six of the eight negotiated secondary core indicators, fell within the 90% threshold for one indicator (5S1), and fell below 90% of the target for one indicator (2S1).

TEA used base year data for the Perkins IV indicators to negotiate performance targets with the Department of Education for the new performance indicators. The state used the same data to negotiate performance levels for each institution included in the program. Texas reported postsecondary performance data for the first time in December 2009. THECB published postsecondary performance data on its website. THECB uses the data for monitoring the institutions' performance so that improvement plans can be implemented as needed.

For 2010-2011, Texas exceeded the postsecondary target for five of the six negotiated postsecondary core indicators. Texas fell below the 90% threshold for 2P1: credential, certificate, or degree. The established performance target was 36%, with a 90% threshold of 32.40%, and the actual performance was 28.81%. This represented a decrease from the 2009-2010 level of 31.21%. During the same timeframe, Texas postsecondary institutions experienced notable increases in CTE concentrators. While the specific reason is unknown, it is likely that the economy and increased unemployment were two factors that influenced the decrease. It is likely that students enrolled to enhance skills, or to learn a new skill, and returned to the workforce without attaining a credential, certificate, or degree.

Large community college districts that did not meet the 2P1 performance indicator are taking steps to encourage students to obtain a credential prior to leaving. For example, Alamo, Dallas, and Tarrant County have implemented initiatives to encourage CTE students to complete a degree, certificate, or credential.

The Alamo Colleges initiated "Completion by Design," an effort supported by the Gates foundation to allow colleges to restructure student interaction beginning when the students arrive on campus and continuing until they graduate. The approach provides students the most efficient path to a degree. It is anticipated that the result will be an increase in completion and graduation rates. In addition, the Alamo Colleges will be working with the National Association of Manufacturers (NAM) to implement industry certificates in Manufacturing Skill Standards Council Certified Production Technician (MSSC-CPT), Automotive Service Excellence (ASE), Automotive Manufacturing Technical Education Collaborative (AMTEC), and the American Welding Society (AWS). The Alamo Community Colleges have instituted systems to improve student graduation rates and attainment of certificate, degrees, and industry recognized credentials. Targets have been established to increase CTE concentrators receiving awards for each of the lower performing colleges. Strategies include "Achieving the Dream" interventions for retention and completion rates that will require students to participate in orientation sessions, access advising, and participate in tutorial services.

Tarrant County Community College District identified the need to provide students with more direction to realize the importance of completing degrees and certificates. Eight CTE advisors were hired and housed in facilities near the CTE classrooms and laboratories. These CTE advisors are responsible for discussing CTE programs with students who call or make email contacts with the college, tracking course enrollments, tracking and advising students on courses to take to complete a certificate and/or a degree, and emphasizing the importance of completing industry-recognized certifications or licensures.

Dallas County Community College District plans intensive case management by program faculty coupled with college-wide initiatives developed by the college's Enrollment Management Committee. Faculty and deans involved with each CTE program have included activities in the college's strategic plan. Strategies include activities that encourage students to file degree plans early in their college careers, identification of CTE students seeking awards, and closer collaboration with the financial aid office in identification of CTE students. Industry-recognized certificates will also be tracked in CTE programs where appropriate. Additional strategies include extensive case management and interaction with CTE students by the advising and counseling staff to include review of degree plans and/or certification attainment progress to improve completion rates. New software for the Student Support Services has been purchased to help advise, track, and monitor the academic progress of CTE students, with follow-up communication via emails and telephone calls. The advisor will work with faculty and program coordinators to also contact CTE students at risk of not completing to help identify barriers to completion and resources available to help them continue.

THECB continues to work with the community and technical colleges to assist them in improving performance on student attainment of a credential, certificate, or degree.

VII. Accountability

A. Core Indicators

By agreement with the Office of Vocational and Adult Education (OVAE), Texas reports the core indicator data one year behind the actual reporting period; therefore, Texas is reporting performance data for 2009-2010 student concentrators in this report. The delay in reporting student performance data reflects Texas's timeline for the reporting and validation of student-level data to ensure that data are reconciled, accurate, and reliable. This time delay is factored into performance target negotiations, so although the 2009-2010 performance data are compared with 2010-2011 performance targets, those targets are adjusted for the reporting delay.

Additionally, TEA collected the data for the 2S1 core indicator using the 1977 race/ethnicity standards. Texas collects the data for this indicator through a separate mechanism than the data for other indicators. The mechanism for this indicator was converted to the 1997 race/ethnicity standards for the 2010-2011 collection, but not for the 2009-2010 collection.

Secondary Measures

1S1 Academic Attainment – Reading/Language Arts: The performance target was 95.0%. The actual performance was 98.38%, slightly up from 2008-2009, and higher than the target. Female (98.95%) CTE students passed the exit level assessment at a higher rate than male (97.81%) students. All ethnic groups performed above the state

target. Individuals with disabilities (77.91%) and limited English proficient (82.06%) CTE students performed significantly below the state target, but LEP students performed noticeably better than in 2008-2009.

1S2 **Academic Attainment – Mathematics:** The performance target was 95.0%. The actual performance was 96.37%, slightly above the target. Female (96.78%) CTE students performed slightly above male students (95.95%). Only Black or African American (93.45%) CTE students performed below the target, but still well within the 90% threshold. Limited English proficient (83.25%) CTE students and individuals with disabilities (54.68%) performed significantly below the state target, but showed improvement over 2008-2009.

2S1 **Technical Skill Attainment**: The performance target was 81.33%. The actual performance was 66%. Female (69%) CTE students performed better than male (63%) CTE students. Asian or Pacific Islander CTE students performed above the target; all other ethnic groups performed below the target. Single parents (75%) had the highest performance of the special populations.

3S1 **School Completion:** The performance target was 90.66%. The actual performance was 96.36%, a slight increase over last year. Female (96.71%) CTE students completed at a slightly higher rate than male (96.03%) students. All ethnic groups performed above the target. Limited English proficient students (82.25%) performed significantly below the target.

4S1 **Student Graduation Rates:** The performance target was 89.91%. The actual performance was 95.91%, which is well above the target. Both female (96.28%) and male (95.54%) CTE student graduation rates are above the target. All ethnic groups performed above the target. Limited English proficient (81.95%) CTE students are completing at rates significantly below the CTE state performance level, but at a slowly increasing rate. All subpopulation groups except single parents (88.65%) performed above the target.

5S1 **Placement:** The performance target was 78.25%. The actual performance was below target at 70.47%, which is slightly above the 90% threshold requirement (70.43%). Male (69.6%) CTE students were placed at a slightly lower rate than female (71.38) students. White (75.53%) CTE students had the highest placement rate among the ethnic groups, followed by two or more races (70.74%). Other ethnic groups performed below 90% of the target. Limited English proficient (36.71%) CTE students' placement rates were disturbingly lower than the other subpopulation groups. Nontraditional (71.56%) CTE students were placed at a higher rate than other subpopulations.

6S1 **Nontraditional Participation:** The performance target was 38.84%. The actual performance was 41.59%, above the target and slightly above the last reporting year. Female (48.04%) CTE students participated at a higher rate than male (36.26%) students. All ethnic groups exceeded the state target. All subpopulations were within 90% of the state target.

6S2 **Nontraditional Completion:** The performance target was 38.40%. The actual performance was 40.07%, slightly above the state target. Female (46.16%) CTE students completed at a higher rate than both the state target and the overall

performance, while male (34.64%) CTE student completion was below both the target and the overall performance. All ethnic groups and subpopulations completed within 90% of the target.

Postsecondary Measures

1P1 Technical Skill Attainment: Texas exceeded the performance target with skill attainment of 92.20%; the performance target was 84.50%. However, the Hispanic, African American, and special population categories, with the exception of displaced homemakers, performed below the state average. There was a slight increase in performance compared with last year, observed for Hispanics, economically disadvantaged, and single parents.

2P1 Credential, Certificate, or Degree: The performance target was 36.00% and Texas performance was below that at 28.81%. Texas did not meet the required 90% threshold. Notably, females and displaced homemaker groups performed above the state level. However, no group showed improvement compared with last year and no group performed at the negotiated target level.

3P1 Student Retention or Transfer: The performance target was 67% and Texas performance was 65.72%, which met the 90% threshold. Females, ethnic groups except African-American, and special population groups except single parents performed above state performance levels.

4P1 Student Placement: The performance target was 79% and Texas performance was 73.22%, which met the 90% threshold. Females, Hispanics, tech prep students, and single parents were the only subpopulations that exceeded the state level of performance. These data indicate that students were affected by the economic situation in the state, as the recession affected Texas.

5P1 Nontraditional Participation: The performance target was 23% and Texas performance was 21.52%, which met the 90% threshold. The highest performing ethnic group was Asian followed by African Americans. The individuals with disabilities group was the highest performer in the special population category.

5P2 Nontraditional Completion: The performance target was 17.30% and Texas performance exceeded that at 17.36%. Females, African American, and Asian groups exceeded the performance target. All the special population groups, except limited English proficient students, exceeded the target.

B. Tech- Prep Measures

Secondary Measures

1STP1 Enroll in postsecondary education: The percent of secondary tech prep students enrolled in higher education in the year following their high school graduation decreased by 2% compared with last year (62.00%).

1STP2 Enroll in the postsecondary in the same field or major: Fewer tech prep students (4.57%) continued their postsecondary education in the same career cluster that they pursued in high school compared with last year (6.65%).

1STP3 Complete a state or industry-recognized certification and licensure: In 2009-2010, 12,438 secondary tech prep students took a state or industry-recognized certification or licensure examination; 11,215 of those students passed the examination, resulting in a 90% pass rate, above the state target for technical skill attainment and significantly above all other subgroups.

1STP4 Complete course(s) that award postsecondary credit: Almost one third (29.09%) of tech prep high school graduates earned college credits by means of dual credit courses or concurrent enrollment.

1STP5 Enrolled in remedial mathematics, writing, or reading courses: More than 37% (37.31%) of tech prep students who were enrolled in higher education were enrolled in one or more developmental education courses in mathematics, reading, and/or writing. This is a slight decrease from the previous year, when 37.60% of students were enrolled in developmental courses.

Postsecondary Measures

1PTP1 Employment in related field after graduation: Approximately 81% of postsecondary tech prep graduates were employed in the fourth quarter of the calendar year following their graduation, a decrease from last year. The decrease reflects the economic slowing in the state.

1PTP2 Complete a state or industry-recognized certificate and licensure: More than 90% of the tech-prep students attempting a licensure/certification examination passed.

1PTP3 On-time completion of a 2-year degree or certificate: More than 13% of tech prep students earned an associate degree or certificate within three years, an increase compared with last year (12.57%).

1PTP4 On-time completion of a baccalaureate degree program: More than 5% of tech prep students earned a baccalaureate degree within six years.

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

Major Challenges for Special Populations that Did Not Reach Performance Level

Limited English proficient students struggled with performance more than other special population groups, some of which displayed moderate increases in performance over this reporting period. These students must overcome many challenges in order to be successful.

For instance, limited English proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the performance based monitoring system have significant challenges with the performance of CTE

limited English proficient students. While secondary schools and community colleges spend a significant portion of their Perkins basic grant to assist these subpopulations, a number of contributing factors negatively impact the ability of Texas to make the progress essential for its special populations.

B. Definitions

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

C. Measurement Approaches

TEA negotiated with OVAE the secondary definitions and parameters for core indicators under the 2006 Perkins Act. TEA CTE staff works closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators. Districts receive an annual performance based monitoring report for their CTE student populations and have access to follow-up reports in a secure online career and technical education reports (CTER) system. Performance data for the preceding three years is also pre-populated in each LEA's Perkins application, along with performance targets.

The THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which each reporting institution certifies prior to aggregation and analysis. The THECB no longer requires institutional effectiveness monitoring. However, the agency is in the process of developing a program review for certificate and applied associate degree programs offered at community and technical colleges to evaluate program quality. Data are collected on federal and state performance indicators. Onsite monitoring visits, desk reviews conducted by THECB staff, and quarterly review of reports submitted by sub-grantees ensure compliance with all federal and state requirements.

The TEA and THECB actively participate in the data quality webinars and Next Steps Work Group (NSWG) telephone conferences with OVAE and other states and territories to continue to refine definitions and parameters for core indicators under the current Perkins Act, as well as discussions for changes at reauthorization.

The core indicators provide the foundation for the goals, activities/strategies, and evaluation of programs in the State's community, state, and technical colleges. The core indicators play a major role in the annual application for Perkins funds, which is driven by core indicator data for individual programs. Performance data for the preceding year is pre-populated in each eligible recipient's application, along with the performance targets.

D. Improvement Strategies

Secondary LEAs must evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close achievement gaps. TEA requires districts to submit a performance report through its online eGrants system. A sample of the report is included as Attachment K. As part of their annual application, districts also provide an improvement plan for any core indicators for which a local target is lower than the statewide target. The Perkins secondary application is included as Attachment H.

Electronic delivery of postsecondary information, technical assistance, and data, along with web enhancement of the annual application and RFA for Perkins leadership grants, reinforce the

core indicators and the need for accountability. The RFAs can be accessed online at http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm.

State's assessment of the data quality

Most of the data used for the Texas secondary performance measures are drawn from the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is annually updated and refined. Because the performance measures are based on accuracy of PEIMS data, Texas has focused on strategies to improve the quality of data that districts report.

The data used to calculate the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting system, which has been in place since 1973. The data collection system is continually refined and improved. The CBM reporting system provides performance and enrollment information for all postsecondary CTE students, including special population groups. THECB used data from the CBM reporting system to calculate 2P1, 3P1, 5P1, and 5P2. Additional reports (CBM116 and Licensure Report) collect information regarding licensure and employment, for 1P1 and 4P1 indicators. All data are certified by the college presidents prior to submission.

State activities to improve data quality

TEA provides technical assistance in improving the quality of data at the district level through presentations at conferences and workshops, and by training ESC CTE specialists and PEIMS specialists in data collection procedures. Implementation of the state performance based monitoring system has resulted in significant improvement in data quality. Placement data are based on linkages and administrative record exchanges with the wage and unemployment records system, Federal Employment Data Exchange System (FEDES), and public postsecondary enrollment records.

At the postsecondary level, the THECB's Educational Data Center (EDC) staff works with college reporting officials to ensure accuracy in reporting. All data are processed electronically from the colleges directly to the EDC. THECB's Planning and Accountability Division produces reports in collaboration with the EDC. The reports are reviewed and edited prior to completion and data certification. Any changes to the core performance measures may only be implemented if the CBM reporting system is modified as a result of the Texas Legislature's mandate regarding the reduction in college reporting requirements. Texas' statewide longitudinal data system allows the THECB, TEA, and TWC to work together to provide student data to monitor student success from kindergarten to employment.

In addition to the data collected from the institutions, THECB receives employment information from TWC and FEDES databases.

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

Secondary Education

TEA will continue to improve the quality of professional development activities to ensure that educators have the academic and career and technical knowledge and skills they need to help students improve their educational preparation. Project Share (http://www.projectsharetexas.org/) will also expand access to professional development opportunities in core academic areas as well as CTE courses.

As described above, TEA has developed policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement. Districts and TEA staff evaluate CTE student performance. TEA then identifies and monitors districts with high percentages of CTE students who do not perform well, and initiates intervention and improvement procedures.

TEA has instituted integrated performance monitoring, which links performance deficits across programs such as CTE, bilingual education, and special education. This will enhance collaboration among program areas. TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation, college and career readiness, and postsecondary education and/or training.

TEA will continue to collaborate with the THECB to identify and promote statewide articulated advanced technical credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

THECB will continue to require that colleges review core indicator data and perform a performance improvement plan (PIP) self-evaluation as part of the annual application process for basic funds. With the defunding of Title II, THECB did not publish an RFA for tech prep consortia grants for the 2011-2012 program year.

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

THECB will continue to provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures. http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm.

THECB will continue to evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.

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

THECB will continue to provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.

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

Monitoring Follow-up

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

Attachments

(mailed separately to the Perkins CAR e-mail inbox at CAR2011@ed.gov)

Attachment A: TEA organizational chart
Attachment B: THECB organizational charts
Attachment C: Perkins Secondary Eligible Recipients, 2010-2011
Attachment D: Perkins Secondary Discretionary Projects, 2010-2011
Attachment E: Perkins Postsecondary Eligible Recipients, 2010-2011
Attachment F: Perkins Postsecondary Discretionary Projects, 2010-2011
Attachment G: Tech Prep Consortia
Attachment H: Perkins Secondary Application, 2010-2011
Attachment I: Perkins Postsecondary Application, 2010-2011
Attachment J: Perkins Core Indicator Definitions
Attachment K: Perkins Program Effectiveness Report, 2010-2011
Attachment L: Perkins Secondary Eligible Recipients' Performance, 2010-2011