Texas Consolidated Annual Report
for
Fiscal Year 2013-2014

under the

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

Texas Education Agency
December 2014

The USDE has implemented an interactive portal that requires states to enter text directly into the portal in response to specific questions rather than submitting the complete narrative. Following are the PDF versions of the online forms.

Consolidated Annual Report, Program Year 2013 - 2014
Texas

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

Secondary: Texas uses industry-recognized certifications and licensures that are available to and appropriate for secondary students at the end of a program to measure technical skill attainment. The instrument that Local Educational Agencies (LEAs) use to report performance includes a list of 155 exams, as well as a mechanism for LEAs to recommend additions to the list. Texas Education Agency (TEA) CTE staff members periodically review this list for accuracy and currency, and review LEA recommendations for inclusion.

Postsecondary: Texas community and technical colleges use third-party developed assessments, and licensure or certification examinations to measure technical skill attainment.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

Consolidated Annual Report, Program Year 2013 - 2014
Texas

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary: The Texas Education Agency (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. Local education agencies (LEAs), including both public school districts and charter schools, receive a comprehensive report of the performance of CTE coherent sequence students. LEAs with low-performing CTE students are then assigned to various stages of intervention and required to respond accordingly. LEAs with only a few performance deficits are staged at Level 1 of intervention, whereas LEAs with more performance deficits are staged at Levels 2, 3, or 4 of intervention. The staging level determines the program improvement activities that the TEA requires the LEA to perform. The level of program improvement activity increases with the level of intervention; therefore, the TEA requires an LEA at Stage 4 to engage in broader and deeper improvement activities than an LEA at Stage 1. Additional information is available at http://tea.texas.gov/index2.aspx?id=2147495550&menu_id=2147483703&menu_id2=2147483708.

Secondary LEAs report most of the data used for the Texas secondary performance measures through the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is updated and refined annually. Because the performance measures depend on the accuracy of PEIMS data, Texas has implemented strategies to improve the quality of data that LEAs report through that system.

The TEA provides technical assistance in improving the quality of data at the LEA level through presentations at conferences and workshops, and by providing training in data collection procedures to CTE specialists and PEIMS specialists housed at the 20 regional education service centers (ESCs). Implementation of the state performance-based monitoring system has resulted in significant improvement in data quality. The TEA also conducts data validation monitoring activities and provides data validation information to LEAs and the public. More information is available at http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Performance-based_Monitoring_Analysis_S
.

The Statewide Longitudinal Data Systems grant from the U.S. Department of Education allowed the three state agencies, the TEA, the Texas Higher Education Coordinating Board, (THECB), and the Texas Workforce Commission (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. Early adopters will test this new data system for the 2013-2014 school year, with additional users to be added in stages over the following three years, and statewide implementation scheduled for the 2017-2018 school year.

Postsecondary: During the 2013-2014 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 THECB staff members work with the institutions throughout the year, addressing any needed changes. Site visits supported programmatic oversight, collaboration, and evaluation. THECB used a risk assessment to determine the community and technical colleges that received a programmatic desk review or site visit. The risk assessment factors included time since last visit, number of core indicators not met, number of amendments, allocation amount, annual fiscal desk review, fiscal reporting compliance review, and fiscal management concerns. Each of the risk assessment factors is assigned a weighted point value to determine the risk assessment score. The 16 institutions with the highest risk assessment scores were subject to programmatic desk reviews. The five institutions with the highest risk assessment scores were selected for site visits. Staff completed 16 programmatic desk reviews and 5 site visits in the 2013-2014 program year. THECB staff members conduct ongoing evaluation of postsecondary Perkins effectiveness, including an analysis of state data surveys of public two-year colleges. Results of those surveys indicate that, as a result of Perkins funds, high-quality curricula are maintained, advanced educational technologies are used, and programs that target special population students are supported.

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. Staff 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 colleges certify the accuracy of all data prior to submission.

The THECB's Educational Data Center (EDC) staff members work 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. As mentioned previously, 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.

For each core indicator of performance not met during the fiscal year, a grantee was required to submit a performance improvement plan. The plan included a summary of the institution's strategy to meet the target, and identified key CTE programs and activities to meet the target as well as specific budget items requested to meet the target. 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 for improvement. In the instance that an applicant met or exceeded the target, the applicant described how it would maintain a level of effort to meet or exceed the target.

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.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary: Statewide annual professional development conferences provided teacher training in using 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, including a "Tech Talk" column that provides tips for the use of technology. The AchieveTexas College and Career Initiative grant has published LiveBinder pages (http://www.achievetexas.org/Resources1.htm) that provide digital resources for career development and for each of the 16 Career Clusters. The CTE landing page on the Texas Education Agency (TEA) website (http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/C provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv bulletin disseminates program information and communications to the field through a subscription of more than 6,374 members.

Additionally, Project Share continues to grow. This is the state's platform for professional development, online resources, course content, collaboration, academic networking, and professional learning communities. More information is available at http://www.projectsharetexas.org/. The TEA 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. The TEA makes these professional development courses available 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. The Navarro College project entitled "MPOWER Texas- Modules Providing Opportunities for Education Readiness," and TEXASgenuine, another CTE state project are two examples. The MPOWER e-course provides six modules and two webinars for high school and college guidance counselors, including information about CTE pathways that lead to high-skill, high-wage, and high-demand occupations. TEXASgenuine provides prospective CTE students with online resources for career exploration, including information about different CTE programs and educational requirements and salary information on thousands of occupations. Perkins basic grant funding supported upgrades to and expansion of computer technology on college campuses, provided training for CTE faculty, and developed current and relevant curricula.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Secondary: To support leadership development and continuous program improvement, in 2013-2014 the TEA provided $277,275 in Perkins funds for three professional development events: the statewide recruitment and retention conference for new secondary CTE teachers, the CTE Leadership Academy for new secondary CTE administrators, and the CTE Professional Counselor Academy. Attendance at these conferences continues to grow, and each year the conferences are filled to capacity. Sample topics include curriculum resources, programs of study, special populations, secondary/postsecondary linkages, data reporting and analysis, labor market information, Career Clusters, and career and technical student organizations (CTSOs).

Additionally, each of the 20 state regional education service centers (ESCs) received $9,127 in Perkins funds to provide professional development activities for LEA personnel.

Postsecondary: 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. Two Perkins leadership projects, MPOWER Texas and Detailed Occupational Skill and Learning Outcome Alignment provided webinars or workshops for professional development available at all community and technical colleges. The Navarro College MPOWER Texas project provided modules for CTE high school guidance counselors. The Texas State Technical College (TSTC) Waco project, "Detailed Occupational Skill and Learning Outcome Alignment," provided a statewide workshop regarding their project that aligns curriculum for CTE programs and provides a validation process of curriculum with business and industry needs. Further, each community and technical college used a portion of the Perkins allocation for professional development to allow faculty to attend the most up-to-date training for their career fields.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Secondary: Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the non-traditional provisions of Perkins. Texas publishes a list of secondary non-traditional courses on the TEA website. Additionally, the TEA provides funding for a grant to the CTE Special Populations Resource Center (The Center) at Texas A&M University to research, develop, and disseminate resources and provide technical support for CTE teachers to more effectively meet the learning needs of special populations. 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 LEAs and parents. The Center continually increases the number of multimedia products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and outreach. Last year’s grant provided $168,850. Additionally, the TEA provided $105,000 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.

Postsecondary: THECB awarded Amarillo College $45,000 to facilitate partnerships and training, support, and a road map for developing strategies to address low participation and completion rates for Perkins indicators 5P1 (non-traditional student participation) and 5P2 (non-traditional gender completion).

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary: In 2013-2014, the TEA provided $168,850 in Perkins funds to support the CTE Special Populations Resource Center (The Center) at Texas A&M University (more information is available at http://ctsp.tamu.edu/). 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 LEAs and parents. The Center continually increases the number of multimedia products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and outreach.

Postsecondary: A portion of the discretionary grant supported activities for special populations, including Amarillo College's CTE: Linking the Nontraditional Gender to the Future grant by providing ongoing professional development and support for CTE faculty and staff working with nontraditional career programs through activities including professional development sessions and distribution of best practices regarding recruitment and retention for nontraditional CTE occupations.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary: ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs in Texas. The TEA provided $638,900 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 $182,540 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, including videoconferencing, listserv bulletins, telephone, and email.

Postsecondary: 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. THECB staff conducted monitoring site visits for programmatic review. The THECB Perkins online portal provided technical assistance with grant management, including electronic submission, amending, and reporting features. The fully interactive application/report/support system THECB uses for Perkins grants management is available at: https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2010.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

792068

Number of students participating in Perkins CTE programs in state correctional institutions:

9813

Describe the CTE services and activities carried out in state correctional institutions.

Secondary: The Windham School District and the Texas Juvenile Justice Department (TJJD) received $841,682 in Perkins funds in 2013-2014; of that amount, the two institutions expended $792,068. The Windham School District provides secondary education services to adult inmates and served 9,188 CTE students in 2013-2014. More information is available in the most recently published Windham School District annual report found at http://www.windhamschooldistrict.org/. The TJJD provides secondary education services to juvenile inmates and served 625 CTE students in 2013-2014. The strategic plan for the TJJD is available at http://www.tjjd.texas.gov/about/TYC_Strategic_Plan_2011_to_2015.pdf and includes CTE-specific information.

Postsecondary: Although CTE programs are offered through community colleges to students at certain state correctional facilities in Texas, Perkins funds are not directly used for the programs because the prisoners are not eligible to be Pell grant recipients due to their incarceration.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

7714

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

251

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Secondary: The Texas School for the Blind and Visually Impaired (TSBVI, see http://www.tsbvi.edu/) and the Texas School for the Deaf (TSD, see http://www.tsd.state.tx.us/) are eligible for Perkins funds. The TSBVI does not apply for Perkins funds, but the TSD does. The TSD serves students, ages zero through 21, who are deaf or hard of hearing “in a culture that optimizes individual potential and provides accessible language and communication across the curriculum.” TSD admits students based on referral from a local school district or parent. TSD also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners. TSD offers a work-based training program for students. Sophisticated equipment and industry-standard software provide students with hands-on training to develop marketable job skills. Information about career opportunities, requirements, expectations, and the development of workplace basics prepare students for success in college or career.

Postsecondary:

The stand-alone postsecondary institution that serves individuals with disabilities is SouthWest Collegiate Institute for the Deaf (SWCID), a campus of Howard College. SWCID does not submit a separate Perkins grant application; rather, Howard College is the grantee. Howard College used Perkins funds at SWCID to purchase equipment and software for the Interpreter Training Program and for equipment for the welding program. Additional services provided with Perkins funding include tutoring in CTE areas, textbook assistance, childcare assistance, and transportation assistance.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Secondary: The TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2013-2014, the TEA provided $269,991 in Perkins funding to 27 eligible charter schools that offer CTE programs.

Postsecondary: Not applicable

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary: Organizing Texas CTE courses around the Career Clusters meant organizing family and consumer sciences (FCS) courses into several different Career Clusters instead of housing them in a dedicated FCS program area. Texas now houses family and consumer sciences courses in the Architecture and Construction; Arts, Audio/Video Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services Career Clusters.

Postsecondary: If a family and consumer sciences program did not perform within 90 percent of a core indicator, Perkins funds could be used by grantees to make programmatic improvements.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

Secondary: Based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators, the TEA awarded incentive grants to LEAs that met or exceeded the state target for 1S1, 1S2, 3S1, 4S1, and 5S1. LEAs that met or exceeded the state target for all five core indicators received a full incentive allocation, while LEAs that met or exceeded the state target for four out of the five measures received a partial incentive allocation.

Postsecondary: Not applicable

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2013 - 2014
Texas

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary: 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, Section 28.002 requires that LEAs teach all the TEKS for each course an LEA offers. During 2009-2010, Texas adopted revised CTE TEKS that increased relevancy and both academic and technical rigor and incorporated the Texas College and Career Readiness Standards (CCRS) into each course. Currently, 17 secondary CTE courses meet state graduation requirements for mathematics, science, English language arts, languages other than English, or fine arts. The State Board of Education is in the process of reviewing and revising the TEKS for CTE. Current courses are being updated and revised and new courses are being created. As a result of the revision of the TEKS for career and technical education, new courses have been recommended to meet the requirements for mathematics, science, and fine arts. Revisions to the TEKS are scheduled for adoption in the summer of 2015 with implementation scheduled for the 2017-2018 school year.

The College and Career Initiative grant funds an iterative study to identify and validate the integration of the CCRS in the CTE TEKS. 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. Their purpose was to vertically align secondary and postsecondary programs for the purpose of designing seamless pathways and/or providing recommended articulations. The review and development of crosswalks for all but one of the Career Clusters is complete. The validation and editing phase for one of the Career Clusters is in the final stages of completion. The Crosswalks for these Career Clusters are now available online at http://www.achievetexas.org/Career%20Cluster%20Crosswalks.htm.

Additionally, the Texas Workforce Commission (TWC) analyzed the 2009 TEKS and found that approximately 50% of the TEKS are academic and 50% are technical. The TEA, with adoption of revised CTE TEKS, will plan a similar analysis of the revised TEKS.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the guide for technical curriculum development at the postsecondary level (see http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/). CTE faculty throughout the state developed the courses in the WECM, which include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use WECM courses in order to be eligible for state funding. The WECM provides for consistent integration of academic and technical skills and helps to ensure that students are enrolled in the same high-quality courses statewide. In 2013-2014, THECB provided the WECM project at San Jacinto College with $185,287 for the ongoing development, review, revision, update, and maintenance of curricula.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Secondary: The TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for the continuing development of comprehensive programs of study for CTE. This initiative began in 2005 with a statewide work group composed of relevant stakeholders. The programs of study facilitate Career 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.

Texas also uses Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. The State Board of Education (SBOE) appointed committees comprised of these partners to review and revise the CTE TEKS. As part of the TEKS adoption process, all stakeholders have the opportunity to provide both informal and formal feedback to the SBOE with regards to the CTE TEKS. The 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.

TEA used Perkins funds to review almost 200 secondary courses for alignment with postsecondary courses to create a crosswalk of statewide articulated Advanced Technical Credit (ATC) courses. For more information, see entry at 4C.

Postsecondary: During 2013-2014, THECB provided $97,846 in Perkins discretionary funds to San Jacinto College to create a strategic plan to develop programs of study curriculum pathway projects, maintain and sustain alignment with TEA's AchieveTexas project, and integrate programs of study into CTE programs.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary: The TEA allocated $277,275 of Perkins funds to support the CTE Leadership Academy for CTE administrators, the CTE Professional School Counselor Academy, and a new teacher recruitment and retention conference. New administrators and counselors are selected to attend the Leadership Academy through an application process; the academy fills to capacity each year. Additionally, the TEA provided $136,905 to the TWC, which included $22,817 to support a toll-free career hotline, and $114,088 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/. A website and mobile application allow users to link education and budgeting with career choices; more information is available at http://www.texasrealitycheck.com/Finally, TEA awarded additional funds to the AchieveTexas College and Career Initiative grant for the implementation of services to counselors. The AchieveTexas staff presented at three Texas Counselor Association state conferences, planned and conducted the first professional school counselor academy, and conducted preconference sessions for counselors at the state Association for Career and Technical Education (ACTE) affiliate's midwinter and summer conferences. Additionally, the grant supported sessions for school counselors at 10 of the 20 regional education service centers (ESCs). A LiveBinder of more than 800 online career development and planning resources has been created. Five sessions highlighting the LiveBinder resource were provided for counselors at regional or local meetings.

Postsecondary: A Perkins leadership grant provided $97,457 to El Paso Community College for the TEXASgenuine CTE State Project, which has a website (http://www.texasgenuine.org) that provides career exploration information, educational requirements, and employment and salary information for CTE programs. Another leadership project provided $64,890 to Navarro College for "MPOWER Texas- Modules Providing Opportunities for Education Readiness," an online course for high school guidance counselors and community college personnel regarding CTE programs. Austin Community College's leadership project "Bio-Technology Curriculum and Career Training for High School Science Teachers" provided training for high school teachers to implement a consistent high school curriculum that meets college and career readiness standards and established a professional support system with community colleges to increase student learning, career awareness, and transferability to postsecondary CTE programs.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Secondary: The 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 903 LEAs at 1,415 campuses have 13,150 ATC-eligible teachers who may teach 76 enhanced secondary courses that articulate to 95 participating Texas colleges for postsecondary credit. More information about ATC is available at https://www.atctexas.org/. These alignments add to the methods secondary students can use to earn postsecondary credit; students may also use dual credit, including college credit earned through approved Early College High Schools, technical dual credit, Advanced Placement and International Baccalaureate exams, , and locally articulated courses to earn college credit while they are in high school.

Postsecondary: Perkins funds were awarded to San Jacinto College for the Workforce Education Course Manual (WECM) Leadership Project. To enhance articulation from secondary to postsecondary courses, the project used a revised course selection process based on TEA's College and Career Initiative (AchieveTexas) programs of study for WECM course review workshops where CTE faculty participants updated, reviewed, revised or developed new WECM CTE courses and archived outdated or unused courses. As a result, the WECM database provides courses that reflect current technology and trends in workforce education Further, the San Jacinto College "Program of Study: Strategic Alignment" grant maintains and sustains alignment of CTE programs of study with the TEA's AchieveTexas College and Career Initiative project.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Secondary: Not applicable

Postsecondary: The WECM leadership grant provides for the update and maintenance of a database of CTE courses. CTE certificate and Associate of Applied Science degree programs provide the foundation for Bachelor of Applied Technology (BAT) and Bachelor of Applied Arts and Science (BAAS) degree programs. Three community colleges in Texas are eligible to award BAT and BAAS degrees.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary: 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 $4.1 million in scholarships in 2013-2014.

Texas provided $335,020 in Perkins funds to the state offices of nine CTSOs. These funds support CTSO leadership development activities for the more than 205,720 members statewide.

Postsecondary: Not applicable

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Secondary: 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 fields. The CTE TEKS that were implemented in 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.

Postsecondary: 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) paid or unpaid time off to attend class; 3) pay raises or promotions for course or degree completion; and 4) employer-sponsored career exploration for eligible students. Programs are also offered to update employees' skills and re-skill employees in the workforce.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

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

Additionally, the TEA provided Perkins funds to the TWC to complete the validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and detailed daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. LEAs may use these DWA documents to work with local business and industry to improve programs.

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 from the Texas Skills Standards Board (TSSB). Before THECB staff members approve a new program, a college must demonstrate the labor market need 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.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Secondary: The TEA awarded six Educational Excellence grants at $292,064 each in Perkins state leadership funds to support the improvement of rigorous CTE programs and develop curriculum and other resources for the state-adopted CTE TEKS. The State Board of Education is in the process of adopting revisions to current courses and new CTE courses. Several of the new courses are proposed to satisfy state graduation requirements in mathematics, science, and other areas. LEAs 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). These innovative courses 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) is the online learning initiative administered by the Texas Education Agency (TEA). CTE courses currently available to students across the state through the supplemental TxVSN statewide course catalog include Digital Forensics, Business Information Management, Principles of Information Technology, Digital and Interactive Media, and Touch System Data Entry. Information about the TxVSN is available at http://txvsn.org/portal/default.aspx. In addition, four of the seven TEA-approved TxVSN full-time online schools offer one or more CTE courses to their students. CTE courses offered by these TxVSN online schools include Business Information Management; Medical Terminology; Principles of Business, Marketing, and Finance; Principles of Law, Public Safety, Corrections, and Security; Touch System Data Entry; and Web Technologies.

Postsecondary: Texas postsecondary institutions use basic grant funds to upgrade curriculum. Innovative Perkins-funded initiatives for curriculum development included an award to Texas State Technical College (TSTC)-Waco for Detailed Occupational Skill and Learning Outcome Alignment. THECB also awarded Del Mar College a grant for the project “Texas Skills Standards Based TSSB Curriculum Development and Assessments” to encourage institutions to incorporate skill standards from the TSSB into their CTE curriculum or to have TSSB recognized institutions develop the assessments for technical core courses. TSTC-Waco was awarded a grant for their “Advanced Irrigation/Water Conservation Training” project that developed new curriculum to enable students to monitor weather, assess soil moisture, and activate irrigation pump systems remotely in an effort to preserve increasingly limited water resources in the state.

Perkins reserve funds ($1 million) were used to fund four CTE Early College High Schools (ECHS). This initiative was the result of collaboration among the commissioners of education, higher education, and workforce. The intent of the CTE ECHS initiative was to allow students to enter high-skill, high demand workforce fields by earning a high school diploma and a post-secondary credential simultaneously. Students at CTE ECHS campuses will be able to earn a stackable credential that includes Level II certificates, at least 60 credit hours toward an Associate of Applied Science (AAS) degree, or an AAS degree. The initiative required collaboration among independent school districts, community colleges, local workforce boards, and local business and industry.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary: Many courses throughout the 16 Career Clusters incorporate entrepreneurship information, but Texas also supports a specific entrepreneurship course in the Marketing Career Cluster, which is available for use in many programs of study in other Career Clusters, as appropriate.

Postsecondary: Associate of Applied Science or certificate programs in Entrepreneurship were offered by 24 community and technical colleges in Texas. Perkins funds may be used to support these CTE programs and students, including non-traditional students, enrolled in these programs.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Secondary: TEA allocated $277,275 of Perkins funds to support the CTE Leadership Academy for CTE administrators, the CTE Professional School Counselor Academy, and a new teacher recruitment and retention conference. The New Teacher Conference provides professional development for CTE teachers who have been teaching for two years or less. These professional development events fill to capacity each year and continue to grow annually.

Postsecondary: As mentioned, Perkins leadership grants awarded to Navarro College (MPOWER Texas- Modules Providing Opportunities for Education Readiness), and El Paso Community College (TEXASgenuine CTE State Project) had a component of career guidance for academic counselors, faculty, and students. Further, a Perkins reserve grant awarded to Central Texas College for $220,000 “Achieving Student Success through the College Credit for Heroes Initiative” provided a component of advising for academic counselors. Central Texas College (CTC) partnered with other Texas community and technical colleges to expand the accelerated programs of study offered by participating institutions. CTC staff assisted the participating colleges in identifying enlisted military occupations and courses applicable to designated career and technical programs and provide technical assistance in evaluating the occupations for college credit. College credit recommendations from the institutions were added to the College Credit for Heroes searchable databases. CTC evaluated the military education and training of Texas veterans and service members against college credits culminating in an official College Credit for Heroes transcript. CTC promoted the College Credit for Heroes program in Texas through outreach activities to veterans and service members, military education centers, colleges and universities, career counseling centers, and military groups and associations. More information can be found at: http://www.collegecreditforheroes.org

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary: TEA provided $136,905 to the TWC, which included $22,817 to support a toll-free career hotline, and $114,088 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 supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices; more information is available at http://www.texasrealitycheck.com/.

Additionally, the TEA provided Perkins funds to the TWC to complete validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and detailed daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. LEAs may use these DWA documents to work with local business and industry to improve programs.

Postsecondary: THECB awarded a $167,198 Perkins leadership grant to Texas State Technical College –Waco for Detailed Occupational Skill and Learning Outcome Alignment, Part III. The project provided a detailed work activity (DWA) process to align curriculum and course learning outcomes to DWA common skills that business and industry require for jobs directly related to the field of study. Business and industry employers validate the DWA skill list to perform a gap analysis that links job skills to program learning experiences. For the grant year, the project was upgraded to a completely automated curriculum alignment process, which eliminated the labor-intensive evaluation of DWAs by course and assessment of their percentage match with employers' identified needs.

Consolidated Annual Report, Program Year 2013 - 2014
Texas

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Secondary: To verify technical skill attainment, the TEA requires secondary LEAs to report industry recognized licensure and certifications that are available to and appropriate for secondary students at the end of a CTE program. The instrument the TEA provides to LEAs for reporting this information includes 155 exams. The instrument includes a mechanism to allow LEAs to suggest additions or revisions to this list. For the 2013-2014 and 2014-2015 school years the state implemented a certification reimbursement program for districts to receive reimbursement for payment of student certification costs.

Postsecondary: The state and the institutions work together to collect data on licensure and certification assessments. The institutions encourage students to take the examinations as soon as possible, increasing the number of programs where these assessments are available. As not all certifications are required by the employers in Texas, the focus is on those certifications that benefit the students in their employment quests.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	36720	779633	4.70990837996852
Postsecondary Students	3405	215618	1.57918170097116

Consolidated Annual Report, Program Year 2013 - 2014
Texas

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

By agreement with the Office of Career and Technical Education (OCTAE), Texas reports the core indicator data one year behind the actual reporting period; therefore, Texas is reporting performance data for 2012-2013 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.

Secondary Measures

Texas secondary students met or exceeded the target or the 90% threshold on all core indicators. With the exceptions described below, all subgroups met or exceeded the target or the 90% threshold on all core indicators.

1S1 Academic Attainment – Reading/Language Arts: The performance target was 95.00%. The actual performance was 96.76%. Individuals with disabilities and limited English proficient (LEP) students did not meet the target; all other subgroups met or exceeded the target.

1S2 Academic Attainment – Mathematics: The performance target was 95.00%. The actual performance was 93.90%. Individuals with disabilities and LEP students did not meet the target; all other subgroups met or exceeded the 90% threshold.

2S1 Technical Skill Attainment: The performance target was 75.00%. The actual performance was 79.27%. Native Hawaiian/Other Pacific Islander students, migrant status students, single parents, and displaced homemakers did not meet the 90% threshold.

3S1 School Completion: The performance target was 95.00%. The actual performance was 96.56%. LEP students did not meet the target; all other subgroups met or exceeded the target.

4S1 Student Graduation Rates: The performance target was 92.00%. The actual performance was 96.28%. LEP students did not meet the 90% threshold.

5S1 Placement: The performance target was 75.00%. The actual performance was 70.89%. Hawaiian or Other Pacific Islander students, individuals with disabilities, economically disadvantaged, migrant status students, single parents, and LEP students did not meet the 90% threshold.

6S1 Nontraditional Participation: The performance target was 41.50%. The actual performance was 45.22%. Males did not meet the target; all other subgroups met or exceeded the 90% threshold.

6S2 Nontraditional Completion: The performance target was 40.50%. The actual performance was 43.92%. Males did not meet the target; all other subgroups met or exceeded the 90% threshold.

Postsecondary Measures

Texas postsecondary students met or exceeded the target or the 90% threshold on all core indicators. With the exceptions described below, all subgroups met or exceeded the target or the 90% threshold on all core indicators.

1P1 Technical Skill Attainment: The performance target was 93.0%. The actual performance was 90.16%. Black or African American, Individuals with Disabilities, and LEP students did not meet the target; all other subgroups met or exceeded the target.

2P1 Credential, Certificate, or Degree: The performance target was 33.50%. The actual performance was 30.69%. Males, American Indian or Alaskan Native, Black or African American, Hispanic or Latino, students with two or more races, economically disadvantaged, LEP, nontraditional students, and single parents did not meet the target; all other subgroups met or exceeded the target.

3P1 Student Retention or Transfer: The performance target was 69.00%. The actual performance was 62.20%. Males, American Indian or Alaskan Native, Black or African American, Native Hawaiian or other Pacific Islander, students with two or more races, economically disadvantaged, displaced homemakers, LEP, and single parents did not meet the target; all other subgroups met or exceeded the target.

4P1 Student Placement: The performance target was 80.50%. The actual performance was 74.27%. American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, students of two or more races and unknown race/ethnicity, Individuals with Disabilities, Displaced Homemakers, and LEP students did not meet the target; all other subgroups met or exceeded the target.

5P1 Nontraditional Participation: The performance target was 23.20%. The actual performance was 25.50%, which exceeded the target. Male students did not meet the target; all other subgroups met or exceeded the target.

5P2 Nontraditional Completion: The performance target was 17.60%. The actual performance was 19.31%, which exceeded the target. Male and LEP students did not meet the target; all other subgroups met or exceeded the target.