Texas Consolidated Annual Report
for
Fiscal Year 2011-2012

under the

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

Texas Education Agency
December 2012

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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 programs. In 2011-2012, Texas was allocated $89,840,720 in Perkins basic grant funds 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. In 2011-2012, those collaborative meetings continued to increase efficiency in partnerships between secondary and postsecondary CTE programs.

B.   Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Curriculum Division, 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 Curriculum Division supports policy guidance, development and implementation of curriculum standards, professional development related to curriculum standards, and adoption of instructional materials. The Grants Administration Division in the Department of Grants and Federal Fiscal Compliance is responsible for strategic planning, and distributing and monitoring formula and discretionary grants.

THECB is responsible for postsecondary CTE programs and the Division of Workforce, Academic Affairs, and Research is responsible for the program administration of the Perkins basic and leadership grants. 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 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 describes 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 of CTE coherent sequence 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 2011-2012 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 19 site visits in the 2011-2012 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 surveys of public two-year colleges. Results of those surveys indicate that Perkins funds support 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. TEA is implementing these professional development courses through Project Share. More information about these courses is available at http://www.projectsharetexas.org/node/1248.

Postsecondary state leadership projects were designed and funded to expand the use of technology in CTE, e.g., the Texas Network for Teaching Excellence: Dual Credit Education, 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 2011-2012 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 of the twenty state regional education service centers (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 $165,000 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: Dual Credit Education, and Texas Career and Transition Initiative 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 leadership 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 course standards that increased relevancy and both academic and technical rigor, and incorporated the Texas College and Career Readiness Standards (CCRS) into each course. The College and Career Initiative grant has completed the first level review of the standards for all of the career clusters. The initial review convened secondary and postsecondary educators along with representatives from business and industry to review the Texas CCRS and identify these standards in the CTE TEKS and to vertically align secondary

and postsecondary programs for the purpose of designing seamless pathways and/or providing recommended articulations. As an example of secondary/postsecondary collaboration, a THECB Career Clusters grant to Tarrant County College "Career Pathways to Student Success" funded and conducted this part of the process. The grant has begun the validation phase of the project. Additionally, Texas Workforce Commission (TWC) analyzed the new TEKS and found that approximately 50% of the knowledge and skills statements are academic and 50% are technical. Finally, 17 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 $190,681 for the ongoing development and maintenance of curricula in 2011-2012. 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 renewed its membership for 2011-2012. Texas publishes a list of secondary nontraditional courses on the TEA website. 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, THECB awarded Amarillo College $45,000 to facilitate a statewide professional development program, focused on gender equity improvement. This project raises the awareness in Texas of the need for females, who represent more than 60% of the current population of students in community and technical colleges, to be employed in STEM-related careers. The project will focus on raising the awareness across the state that women are capable of STEM-related careers and continue to expand the strategic and best practices in improving female participation in STEM fields. The project will disseminate the information gathered on best practices that increase nontraditional student participation (5P1) and nontraditional gender completion (5P2) from the national project, *STEM Equity Pipeline*.

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

TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for the 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 College and Career Initiative grant is available at http://www.achievetexas.org. During 2011-2012, Tarrant County College District received $227,200 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 also uses Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the 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.

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 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.

TEA used Perkins funds to review almost 200 secondary courses for alignment with 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 12,003 ATC-eligible teachers who may teach 66 enhanced secondary courses for postsecondary credit. These alignments add to the methods secondary students can use to earn postsecondary credit; they may also use dual credit courses, technical dual credit, credit by exam, Advanced Placement and International Baccalaureate courses, and locally articulated courses to earn college credit while they are in high school. More information about ATC is available at https://www.atctexas.org/.

Service to individuals in state institutions

The Windham School District and Texas Youth Commission received $898,407 in Perkins funds in 2011-2012. The most recently published Windham School District annual report is available at http://www.windhamschooldistrict.org/apr/APR.pdf. In December 2011, the Texas Youth Commission joined the Texas Juvenile Probation Commission and became the Texas Juvenile Justice Department. The strategic plan for the new agency is available at http://www.tjjd.texas.gov/default.aspx, and includes CTE-specific information.

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

In 2011-2012, TEA again 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, such as Amarillo College's "Extending the STEM Equality Pipeline to Texas."

Technical assistance

ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided $700,000 in Perkins administrative support funding to ESCs for technical support and professional development, $105,000 to ESCs for support of training and employment in non-traditional fields, and $200,000 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. The THECB Perkins online portal 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. New administrators and counselors are selected to attend this academy through an application process; the academy fills to capacity each year. Additionally, TEA provided $150,000 to the TWC, which included $50,000 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; more information is available at http://www.texascaresonline.com/. This contract also included development of a free iPhone application that supports the "Texas Reality Check" website. This website and application allow users to link budgeting with career choices; more information is available at http://www.twc.state.tx.us/news/press/2012/081612press.pdf.

Another postsecondary leadership grant provided $346,290 to El Paso Community College for "TEXASgenuine CTE Strategic Plan" which has a website (http://www.texasgenuine.org/careers) that provides career exploration information and employment and salary information.

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. The TEKS that LEAs have implemented since the 2010-2011 school year 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 paid or unpaid time off to attend class; 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 almost $2.7 million in scholarships in 2011-2012. Texas provided $365,844 in Perkins funds to the state offices of nine CTSOs. These funds support CTSO leadership development activities for the more than 174,000 members statewide.

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 2011-2012, TEA provided $142,281 in Perkins funding to 16 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.

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.

Before THECB staff approves a new program, a college must demonstrate the labor market need for a new program and certify that it developed the curriculum with local industry input.

Texas colleges have thousands of partnerships with business/industry, including general categories of construction, security, technology, government, manufacturing, medical, military, petro-chemical, and service industries. Businesses support students enrolled in critical need areas, provide clinical placement in health facilities, provide internships, upgrade facilities, donate equipment, and grant job interviews upon completion of a CTE program. Examples of these include:

College	Industry
Amarillo College	Bell Helicopter Textron
Angelina College	Vulcraft
Brazosport College	BASF Corporation
Collin College	Raytheon Corporation
Dallas County Community College District	Texas Health Resources
Hill College	Snap-On
Midland College	Chevron USA
Navarro College	XTO Energy
North Central Texas College	EnCana
Odessa College	Miether Bearing Products
San Jacinto College	NASA
South Plains College	Texas Electric Cooperatives
South Texas College	CISCO
Temple College	Scott and White Healthcare
Tyler Junior College	Rusk State Hospital

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 Digital and Interactive Media and Touch System Data Entry to its CTE course inventory, which previously included only Principles of Technology. 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.

Innovative Perkins-funded initiatives for curriculum development included an award to Texas State Technical College, Waco for "Developing Telecommunications Training for the Smart Grid", and the grant "Detailed Occupational Skill and Learning Outcome Alignment". THECB awarded Trinity Valley Community College a grant for the project "Reducing Duplication in ADN & RN-to-BSN Curricula" for the development of a concept-based nursing curriculum and common pre-requisite courses that can more easily transfer to baccalaureate degree nursing

programs. 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 J, 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. TEA staff is preparing to review this list again for the 2012-2013 reporting period.

Districts report only students who attempted end-of-program industry-recognized certification and licensure exams that are available and appropriate for secondary students. Few of these assessments apply to secondary students. However, 469,086 CTE concentrators were enrolled in secondary CTE courses in this reporting period (this represents an unduplicated enrollment count). 36,364 of those students attempted an end-of-program industry-recognized certification or licensure exam while 28,082 of those who attempted the exam passed. Therefore, 7.7% of secondary CTE concentrators attempted an end-of-program industry-recognized certification or licensure exam, and of those who attempted an exam, 77.22% passed.

At the postsecondary level, in the 2011-2012 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. THECB publishes the GIPWE online at: http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm.

III. Implementation of State Program Improvement Plans

During the 2008-2009 school year, Texas experienced a significant drop in performance for 2S1, technical skill attainment, from 80.24% the previous year to 58.74%. When Texas first encountered this issue with the 2010 CAR, it appeared to be a data collection/reporting issue, not a performance issue, since Texas introduced a new reporting instrument that year. During the intervening reporting periods, TEA staff continued to research and analyze possible reasons for the significantly different results on this indicator. Staff continues to engage in a significant effort to educate LEAs regarding accurate data collection and proper completion of the reporting instrument (Attachment J) as well as the use and purpose for the data. Staff also conducts an annual review of the reporting instrument and its instructions, and revises the report in an effort to improve data collection. State performance results have improved in each subsequent

reporting period. For the 2009-2010 reporting period, state performance was 66%; for 2010-2011, state performance was 77.22%, which is well above the performance target for that reporting period. This appears to be a result of the education efforts and instrument revision, and to confirm the early conclusion that the 2008-2009 drop was not a performance issue. Texas will continue its review and education efforts.

IV. Implementation of Local Program Improvement Plans

TEA has an electronic grant application system populated with allocations and performance data 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 performance based monitoring intervention stage must submit additional analysis and program improvement plans. A copy of the secondary Perkins grant application is included in Attachment G. Attachment C is a list of the 2011-2012 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 included as Attachment K.

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. Recipients develop their annual budget around the action plan. Recipients and THECB staff use the same application system to evaluate the previous grant year's results. While a PDF application form is included as Attachment H, it does not reflect the interactive capabilities of the electronic application. An electronic version of the annual basic application is located at http://www.thecb.state.tx.us/index.cfm?objectid=C1E077B1-E905-3034-9EDD31137CD747E6. The annual request for applications (RFA) for leadership grants is located at the same URL. A list of the 2011-2012 eligible postsecondary institutions and the corresponding Perkins awards is included as Attachment E.

V. Tech Prep Grant Award information

Congress eliminated federal Title II funding for tech prep for 2011-2012; therefore, THECB closed out all tech prep grants on August 31, 2011. THECB did not publish a tech prep RFA for 2011-2012.

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. 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.

For 2010-2011, Texas exceeded the performance targets for all but one secondary core indicator (5S1), but performed within the 90% threshold for that indicator.

THECB publishes postsecondary performance data on its website. THECB uses these data to monitor the institutions' performance and require improvement plans as needed. For 2010-2011, Texas exceeded the postsecondary target for five of the six negotiated postsecondary core indicators. However, Texas fell below the 90% threshold for 2P1: credential, certificate, or degree. The established performance target was 36%, with a 90% threshold of 32.4%, and the actual performance was 28.81%. This performance showed, however, a slight increase in the number of degrees versus certificates. The economy and increased unemployment were two factors that likely influenced the student behavior. Students likely enrolled to enhance skills or to learn a new skill, and returned to the workforce without attaining a credential, certificate, or degree as soon as a job became available, or earned an award but continued their education as the job market has not yet recovered.

Because Texas postsecondary institutions failed to meet 2P1 for a second year, the Perkins Basic Grant application provided that applicants would be evaluated on the use of grant funds to meet the targets of the federally-designated core indicators. In order for institutions to focus efforts on meeting those targets, applicants were required to develop a performance improvement plan/evaluation plan for each of the core indicators. The applicants were required to summarize how they would reach the targets, or in the case where an applicant met or exceeded the target, how it would continue to meet the specific target. The applicant was required to identify key CTE programs and activities that would have a significant role in meeting or exceeding the targets. An applicant that failed to meet the target for a core indicator in each of the last three years was required to identify a minimum of three programs or activities and identify and describe specific activities and strategies to be used to meet or exceed the target for a core indicator. Each entry on the applicant identified the campus (If applicable) and described and justified each program or activity entry. Applicants identified specific budget items that would have a significant role in meeting or exceeding the targets.

THECB staff carefully reviewed the applicants' performance improvement plans and requested additional specific information if the plans needed to be strengthened. THECB staff will review biannual reports to monitor progress. 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 2010-2011 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 2010-2011 performance data are compared with 2011-2012 performance targets, those targets are adjusted for the reporting delay.

Secondary Measures

1S1 **Academic Attainment – Reading/Language Arts:** The performance target was 95.0%. The actual performance was 97.21%, slightly lower than 2009-2010 but higher than the target. Female (97.90%) CTE students passed the exit level assessment at a higher rate than male (96.60%) students. All ethnic groups performed above the state target. Individuals with disabilities (80.94%) and limited English proficient (80.12%) CTE students performed significantly below the state target.

1S2 **Academic Attainment – Mathematics:** The performance target was 95.0%. The actual performance was above the target at 95.77%. Female (96.28%) CTE students performed slightly above male students (95.25%). Only Black or African American (93.20%) and Hispanic/Latino (94.77%) CTE students performed below the target, but still well within the 90% threshold. Limited English proficient (79.05%) CTE students and individuals with disabilities (69.19%) performed significantly below the state target.

2S1 **Technical Skill Attainment**: The performance target was 60%. The actual performance was 77.22%. Female (78.83%) CTE students performed better than male (75.43%) students. All ethnic groups and special populations performed above the target. However, since TEA and OVAE adjusted the target for this indicator downward to reflect the previous years' reporting problems with this indicator, the improvement these data seem to indicate is more a matter of improvements in the data collection process than in performance, as TEA analysis seems to indicate that performance was not the reason for a drop in this indicator in prior years.

3S1 **School Completion:** The performance target was 95%. The actual performance was 96.39%, a slight increase over last year. Female (96.74%) CTE students completed at a slightly higher rate than male (96.05%) students. All ethnic groups performed at or above the target. Limited English proficient students (82.36%) performed significantly below the target.

4S1 **Student Graduation Rates:** The performance target was 90.01%. The actual performance was 95.91%, which is well above the target. Both female (96.36%) and male (95.45%) CTE student graduation rates are above the target. All ethnic groups performed above the target. Limited English proficient (81.98%) and single parent/pregnant teen (88.35%) CTE students are completing at rates significantly below the CTE state performance level. All other subpopulation groups performed above the target.

5S1 **Placement:** The performance target was 75%. The actual performance was below target at 70.13%, but above the 90% threshold requirement (67.50%). Male (69.66%) CTE students were placed at a slightly lower rate than female (70.61%) students. White (74.60%) CTE students had the highest placement rate among the ethnic groups, followed by two or more races (71.16%). Limited English proficient (39.15%) CTE students' placement rates were disturbingly lower than the other subpopulation groups, though higher than in 2009-2010. Nontraditional (71.63%) CTE students were placed at a higher rate than other subpopulations.

6S1 **Nontraditional Participation:** The performance target was 40.80%. The actual performance was 42.74%, above the target and slightly above the last reporting year.

Female (59.30%) CTE students participated at a much higher rate than male (27.81%) students. All ethnic groups exceeded the state target. All subpopulations were above the state target or within 90% of the state target.

6S2 **Nontraditional Completion:** The performance target was 39.75%. The actual performance was 41.33%, slightly above the state target. Female (55.55%) CTE students completed at a much higher rate than both the state target and the overall performance, while male (27.75%) CTE student completion was well below both the target and the overall performance. American Indian or Alaska Native (37%) CTE students performed within 90% of the state target; all other ethnic groups performed at or above the state target. CTE students with disabilities (35.09%) performed below 90% of the state target, but all other subpopulations performed within 90% of the state target, with most performing above the state target.

Postsecondary Measures

1P1 **Technical Skill Attainment**: The performance target was 92.50%.Texas met the 90% threshold (83.25%) of the performance target with skill attainment of 90.90%;. Texas is doing a better job of identifying and reporting concentrators attempting/passing a licensure/certification examination. Hispanic/Latino, Black or African American, and Asian students performed below the state average. All special population categories, with the exception of displaced homemakers, performed below the state average.

2P1 **Credential, Certificate, or Degree:** The performance target was 36.00%, and performance was below that at 28.82%. Texas did not meet the required 90% threshold (32.4%). Notably, females; Asian, Native Hawaiian or Pacific Islander, and White race/ethnicities; and individuals with disabilities, single parents, and displaced homemaker groups performed above the state level. Almost all groups showed improvement compared with last year but no group performed at the negotiated target level.

3P1 **Student Retention or Transfer:** The performance target was 67.50% and Texas performance was 64.12%, which met the 90% threshold (60.75%). Females, ethnic groups except Black or African American and American Indian or Alaska Native, and special population groups except nontraditional enrollees performed above state performance levels. Only Asians and Native Hawaiian/Pacific Islander groups performed above the negotiated target.

4P1 **Student Placement:** The performance target was 79% and Texas performance was 73.69%, which is slightly higher than the previous year and met the 90% threshold (71.1%). Males, Hispanics/Latinos, Whites, and single parents exceeded the state level of performance. No group performed at the adjusted level of performance. These data indicate that the economic situation in the state affected students as the effects of the national recession reached Texas.

5P1 **Nontraditional Participation:** The performance target was 23.10% and Texas performance was 24.93%, which exceeded the performance target. The lowest performing ethnic groups were Whites and Hispanics/Latinos. The single parents group was the highest performer among the special populations.

5P2 **Nontraditional Completion:** The performance target was 17.40% and Texas performance exceeded that at 18.33%. Females, Black or African American, Native Hawaiian or Pacific Islander, and Asian groups exceeded the performance target. All the special population groups, except limited English proficient students, exceeded the target.

B. Tech- Prep Measures

Texas consolidated unexpended tech prep grant funds with basic grant funds after closing out its grants to 26 tech prep consortia effective August 31, 2011. Therefore, Texas no longer reports tech prep data.

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 continued to struggle with performance more than other special population groups, some of which displayed 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.

At the secondary level, TEA has instituted an integrated approach to program monitoring, described below. This integrated approach seeks to leverage the strengths of several special program areas to improve performance across the program areas.

B. Definitions

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

C. Measurement Approaches

TEA negotiated with OVAE to reach agreement on 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's system 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. The "Existing Program Performance Review" is scheduled to begin in 2013. Postsecondary recipients report data on federal and state performance indicators. To ensure compliance with all federal and state requirements, THECB staff conduct onsite monitoring visits and desk reviews, and review biannual reports that sub-grantees submit.

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. Texas also has both a secondary representative and a postsecondary representative on the State Perkins Accountability Congress (SPAC) and the Perkins reauthorization design team.

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 J. 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 G.

Electronic delivery of postsecondary information, technical assistance, and data, along with web enhancement of the annual application and RFA for Perkins basic and leadership grants reinforce the core indicators and the need for accountability. THECB publishes the RFAs 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 through that system. Texas also analyzed data quality to determine and correct the cause for a drop in 2S1 data, as described above.

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 THECB continually refines and improves the data collection system. 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 the 1P1 and 4P1 indicators. The college presidents certify all data prior to submission. Texas uses employment databases to determine performance for indicators 5S1 and 4P1, using administrative records matching with Texas unemployment insurance (UI) wage records, the Federal Employment Database Exchange System (FEDES), and Office of Personnel Management records.

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. TEA also conducts data validation monitoring activities and provides data validation information to LEAs and the public. More information is available at
http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

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. The data 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.

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 complete a performance improvement plan (PIP) self-evaluation as part of the annual application process for basic funds.

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

THECB will continue to provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core indicators. (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 applicants to evaluate performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds for those activities.

THECB will continue to align the Perkins indicators with the revised goals of the THECB's Strategic Plan, *Closing the Gaps by 2015*.

Monitoring Follow-up

OVAE conducted a full monitoring visit in February/March 2012. The monitoring visit resulted in two findings.

Finding #1, Secondary Local Plan: The TEA approved secondary local applications that failed to properly address all the requirements of Perkins IV.

Finding #2, Postsecondary Local Applications: The THECB approved postsecondary local applications that exceeded the five percent limitation the Act places on use of Federal funds for local administration pursuant to Perkins IV.

The State of Texas responded to all monitoring findings as required, in a letter dated July 13, 2012, and is awaiting OVAE's comments on the response.

Attachments
(mailed separately to the Perkins CAR e-mail inbox at CAR2012@ed.gov)

Attachment A: TEA Organizational Chart
Attachment B: THECB Organizational Charts
Attachment C: Secondary Eligible Recipients, 2011-2012
Attachment D: Secondary Leadership Projects, 2011-2012
Attachment E: Postsecondary Eligible Recipients, 2011-2012
Attachment F: Postsecondary Leadership Projects, 2011-2012
Attachment G: Secondary Application, 2011-2012
Attachment H: Postsecondary Application, 2011-2012
Attachment I: Student and Core Indicator Definitions
Attachment J: Secondary Program Effectiveness Report, 2011-2012
Attachment K: Secondary Eligible Recipients' Performance, 2011-2012