PART A: STATE PLAN NARRATIVE

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

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

   This document serves as the Texas Transition Plan for 2007-2008 under the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The blueprint for the development of the Perkins Transition Plan is found in Appendix A. This unified plan includes secondary and postsecondary career and technical education (CTE) components. The State Board of Education (SBOE) is responsible for Career and Technical Education (CTE) and administration of the Perkins State Plan and funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for implementing CTE in Texas.

   The state priorities during the transition year include an increased focus on improving the academic and technical achievement of CTE students; designing state and local accountability systems to promote continuous improvement of CTE programs, including preparing students for high-skill, high-wage, or high-demand occupations in current or emerging professions; and strengthening the connections between secondary and postsecondary education in order to effectively implement the goals of the *AchieveTexas College and Career Initiative* and the *Closing the Gaps by 2015 Initiative*.

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

   (a) *The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—*

      i. *Incorporate secondary education and postsecondary education elements;*
      ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
      iii. *May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
      iv. *Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of sixteen career clusters. The goals of *AchieveTexas* include:

- Career clusters and programs of study are an integral part of the Texas education system.
- Career education spans all grades (P-16). Career awareness begins in elementary school and is enhanced with career exploration in middle school. Rigorous academics enhanced with relevant career education in high school helps students prepare for college and career. Participants experience career advancement and success in employment.
- Career guidance is dramatically enhanced. All students have access to quality career development resources. Guidance and counseling is provided with a strong emphasis on college and career readiness.
- Rigorous academics are woven throughout the P-16 curriculum, and there is an integration of academic and technical knowledge and skills within the curriculum. Academics are reinforced in CTE courses and curriculum alignment occurs between secondary and postsecondary education.
- Students prepare a personalized education plan in middle school to plan for grades 9-16 and beyond. Students may choose a career cluster and program of study to guide their learning in the context of their personal interests. Texas Achievement Plans (TAP) are reviewed, evaluated, and annually updated.
- The education system provides for an efficient transition between high school and postsecondary institutions. Students have opportunities in their career program of study to earn dual credit and articulated credit that easily flows to postsecondary education or training.
- Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
- Students have the opportunity to participate in extended learning opportunities. A student may choose extended learning experiences such as: service learning, mentoring, internships, apprenticeships, and work-based learning.
- Professional development supports the cluster system. Professional development is a critical part of the teacher's continuous improvement plan. Schools of education train teachers to understand the benefits of the career cluster system.

Currently, there are 112 state-recognized programs of study developed and aligned with the 16 career clusters. At least one program of study has been developed for each of the 81 cluster pathways. Secondary schools are required to offer a minimum of three CTE programs of study from three different clusters. Each state-recognized program of study includes:

- Rigorous secondary academic courses based on the Recommended or Distinguished Achievement high school graduation plans;
- Postsecondary education programs leading to associate, baccalaureate and/or graduate degrees;

- A relevant, coherent sequence of CTE course options, including postsecondary connections for dual credit, statewide articulated courses, locally articulated courses, and Advanced Placement college credit opportunities;
- Opportunities for industry-recognized certifications and licensures where appropriate and available;
- Extended learning experiences - including curricular, extracurricular, work-based learning, service learning; and professional associations.

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

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, Educations Service Center (ESC) CTE Specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the Governor's office participated in a statewide research and visioning project. In addition, hundreds of stakeholders were interviewed prior to the creation of the *AchieveTexas: College and Career Initiative*, the design of the AchieveTexas Implementation Guide, and the development of the programs of study. THECB convened the Perkins State Leadership Council with representatives from postsecondary institutions that provide CTE programs. CTE stakeholders were given the opportunity to validate or recommend changes to the programs of study. All recommendations were taken into consideration before disseminating the new programs of study.

The implementation guide was distributed in July, 2006 to superintendents, counselors, College Tech Prep consortia, postsecondary and workforce stakeholders, and academic and CTE teachers that attended a statewide professional development conference during the summer of 2006. Extensive training and technical assistance is being provided by the ESC CTE Specialists to assist communities and schools in implementing the career clusters and programs of study. The implementation guide and programs of study are available on the www.AchieveTexas.org web site.

Beginning in 2009, the CTE Texas Essential Knowledge and Skills (TEKS), the state standards for secondary education courses, are scheduled for revision. During that time, state teams will revise CTE course standards, eliminate outdated courses, and recommend new courses based on their alignment with the 16 career clusters and state-recognized programs of study. All secondary CTE courses must be relevant, rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. Ultimately, the SBOE approves all TEKS for foundation and enrichment courses, including CTE courses.

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

The ESC CTE Specialists and the Tech Prep Consortia provide direct technical assistance to secondary and postsecondary institutions to develop and effectively

implement local articulation agreements, including the development of successful College Tech Prep programs. All newly developed Tech Prep plans are being aligned to the sixteen career clusters and programs of study. In addition, a system of statewide articulation for Advanced Technical Credit (ATC) courses has been implemented. Texas has identified over 100 statewide articulated technical courses. Both local and statewide articulation opportunities are promoted through state professional development activities, opportunities for secondary teachers and postsecondary faculty to collaborate on course design, curriculum, and determine valid, reliable assessments. Dual credit options are being expanded to allow students to earn academic and technical college credit while still in high school.

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

The *AchieveTexas* website was launched in July, 2006 to provide information and resources to help communities redesign their schools, including small learning communities, comprehensive high schools, academies and magnet schools. The site includes the *AchieveTexas Implementation Guide*, the state-recognized programs of study, and additional resources for career development.

The Texas approach to Section 118 implementation is a multifaceted strategy to:

- better prepare all students for the rigors of postsecondary education;
- facilitate informed education and career decision-making of students; and
- address the education and skill training needs of the Governor's economic development initiatives.

The cornerstone activity of all three strategies is the implementation of AchieveTexas, the state's college and career initiative, and the comprehensive redesign of CTE instruction around the sixteen career clusters.

During 2007-2008, TEA will disseminate cluster resources for each of the sixteen career clusters. The sixteen cluster guides will be available in hard copy and electronically to every school district, counselor, and CTE program in Texas. These valuable resources were developed to help students, parents, academic and guidance counselors, secondary teachers and postsecondary faculty, and business and industry partners to effectively implement the *AchieveTexas* career clusters and programs of study. Extensive technical assistance will be provided to inform stakeholders about high-skill, high-wage, or high-demand occupations in each of the sixteen career clusters.

In conjunction with *AchieveTexas*, the state American Career Resource Network (ACRN) entity, the Labor Market Career Information (LMCI) division of the Texas Workforce Commission (TWC), will develop and align a number of career information products and activities with the sixteen career clusters. Among them are:

- The development of a new middle school and high school career tabloid. Both tabloids will be organized around the career clusters and will be made available in hard copy and online as an "e-zine" or electronic magazine;

- The update and upgrading of the Digital Occupational Career Video Show. The DVD/CD ROM based package organizes occupational videos by cluster and provides regional narratives that address the educational preparation and job opportunities of the various occupations. The new version will be both in English and Spanish, complete with Spanish language video narration.

- In cooperation with TEA, the ACRN entity will operate a toll-free career information hotline. Still a useful outreach service after 18 years in operation, the hotline has a bilingual operator who provides college and occupational information through a low-tech, but high volume service.

- The ACRN entity provides and supports Texas CARES, a state career information delivery system. Formerly available on CD ROM, the new Texas CARES will be available in both CD/DVD format and online. The system offers comprehensive Texas occupational data, college programs, employer data, and integrates all of these items through an interconnected World of Work and World of Learning structure. This state resource is also aligned with the 16 career clusters.

- It is not enough to develop pertinent career information if there is no relevant, high-quality professional development for teachers and counselors. Toward that end, the ACRN entity has partnered with TEA to create and offer a Career Orientation Training (COT) teacher certification curriculum. All CTE teachers that will begin to teach Career Investigation or Career Connections courses are required to take the COT training to become certified to teach these CTE courses. Not only do teachers receive a full 16 week curriculum with daily lesson plans linked to appropriate career information resources, but each school sending a teacher to the COT receives a classroom set of student materials, including Texas CARES and the Digital Career Video show products. New for 2007-2008 will be an online version of the COT that will allow more teachers to become certified while reducing travel costs and teacher downtime.

The goal of Section 118 is to provide occupational and career information materials necessary to support all students. CTE at the secondary level is an important entry point to the workforce pipeline and is a critical to the success of state economic development efforts. In Texas, the Governor's economic development priorities are targeted on six industry clusters. The governor repeatedly has stressed the importance of education and training in successful industry cluster implementation. To assure a ready supply of highly skilled workers for these targeted clusters, the Governor's office, in conjunction with the TWC, is creating an online application to help identify industry skill needs and inventory the institutions and programs essential for the technical preparation of high-wage or high-demand occupations for each cluster.

Through partnerships between TEA, the Governor's office, the TWC and the ACRN entity, this online application will include both secondary and postsecondary CTE courses connected to critical cluster occupations. Connections between CTE courses and industry cluster occupations will be facilitated through the career cluster structure – and manifested through the AchieveTexas initiative. The AchieveTexas initiative has been designed to effectively communicate the connections and the relevance of CTE career clusters and programs of study to state economic development priorities.

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

The uses of Perkins leadership funds support state efforts to develop, improve, and expand access to appropriate technology in CTE programs. The use of technology is an effective tool to enhance teaching and learning, but must be supported with quality professional development.

Secondary: TEA state leadership grant activities under Title I, Part B, Section 124 include: educational excellence grants based on clusters to support the development of cluster resources, curriculum, and statewide professional development conferences for academic and career and technical education teachers, including training to develop, improve, and expand access to new and emerging technologies; contracting for the development, dissemination, and field testing of rigorous, relevant curricula; and continuous program improvement and accountability with respect to secondary CTE programs. Curriculum materials are provided to teachers on CD/DVD, as well as being available on CTE curriculum web sites. Technology is used to enhance academic and technical skills related to design and innovation, as well as supporting internet research to analyze information and solve problems. Dual credit options, ATC and other articulation options are available to further expand access to appropriate technology in CTE programs. Students will have more resources for career development as well as more opportunities to earn college credit while in high school.

TEA is allocating state leadership funds to utilize technology to improve access for teachers that are required to have specific training. The online Career Orientation Training will expand access to resources for secondary teachers that are assigned to teach career development classes. Additionally, teachers that are qualified to teach specific ATC courses are required to participate in specialized ATC training every three years. The Part I two-hour online training is being developed to improve and expand access to this training. Teachers will be able to renew their Part I ATC training without the time and expense of attending a regional or statewide training session.

Postsecondary: THECB state leadership initiatives under Title I, Part B, Section 124 include: creation of a comprehensive professional development delivery system for technical educators, counselors, and administrators; development of courses, modules,

and programs for the improvement of CTE in current or emerging fields; development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; statewide and local assessment of program quality; technical assistance workshops related to implementing Perkins IV mandates. Funds for technical assistance are included and encouraged in Basic, Statewide Leadership, and College Tech Prep grant projects. Technology plays a vital role in creating access in rural areas and for individuals with disabilities and other special populations.

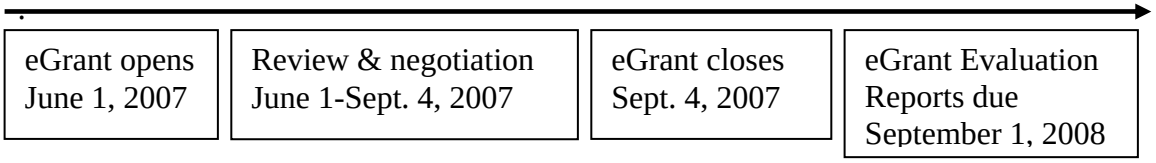
(f) *Criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*

i. *Promote continuous improvement in academic achievement;*
ii. Promote continuous improvement of technical skill attainment; and
iii. Identify and address current or emerging occupational opportunities;

Secondary: Beginning in 2007-2008, all Texas school districts that wish to receive Perkins funding must apply through the new TEA web-based eGrant system. The secondary Perkins application has been totally redesigned and contains all the elements required in Section 134. The new eGrant application will serve as an effective planning tool for a district's CTE programs. Districts or consortiums that are eligible to receive Perkins funds under the Perkins legislation identify how they will use Perkins funds for the required and permissive uses of funds in Section 135 (a) and (b). In order to receive Perkins funds, eligible recipients must provide all information required in the eGrant application, as well as submit the required Final Evaluation and Use of Funds Report. The eGrant application is password protected. A new web page, the TEA Grant Opportunities Page, http://burleson.tea.state.tx.us/GrantOpportunities/forms/, is the central resource for all state and federal grant opportunities managed by TEA. Information about the Perkins application and supporting documentation may be viewed at http://www.tea.state.tx.us/opge/formfund/carlperkins/.

The criteria for review and negotiation of the secondary local application/plan are currently being developed for the 2007-2008 transition year.

2007-2008 Perkins eGrant Timeline



The new eGrant application will be pre-populated with each district's Perkins performance measure data, as available. Districts can accept the state performance targets, or propose an alternative target and negotiate that target with TEA staff. Districts that have student performance levels below the state targets will be required

to continually make progress. Districts must develop an improvement plan for areas below the state target and continually make progress toward the state targets.

The state Performance Based Monitoring Accountability System (PBMAS) holds districts accountable for the performance of their CTE concentrator students. Districts receive an annual report that identifies performance levels of CTE students. Districts with highest levels of concern are placed into stages of intervention, and are required to complete a Program Effectiveness Review, Focused Data Analysis, and Continuous Improvement Plan. Each year, approximately 25 districts in Stage IV Intervention participate in a full Program Effectiveness and Access monitoring visit, conducted by the TEA Program Monitoring and Intervention Division. For more information on CTE accountability and monitoring, go to http://www.tea.state.tx.us/pbm and http://www.tea.state.tx.us/pmi.

Postsecondary: Perkins CTE programs are developed with assistance of advising teams that analyze current high-skill, high-wage, or high-demand occupations. Where applicable, programs are aligned with national and state accrediting agency standards. Perkins Basic Grant funding is distributed to all Texas two-year colleges based on a formula that considers the number of technical concentrators receiving Pell Grant support. Institutions must annually complete an online application that details their plan for the use of Title I Perkins funds. Applications for Postsecondary Implementation Grants may be found online at: http://www.thecb.state.tx.us/OS/Grants/Perkins/. All applications are processed electronically.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 stipulates that public institutions of higher education offering CTE programs supported by Perkins funds must be evaluated. Postsecondary education has a system of evaluation in place, which requires that local applications describe the program evaluation standards the applicant would use to measure effectiveness of programs. Based on the number of two-year colleges in Texas and the four public universities offering Associate in Applied Science and/or Associate in Applied Arts degrees, it was determined that a period of four years would be required to review all qualifying institutions in the state. The Texas Legislature subsequently passed a law amending Section 61 of the Texas Education Code and created a four-year institutional effectiveness review cycle.

The Texas Commissioner of Higher Education appointed the standing Community and Technical Colleges Program Quality and Standards Advisory Committee comprised of community college presidents, vice presidents, deans, department and program heads from public community colleges throughout the state. One of the advisory committee's first actions was identification of the critical success factors to be used in the Institutional Effectiveness Evaluation Process. The factors identified by the committee included those stipulated in Perkins federal law.

The institutional effectiveness review process is for CTE or workforce education programs; not for academic programs. However, academic courses included in the curricula of workforce programs are reviewed. As a result of gains in the quality of workforce education programs and student services, the Program Quality and Standards Advisory Committee recommended that colleges be given the option of requesting either an onsite peer review institutional effectiveness evaluation or an information and data review. Data reviews are conducted by THECB staff members unless a peer review is requested.

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

Secondary CTE programs of study are based on the Recommended High School Graduation Plan that effectively prepares students for college and career success. It is based on a rigorous 4x4 core academic foundation (4- English language arts, 4-mathematics, 4-science, and 4-social studies) that is enhanced with relevant CTE career-related courses. The components of the state-recognized programs of study help students see the relevance of their secondary and postsecondary education in relation to their career goals. The programs of study also serve to better engage students in their learning so they make informed career decisions, successfully graduate from high school, and develop an understanding of the importance of enrolling in and completing college.

The PBMAS state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators and Tech Prep participants including the following CTE student subpopulations: CTE Limited English Proficient (LEP), CTE economically disadvantaged, CTE special education, CTE Tech Prep, CTE nontraditional. Districts that are found to have low student performance, including low graduation rates, for its CTE students are placed in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the Program Effectiveness Review, Focused Data Analysis, and Continuous Improvement Plan. Districts in Stage IV Intervention are required to have a full Program Effectiveness and Access monitoring visit. The TEA Program Monitoring and Intervention Division conducts approximately twenty-five monitoring visits each year.

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

The Texas Workforce Commission (TWC) is charged with overseeing and providing workforce development services to employers and job seekers of Texas. TWC offers

career development information, job search resources, training programs, and valuable information on labor law and labor market statistics.

The TWC definitions for high wage and high demand mirror the definitions established by the Bureau of Labor Statistics (BLS). The following definitions were used to determine that each state-recognized program of study leads to high-wage or high-demand occupations.

- High wage is defined as occupations that exceed the median weekly wage threshold for all earners. For Texas, that figure currently is $12.91 per hour, or $26,853 annually. Since no mean wage data is available for detailed occupations, the $26,853 cutoff was applied to the mean hourly earnings data.

- High demand for Texas is defined as an occupation growing faster than average for all occupations in the 2002-2012 projections, which is 17.6%.

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

Secondary: Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Guidance and counseling programs supported with Perkins funds will help students explore career opportunities and identify the appropriate route to enter those occupations, which usually involves additional education after high school. Career development resources are available for Texas students and adults. These resources are continuously updated to reflect the most current workforce data. The new sixteen career cluster guides will provide valuable career information to secondary students and their parents. College Tech Prep programs, which annually serve over 160,000 secondary students, are designed to prepare students for high-skill, high-wage, or high-demand occupations, and require a CTE program of study including at least two years of secondary education and two years of postsecondary education.

Postsecondary: Statewide efforts have been developed to improve CTE programs to better prepare students for success and opportunities in postsecondary education in high-skill, high-wage, or high-demand occupations. Postsecondary CTE programs are developed with the assistance of local workforce boards that analyze current high-skill, high-wage, or high-demand occupations by region, and provide regional institutions with lists of high-skill, high-wage, or high-demand occupations by region.

As part of the program approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand in the marketplace for projected graduates.

Programs such as College Tech Prep and technical dual credit identify appropriate secondary courses for college credit to ensure that students are directed toward the completion of a college degree in a specific career field, including the removal of barriers for special populations to give students a head start. Texas has a common academic core curriculum identified and more than 20 programs of study for specific career areas that will enable students to matriculate two-year technical coursework into baccalaureate programs with minimal loss of credit and duplication of effort.

Texas community, technical, and state colleges use TWC information to counsel students, design programs, and identify careers that are recognized as high skill and high wage. They also use information distributed by the Texas State Technical College system regarding emerging careers, technologies, and skill requirements. Additionally, each college has access to Community College Strategic Planner software that is customized for its service area that forecasts and projects educational and economic trends.

(i) *How funds will be used to improve or develop new career and technical education courses—*

i. *At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
ii. *At the postsecondary level that are relevant and challenging; and*
iii. *That lead to employment in high-skill, high-wage, or high-demand occupations;*

Secondary: TEA will use Perkins leadership funds to improve existing CTE courses by funding Educational Excellence grants, including the development of career cluster curriculum resources and providing comprehensive professional development to enhance teaching and learning. CTE Perkins State Leadership grant recipients for secondary education are selected through a competitive Request for Application (RFA) process. The resources developed must focus on rigorous curricula that integrate academic and technical education standards; promote student attainment of challenging academic and technical education standards; provide students with strong experience in and understanding of all aspects of an industry, specifically in high-skill, high-wage, or high demand occupations; address the needs of individuals who are members of special populations; and provide strong linkages between secondary and postsecondary education.

Statewide CTE professional development plays a key role in helping districts develop, expand, and improve CTE programs. Professional development activities inform educators about new and emerging occupations, promising practices; and technological advances. Texas will continue its commitment to the following: dissemination of rigorous, relevant curricula; integration of academic and career and technical knowledge and skills; coordination of career and technical activities with

other educational initiatives; and intensive, sustained professional development opportunities for academic and CTE teachers, counselors and administrators.

Perkins funds will also be used at the state and local levels to promote new CTE courses under the state's Innovative Course Application (ICA) process. The ICA process provides districts with an avenue to quickly respond to changing economic conditions and the evolving labor market. Under this process, school districts identify a need for a new course based on labor market data, local career opportunities, and/or student interest, develop the essential knowledge and skills for the course, and submit the course to TEA for consideration and approval as an innovative course that can be offered for state graduation credit.

Postsecondary: At the postsecondary level, the THECB utilizes State Leadership projects to improve and develop new CTE programs and courses that have statewide impact.

The THECB requires the identification of relevant and challenging program competencies for all postsecondary CTE programs. A program must consist of a curriculum which integrates necessary academic and workforce skills as identified in the literature, by program experts, by business and industry advisory committees, in recognized skill standards, and by other related professional organizations. Development of a postsecondary education competency-based curriculum requires the appropriate sequencing of rigorous academic and technical courses leading to industry recognized certificates and degrees which represent entry points into high-skill, high-wage, or high-demand careers.

The subject area specific skills may be addressed by the statewide Workforce Education Course Manual (WECM), which was developed in the mid 90's and is continually updated to address high-skill, high-wage, or high-demand occupations. Eligible recipients must submit an application for approval for any new workforce education program, or to modify an existing CTE program. Additionally, many workforce programs are being articulated with baccalaureate programs to provide students the opportunity for transfer and further education if they desire.

All College Tech-Prep and most coherent sequence technical programs incorporate college-equivalent courses into their curricula, including dual credit courses, advanced placement courses, locally articulated courses, and Advanced Technical Credit (ATC) courses that carry statewide articulated credit. The exact courses vary with individual programs, but most secondary technical program completers can receive between nine and twelve college credits. In some instances students have received much higher cumulative credits. By aligning secondary programs with postsecondary degrees and by offering courses that lead to licensure and certifications, Texas public schools have integrated rigorous standards that prepare students for a career as well as for postsecondary education.

(j) *How Texas will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States no consolidating all of their Tech Prep funds);*

The website www.TechPrepTexas.org includes a best practices feature that allows each College Tech Prep consortium to describe their best practices as a means of assisting other College Tech Prep consortia across the state to improve program quality and student achievement.

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

The ATC program was initiated to reduce duplication of course work and provide a seamless transition from secondary to postsecondary education, overcome problems associated with the mobility of student populations, and reduce the paperwork for schools and colleges. When used with a six-year College Tech Prep grade 9-14 program of study, the statewide articulation program enables students to complete an associate degree in as few as three semesters, or less if students also take dual credit or Advanced Placement academic courses while in high school. As of 2006-2007, ATC was approved for 102 courses and offered by 863 Texas school districts. More than 8,400 teachers have received ATC training and have been certified to teach ATC courses.

TEA supports two components of the ATC statewide initiative with state leadership funds: the ATC Leadership Committee that provides oversight for the statewide articulation program and the ATC teacher training system for eligible secondary teachers, which can be found at www.atcTexas.org.

During the transition year, the THECB and TEA will join forces to work with Dr. Dave Conley, a national expert in curriculum and program alignment, to begin to align secondary and postsecondary technical programs. College Tech Prep consortia will be included in this significant statewide endeavor.

Increasing opportunities for dual credit between secondary and postsecondary institutions is a state priority, and the goal is to encourage more students to continue in postsecondary education by creating a college-going culture.

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

Districts and consortia are required to identify integration strategies in their local plan. The academic achievement of secondary CTE student concentrators is effectively evaluated and monitored through the state PBMAS accountability system. Districts

are required to analyze performance data, research effective integration strategies, and develop a plan to improve the academic performance of its CTE students. This improvement plan must include strategies to improve the CTE programs in order to increase academic performance of CTE students. Examples of effective program improvement strategies include reinforcing rigorous English language arts, math, and science instruction in CTE curricula, increasing instructional planning time for academic and CTE teachers, and Sheltered Instruction professional development for academic and CTE teachers to better serve students with limited English proficiencies.

The THECB will address CTE activities designed to meet or exceed the State adjusted levels of performance by implementing a planning process utilizing the existing State Leadership Advisory Council (SLAC). The SLAC provided input to the development of the Request for Applications to Closing the Gaps in Career and Technical Education. The THECB is requesting applications for new and continuation projects that address the goals and objectives of the Texas State Transition Plan.

The general criteria for the postsecondary education state planning process to be implemented in the transition year 2007-2008 will require all leadership projects, new and continuation to:

- Demonstrate statewide impact. Statewide impact is defined as having enough institutions in the state, in addition to the partnering institutions, willing to adopt the model independently from the source of funding. All projects shall contribute to the overall workforce development effort of the State by focusing on new program development that leads to employment in high skill, high wage, or high demand occupations;
- Focus on improving a career and technical area by including the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;
- Partner with other education institutions through contractual agreements;
- Seek to build upon existing funded projects where appropriate and shall not unduly duplicate previously awarded projects; and
- Have a plan whereby the activities will be sustainable without a continual influx of federal funding.

Funding of continuation projects will also be based on how effectively the preceding year's goals and objectives were accomplished.

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

Secondary: TEA CTE program staff members respond to hundreds of emails and phone calls each week from school districts, educators, and stakeholders seeking guidance regarding CTE programs. A comprehensive website is maintained that often receives more than 200,000 visits monthly from individuals seeking reliable information about

CTE programs in Texas. State leadership and program oversight is frequently provided through the TEA two-way interactive video conferencing system. The CTE Listserv serves more than 2,200 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE Specialists at each Education Service Center (ESC). The ESC CTE Specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies.

The ESC CTE Specialists have developed extensive professional development training for CTE administrators and counselors. *CTE 101* and *CTE 102* training is provided during the two statewide professional development conferences for CTE administrators and counselors. Additional technical assistance to local ESC administrators is provided frequently by the ESC CTE Specialists

Postsecondary: THECB will provide technical assistance to eligible recipients as follows:

- THECB staff and participants in various leadership projects provide regional and state technical assistance workshops on topics ranging from curriculum, distance education techniques, innovative programs for special populations, College Tech Prep student identification, to assessment of programs. Technical assistance is provided through regional workshops or state conferences. The State Leadership Council assists institutions in the transition to Perkins IV. Three initial workshops will be scheduled in 2007 between June and August in Austin, Dallas, and Houston.

- Staff members of the Perkins Grants Administration in conjunction with the State Leadership Council meet with State leadership grant recipients to review their progress. Perkins staff at THECB also meets quarterly with College Tech Prep consortia to evaluate their activities.

- Institutions that receive Basic Grant and Tech Prep funds are visited to provide on-site peer-based technical support and provide third party evaluations of their programs and support systems.

Evaluative feedback is collected from all training activities as well as on-site reviews. An analysis of the evaluation data is then provided to improve programs.

B. Other Department Requirements

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

   Copies of the Texas local application/plan for secondary and postsecondary eligible recipients are found in Appendices D and E.

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

The SBOE is responsible for CTE programs in Texas. The TEA Department of Standards and Programs, which includes the Division of Standards and Alignment, is responsible for coordination of CTE secondary programs through the Division of Curriculum. The CTE Unit of the Division of Curriculum is responsible for management and leadership for CTE. Functions of the Department of Standards and Programs include providing oversight for No Child Left Behind and establishing standards of effectiveness and implementation guidelines for TEA programs supporting successful completion of high school. Functions of the Division of Curriculum include development and implementation of curriculum; aligning curriculum with assessments; adoption and distribution of instructional materials; directing statewide initiatives; and providing administrative leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants was assigned to the new Department of Planning, Grants and Evaluation, which is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants to school districts and other eligible recipients.

In April 2005, THECB underwent a reorganization to accomplish its strategic goals published in the *Closing the Gaps by 2015* initiative document. The Perkins Grants Administration unit is now under the Participation and Success Division under Grants Development.

The organizational charts for TEA and THECB are found in Appendices B and C.

A list of 2007-2008 eligible recipients and allocations for secondary education is found in Appendix G. A list of the eligible recipients and allocations for postsecondary education and Tech Prep consortia is found in Appendix H.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*

(a) Will be provided with equal access to activities assisted under the Act.

Secondary: The TEA provides Perkins funding to support a Special Populations Resource Center at Texas A&M University, which provides tools to assist districts in their efforts to serve special populations students in CTE programs.

CTE program staff in the Division of Curriculum support regional and statewide workshops to assist teachers in meeting the needs of students who are members of special populations. Increasing numbers of academic teachers attend these workshops, illustrating Texas' expanding emphasis on integrating academic and technical education. Additionally, CTE teachers employed in the state correction institutions are invited to the workshops. School administrators are encouraged to send academic teachers as well as CTE teachers.

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including identifying strategies for assuring that students who are members of special populations are provided equal access to CTE programs. The Admission, Referral, and Dismissal (ARD) committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

Postsecondary: Colleges in the state allocate an aggregate amount of 38% of the Title I funds to met the needs of special populations. Funds are used to provide Elder/Child care services, textbooks, tutoring, transportation, special devices and other services as needed to ensure that special population students enrolled in CTE programs succeed. Special populations enroll in various education programs including occupational specific courses, cooperative education, internships and apprenticeships.

Colleges use different strategies for assisting special populations such as:

- Outreach and recruitment information
- Identification of special populations students
- Determine special needs
- Provide in-service activities for CTE teachers, counselors and administrators
- Provide special instructional materials as needed

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

- Exploration of career areas that is free of gender bias
- Comprehensive career counseling and guidance
- Access to work-based learning opportunities
- Information on nontraditional jobs

Perkins leadership funds are distributed for statewide projects through a Request for Application (RFA) process and are used to develop innovative ways of closing the achievement gaps of special population students and bring the performance of special populations to the level of performance of the rest of the CTE students. Through research based programs in mentoring, career guidance, tutoring, and

contextual learning programs, the participation, retention, and graduation rates of special population and nontraditional students will increase.

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

Secondary: School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees and the general public. Exclusion of special population students from CTE programs, or a disproportionately high number of special population students in CTE programs, may trigger a monitoring visit by TEA staff. Individuals who feel that they have been victims of discrimination may take their concern to their local school boards or to the TEA.

Postsecondary: The THECB staff conducts a system of regularly scheduled OCR on-site visits as required by federal rules and regulations. Eligible recipients will be required to provide assurances of nondiscrimination via their local application. Technical assistance and professional development in the area of nondiscrimination will be available to eligible recipients from THECB staff and state leadership activities. A strict policy prohibiting non-discrimination is included in the assurances of all Perkins grants.

Texas community and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations is gathered and reported in the Annual Data Profile and that data is analyzed through the institutional effectiveness process. The THECB has a staff member who has the responsibility of responding to all complaints regarding all Office of Civil Rights issues. An annual report is submitted to the Office of Civil Rights regarding the complaints and resolutions during the preceding year and the staff person attends the annual meeting called by the Office of Civil Rights.

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

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

Division works closely with the Program Monitoring and Intervention Division to ensure that students in CTE program are appropriately served.

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

Texas provides extensive educational support programs for students who are members of special populations. During the 2006-2007 school year, Texas projected a budget of $1,857,611,572 in state and local funds to support special education programs. State law also provides extensive support for students who are bilingual, students who are migrants, students who have limited English proficiency, or students for whom English is a second language. In 2006-07, the state projected $1,441,003,647 in state and local Compensatory Education funds and $188,232,068 in funding for Bilingual Education programs. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or through the Texas School for the Deaf.

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

- **Texas Assessment of Knowledge and Skills (TAKS) Tests Remediation:** Under the Texas Education Code (TEC) §28.0211, students who do not meet the minimum standards on the TAKS tests must have at least two additional opportunities to take the assessment. Each time the student does not meet the minimum standards on the assessment instrument, the school district shall provide the student accelerated instruction in the applicable subject area, including reading instruction if the student does not meet the minimum reading standards. The student-to-teacher ratio in the accelerated instruction settings cannot be more than ten to one. If a student does not meet the minimum standards on the assessment instrument a second time, state law requires that a grade placement committee prescribes the instruction that the student must receive before the next administration of the tests. If the student does not perform satisfactorily on the assessment instruments after at least three attempts, the student must be retained at the same grade level and a Personal Graduation Plan must be developed for the student.

- **State-Developed Alternative Assessment II (SDAA)**: Section 39.023 of the Texas Education Code was amended by the 75th Texas Legislature to address the assessment of students receiving special education services:
    - all special education students for whom TAKS is an appropriate measure of their academic achievement will take TAKS;
    - students in Grades 3–10 who are being instructed in the state-mandated curriculum in an area tested by TAKS, but for whom TAKS is not an appropriate measure of academic progress, even with allowable

accommodations, will participate in the State-Developed Alternative Assessment II (SDAA II); and

- students who are not being instructed in the state curriculum at any grade level in an area tested by TAKS will be exempted from TAKS and from SDAA II.

For additional information on the SDAA II, see http://www.tea.state.tx.us/student.assessment/admin/sdaa/index.html.

- **Personal Graduation Plan:** TEC §28.0212 mandates that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a Personal Graduation Plan for each student in junior high, middle school, or high school who does not perform satisfactorily on the TAKS tests, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district).

- **Optional Extended Year Program (OEYP):** School districts and charter schools may apply to TEA for funding of an extended year program for students in Kindergarten through Grade 11 who did not perform well on the state's academic assessments, or who are unlikely to perform well on the assessments. The program also serves students in Grade 12 who are not likely to graduate. In order to be eligible to receive funding for the OEYP, at least 40 percent of the district's students must be from economically disadvantaged families. The OEYP received $16,500,000 in funding for the 2006-07 school year. See http://www.tea.state.tx.us/opge/formfund/oeyp/index.html for more information about the OEYP.

- **Communities in Schools (CIS):** CIS is a stay-in-school program sponsored by the Texas Legislature. CIS uses a case management model to prevent dropouts, help students stay in school and successfully learn. Texas is served by 27 CIS programs that received $15,788,865 in state funds and $4,842,342 in federal Temporary Assistance for Needy Families (TANF) funding for the 2006-07 school year. See http://www.tea.state.tx.us/cis/ for more information about CIS in Texas.

- **Life Skills Program (formerly Pregnancy, Education and Parenting - PEP):** The Goal of the Life Skills Program for Student Parents is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See http://www.tea.state.tx.us/pep for more information about the Life Skills Program.

Postsecondary: The needs of special population technical students are met with Title I funds, which are used to provide Elder/Child care services, textbooks, transportation, tutoring, and other services as required. Leadership funds are distributed to statewide projects through the RFA process to develop curricula and effective teaching strategies for students from special populations. Through mentoring, career guidance, and the development of six-year education plans, special populations and

nontraditional students are encouraged to participate and are provided a barrier-free avenue for transitioning from secondary into postsecondary and completing their degree programs.

Strategies for assisting special populations include:

- Outreach and recruitment information
- Identification of special population students
- Determine special needs
- Provide in-service activities for CTE teachers, counselors and administrators
- Provide special instructional materials as needed.

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

- Exploration of career areas that is free of gender bias;
- Comprehensive career counseling and guidance;
- Access to work-based learning opportunities; and
- Information on nontraditional occupations.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

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

Secondary: The Perkins core indicators of performance will help Texas evaluate the extent to which its CTE programs are meeting the needs of Texas students, while holding them to the same high standards of academic performance to which all Texas students are held.

During the development of the Transition Plan, TEA conducted several stakeholder meetings to solicit input into the development of the transition plan. Input for the measurement definitions and approaches for the core indicators of performance for CTE secondary students will be solicited during technical assistance workshops. TEA will continue to seek input during the development of the State plan. Public Hearings will be held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October, 2007. The State Plan will be posted on the web sites of the TEA and THEB, and stakeholders will be invited to provide comment on the State plan and Perkins performance measures.

Postsecondary: During the transition year, the THECB and the Perkins State Leadership Council will convene regional stakeholders meetings to discuss definitions and the new

core performance measures in Perkins IV. All workforce deans and instructional staff from all two-year colleges will be strongly encouraged to participate in these important meetings. The first regional meetings will take place between June and August, 2007 in Austin, Dallas, and Houston. Additionally, THECB will participate in meetings with the Texas Association of Career and Technical Educators (TACTE), the Texas Association of Continuing Education (TACE), the Texas Community College Instructional Administrators Association (TCCIA), and the Association of College Presidents (TACC), the Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TAIR) to receive additional feedback. Some feedback has been already received through the Perkins State Leadership Council, TACTE, and TACE.

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

   Secondary: Perkins state-level baseline data for each of the core indicators of performance will be shared with eligible secondary recipients during the 2007-2008 transition year. Eligible recipients will have the opportunity to provide input into the state performance targets for each of the core indicators of performance as well as the development of the State Plan during the public hearings to be held the fall of 2007.

   Eligible recipients will have the opportunity to review state performance level data in their local Perkins applications and use the state performance targets as a benchmark for determining their district performance targets. A TETN was conducted on April 17, 2007 on the new secondary Perkins eGrant. A discussion of the Perkins performance measures and method of establishing state and district performance targets was discussed. ESC CTE Specialists were given this training so they could provide direct technical assistance to districts as they complete their Perkins application and effectively utilize performance measures to drive program planning and improvement.

   Postsecondary: THECB staff will obtain input from eligible recipients through several statewide initiatives. In addition, the THECB will provide opportunities for all community and technical colleges to complete a self assessment based on the core indicators of performance using available data. This will lay the groundwork for discussion of the adjusted statewide performance measures for each institution. The data will be presented at the technical assistance workshops to encourage further discussion. Additionally, we will present the data to the Texas Association of Career and Technical Educators (TACTE), the Texas Association of Continuing Education (TACE), The Texas Community College Instructional Administrators Association (TCCIA), the Association of College Presidents (TACC), the Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TARR).

3. *Identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and*

postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A state that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

Secondary: Texas has a comprehensive student-level data collection system, the Public Education Information Management System (PEIMS). ESC PEIMS coordinators receive training regularly to address changes in the system. After submission, the data goes through a series of edits to ensure accuracy. Data elements are continuously refined to ensure that data from the system is valid, accurate, and reliable. The state accountability system has recently added a new Data Quality measure to assess the data provided by districts in order to identify any issues related to data quality or data integrity.

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

The eleventh grade Exit Level TAKS test is developed by the same state assessment standards as the tenth grade TAKS assessments, and therefore meets the parameters for validity and reliability. The same parameters for calculating the 1S1 and 1S2 academic attainment for CTE concentrators will be used as the state AYP calculation. For more information, go to http://www.tea.state.tx.us/student.assessment/taks/.

The English Language Arts assessment at grades ten and eleven are integrated reading and writing tests. Although these assessments are the same length, they differ primarily in the complexity of the reading selections and the revising and editing passages. In addition, the eleventh grade items require a higher level of performance from students than tenth grade items.

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

For 4S1, Texas will use the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA as the method of calculating the 4S1 performance measure for CTE concentrators.

During the transition year, Texas will evaluate performance data and determine how to effectively assess and collect data for secondary technical skill attainment. For over five years, secondary CTE programs have provided data for the number of CTE students that earned industry-recognized certifications. Districts have not been asked to provide how many CTE concentrators actually took the assessments, so the new data collection system will require districts to report performance data differently so the appropriate numerator and denominator data can be collected and reported. Industry certification data will be collected in the eGrant Perkins Final Evaluation and Use of Funds Report beginning in the fall of 2008. Districts will be required to report technical skill assessment data for 2007 in an online report since the eGrant report will not be available for submitting 06-07 data.

Postsecondary: Postsecondary education has a similar system for reporting and collecting student data, which is certified by the reporting institution prior to aggregation and analysis.

For the transition year 2007-2008, states are not required to negotiate on the postsecondary Perkins IV indicator targets as stated in the final Guide for the Submission of State Plans released by U.S. Department of Education Office of Vocational and Adult Education (OVAE) on March 13, 2007.

However, the THECB will strongly encourage colleges to start collecting the data that will be required at the beginning of 2008. The early collection of the data will help colleges get a better understanding of whether to accept the state negotiated performance indicator targets or to negotiate different performance levels.

Furthermore, the State Leadership Council in conjunction with THECB staff will organize regional technical assistance workshops where the state, with input from colleges, will establish and identify core indicators of performance for postsecondary CTE students that are valid and reliable, and that will include, at a minimum, the five core postsecondary performance indicators.

Even though THECB have separated the federal and state performance indicators, colleges will still be required to report on the state institutional effectiveness indicators.

STUDENT DEFINITIONS

Secondary Level:

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

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

Postsecondary Level:

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

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

MEASUREMENT DEFINITIONS

SECONDARY LEVEL

1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State as the Exit Level TAKS (Texas Essential Knowledge and Skills) assessment required for graduation from high school and who, in the reporting year, left secondary education.

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

1S2: ACADEMIC ATTAINMENT – MATHEMATICS

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

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

2S1: TECHNICAL SKILL ATTAINMENT

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

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

3S1: SECONDARY SCHOOL COMPLETION

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

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

4S1: STUDENT GRADUATION RATES

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

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

5S1: SECONDARY PLACEMENT

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

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

6S1: NONTRADITIONAL PARTICIPATION

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

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

6S2: NONTRADITIONAL COMPLETION

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

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

POSTSECONDARY LEVEL

1P1: TECHNICAL SKILL ATTAINMENT

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

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

The THECB currently collects data for all licensure programs and will develop a process to identify the various skill assessments that can be used for the technical programs.

2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA

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

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

Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB will work with the colleges to develop a system

to validate the awarding of these credentials. Data for the awarding of approved certificates and degrees is currently being collected and is available. The THECB collects this data through the Automated Student Follow-up process and provides this to all colleges.

3P1: STUDENT RETENTION OR TRANSFER

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

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

4P1: STUDENT PLACEMENT

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

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

5P1: NONTRADITIONAL PARTICIPATION

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

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

5P2: NONTRADITIONAL COMPLETION

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

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

4. *Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal*

programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

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

Postsecondary: The THECB staff responsible for Perkins funding worked collaboratively with the staff responsible for statewide data collection and reporting to align the indicators to the greatest extent possible to given the current capability of the statewide data collection system.

5. *On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]*

   Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

   a. *Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the*

ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Performance level baseline data and targets will be provided for 1S1, 1S2 and 4S1 as required for the State transition plan.

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

   Secondary - The Perkins eGrant application for secondary eligible recipients has been designed to provide two years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or propose different targets and negotiate those with TEA staff. Districts not accepting the state performance targets will be required to annually make improvement in performance, with the goal of reaching the state targets no later than 2013. Districts that do not annually make progress will be required to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. A more detailed process will be developed during the transition year once local performance data based on the new performance definitions are reviewed. Minimum improvement levels will be determined once district level data is analyzed.

   Postsecondary – The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Eligible recipients not accepting the state performance targets must gain approval of THECB Perkins program staff. Postsecondary institutions will be evaluated through desk reviews and on-site visits. CTE programs which do not achieve performance targets will have the opportunity to propose an improvement plan before sanctions are imposed.

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

   Secondary – Criteria for negotiations are currently being developed, as well as an appeals process. During the time the eGrant is open (June 1 – September 14, 2007), adjustments to the district performance measure targets can be requested by the eligible recipient. No adjustments can be made after September 14, 2007 unless unanticipated circumstances arise, such as a disaster that could adversely affect the ability of the district to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and an approval for renegotiation may be approved based on the district request.

   Postsecondary – THECB staff will be developing a process for institutions to present unusual circumstances and amend the local adjusted levels of performance based on these circumstances.

8. *Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the*

students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Secondary: The Perkins performance measure data will be reported to the USDE annually in the *Carl Perkins Consolidated Annual Report*, which will be submitted annually by December 31. For secondary programs, achievement under the core indicators of performance and other data reported to the USDE will be determined based on data from several sources, including PEIMS, the state's vast repository of student-level data. Public schools are required to report data to PEIMS four times each year. When student data is entered into the PEIMS system, each student receives a code of 0 (not enrolled in any CTE courses); 1 (taking a CTE elective); 2 (enrolled in a coherent sequence of CTE courses); or 3 (participating in a College Tech Prep program). Code 2 and 3 students by definition are CTE "concentrators". Other data elements in the PEIMS system allow Texas to examine the performance of CTE student subpopulations for all the core indicators. Data elements in the PEIMS system provide districts with the ability to analyze CTE student performance by gender, ethnicity, and special populations. PEIMS CTE data, when matched with information from the accountability system, Texas Assessment of Knowledge and Skills (TAKS) assessment records, and electronic matching with wage/UI records and postsecondary enrollment data, will validate the performance of Texas secondary CTE students and the effectiveness of CTE programs.

Because of PEIMS data collection schedule, results for a school year are not available until March of the following school year. Leaver data is not available for release until August. In order to ensure that accurate data was reported for Perkins III, Texas received permission from the Office of Vocational and Adult Education (OVAE) to report performance data one year after the reporting year. Plans for a PEIMS data system redesign is pending, based on legislative appropriations. The PEIMS redesign will allow the state to report Perkins performance measure data in a more timely fashion. Texas anticipates the redesign will occur in three to five years. The goal is for Texas to annually report Perkins performance measure data in December after the reporting year. Because of the availability of follow-up data, student placement data will continue to be reported one year behind.

On April 17, 2007, CTE staff requested the PEIMS Information Task Force (ITF) to change the reporting of the CTE indicator codes from once a year (in the fall) to having districts report the CTE indicator codes twice a year (fall and summer). By reporting CTE indicator codes twice a year, better data can be reported for CTE students. Additionally a request was made to add *Displaced Homemaker* to the data elements reported by districts. These changes were approved by ITF, and will be effective for the 2008-2009 PEIMS data standards.

Postsecondary: For community and technical college programs, achievement of the core indicators of performance will be determined based on data from the Community and Technical Colleges Institutional Effectiveness system. This system uses the THECB

Coordinating Board Management (CBM) reports and data from the Texas Academic Skills Program, the Annual Self-Evaluation and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community and technical college students. The results will be reported to the USDE each year, or as required by federal law, through the *Consolidated Annual Report*. Additional state measures and standards will be collected at the postsecondary level as part of the state accountability and Institutional Effectiveness process to make data reporting more complete, reliable, and accurate. The community and technical colleges will be accountable for performance on these measures in their annual plans. The THECB will also work to develop reliable methods of collecting data that is not currently being collected consistently across the state; i.e. awarding of certificates or industry credentials embedded in the technical programs.

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

Secondary: The required elements for local Perkins plans are integrated into the new Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA program staff review the consortium applications and, when necessary, request additional information or clarification from the fiscal agent. The application contains text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When the information submitted by the fiscal agent is satisfactory to CTE program staff, the application is then reviewed and approved by Division of Formula Funding staff. The Commissioner of Education or the Deputy Commissioner must provide final approval of the application, and their electronic signature appears on the Notice of Grant Award that is available electronically to the district. For 2007, the Perkins Application/Plan will be available in the new eGrant system, providing more guidance to districts for meeting the new Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation may be viewed by visiting http://www.tea.state.tx.us/opge/formfund/carlperkins/.

Postsecondary: Although there are currently no postsecondary consortium in Texas, if a consortium is formed in the future, all parties will be required to report data jointly to allow an overall evaluation of the state performance.

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

Secondary: The effectiveness of CTE programs will be evaluated annually through a new Final Evaluation and Use of Funds Report. The new report will be submitted through an online reporting system for 2006-2007 and 2007-2008. The reports will be submitted through the new eGrant system beginning in 2008-2009. The state PBMAS is aligned with the requirements of the Office of Special Education, effectively aligning districts with high levels of concern related to CTE student performance with required program access monitoring. Districts in Intervention Stage IV for PBMAS receive a full site visit for CTE program effectiveness and program access. Other means of annually evaluating CTE student achievement and CTE program effectiveness include CTE performance reporting for the Texas Legislative Budget Board (LBB) and the Texas Workforce Investment Council (TWIC).

The required elements for the secondary local Perkins plans include resources to assist local education agencies in determining program strengths and opportunities for improvement. In February of 2004, the new online Career and Technology Education Reports (CTER) system was opened to provide districts with valuable follow-up information to assist districts in CTE program evaluation and planning. The demographic data for CTE students assist districts in evaluating their program effectiveness and yearly progress. TEA is expanding the CTER system to provide districts with district-level Perkins performance measure data, including CTE performance measures by gender, ethnicity, and special populations. The new Perkins eGrant will require districts to set local performance measure targets for the Perkins measures and then negotiate local targets if the district does not accept the state targets. Districts will be required to continually make progress in meeting their performance measure targets.

Postsecondary: The THECB evaluates the effectiveness of CTE programs through the State Level Institutional Effectiveness (IE) process. The IE process is a comprehensive initiative designed to evaluate and verify the effectiveness of two-year colleges in Texas. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance, services, and the quality of workforce education programs. Eligible recipients are required to submit an evaluation plan with all Perkins applications. The self-evaluation section of the applications is a district-level and program-level instrument.

The THECB produces and publishes on its internet website, an Annual Data Profile (ADP) for each community and technical college. The ADP contains a summary of college programs and services and serves as a foundation for institutional effectiveness review. The ADP also establishes baseline information that colleges can use to self-assess their progress and achievements. The institutional effectiveness review process uses additional data reported by the colleges, other state agencies, and organizations.

The self-evaluation section of the application is a district-level and program-level instrument to begin assessing Perkins IV core indicator performance, address local plan requirements, and select specific programs for improvement.

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

- http://www.txhighereddata.org/Interactive/Institutions.cfm
- http://edcinv.thecb.state.tx.us/
- http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/GIPWE2003/Chapter(8)Eight-Evaluation_of_Institutional_Effectiveness.doc

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. *Describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]*

The proposed formula was developed and approved by the local consortia directors in Feburary1999 and has been re-approved each of the following years. A public hearing was held on March 16, 2007 as required by state law and Board rules. No comments were received during the public hearing. Therefore, during the transition year the THECB will continue using the same formula:

- Sixty-five percent of the funds for consortia (approximately $5.2 million) are to be distributed equally among all 26 consortia as a base operating fund. Depending on expected levels of federal funding, this should be equivalent to approximately $200,000 per consortium.
- Remaining consortium funds (approximately $2.8 million) is to be distributed among the consortia, based upon the grades 9-12 student population served by each consortium region.
- Consortium funds will vary from approximately $218,000 for the Concho Valley consortium (San Angelo area) to $880,000 for the Gulf Coast consortium (Houston area).

B. Other Department Requirements

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

The Tech Prep Consortia application is included in Appendix F.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

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

   Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split based on contact hours. For the 2006-07 funding year, the split was approximately 60 percent for secondary programs and 40 percent for postsecondary basic grant programs. Title I, Part B funds will be used as follows: At least 85% will be distributed by formula allocation to local education agencies and community and technical colleges through the standard application system; 10% will fund state programs and state leadership projects, and no more than 5% will be used to administer the State plan.

   Secondary: Title I, Part B funds will support state programs and state leadership projects, and will be distributed through the RFA process. Title I, Part B funds will also be used to support CTE in correctional institutions. Funds will be awarded through the Standard Application System (SAS) to the Texas Youth Commission and the Windham School District, which operate CTE programs in correctional institutions. Title I, Part B monies fund secondary, postsecondary and adult CTE programs. Part C funds are distributed based on the federally mandated formula through the SAS. All of the Texas Title II funds (College Tech Prep) flow to the THECB for administration of College Tech Prep programs.

   Postsecondary: The THECB requires each eligible recipient to submit a local plan to receive Perkins Basic funds and competitive applications for State Leadership projects. Each College Tech Prep consortium submits a plan which covers all College Tech Prep programs in their regions. All projects funded under Perkins must meet requirements set forth in the Texas State Transition Plan under the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*, the state "*Closing the Gaps by 2015"* plan, and the requirements of Public Law 109-270, Title I, Part B, Sec.135.

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

For 2007-2008, TEA will make available at least $49,240,747 in formula allocations to secondary local education agencies, including charter schools. (See the budget in Appendix B). Specific dollar allocations will be available by June 2007 after charter school enrollments have been analyzed and Census data has been adjusted by deleting students who have elected to attend charter schools. Allocations will be determined based on the following formula: 90% of the grant will be awarded based on the number of individuals age 5-17 residing in the district (30%) and the number of individuals age 5-17 in poverty (70%); and 10% of the grant will be awarded to districts with high percentages and/or high numbers of CTE students. (Note: This method of awarding the reserve funds is in effect only for the transition year. From 2008-2009 forward, Texas will distribute reserve funds as incentive grants to high-performing districts.) Basic Grant allocations are included in Appendix G

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

   As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution or consortium shall be allocated an amount based on the number of individuals who are Federal Pell Grant recipients. THECB Basic Grant allocations and College Tech Prep Consortia allocations are included in Appendix H

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

   Secondary: Districts whose federal Perkins allocation is less than $15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts whose total allocation equals $15,000 or greater. The consortium determines a fiscal agent, usually an education service center or a district that is a member of the consortium. The consortium develops a joint plan for delivery of CTE activities. the method of determining consortium activities and funding priorities is determined jointly by the members of the consortium. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in their formula grant application. The allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is mutually agreed upon prior to grant approval by TEA.

   Postsecondary: All Texas two-year colleges are above the $50,000 threshold, and are eligible to receive direct Perkins funds without participating in a consortium.

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

   Texas has adjusted district allocations to reflect the changes that occurred in district enrollment due to charter schools opening in the district geographical boundaries.

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

   Secondary: No alternative formula is proposed.
   Postsecondary: At this time, no alternative postsecondary formula is required

7. *Provide a description of any proposed alternative allocation formula(s requiring approval by the Secretary as described in section 153(b) or 132(b). At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2), together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula describe din section 132(a)(2) does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

B. Other Department Requirements

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

   The Texas Perkins budget for 2007-2008 is provided in Part B.

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

Secondary Basic Grant Allocations: Districts may view their individual allocations online at http://www.tea.state.tx.us/opge/formfund/carlperkins/. After districts apply for and receiving secure access to the eGrants application system, allocations may also be viewed by logging on to the application at https://seguin.tea.state.tx.us/apps/logon.asp. See Appendix G for a complete list of public school basic grant allocations for 2007-08, including allocations for consortium members and charter schools. In 2007-2008, TEA will make available at least $49,240,747 in formula allocations to secondary local education agencies, including charter schools. (See budget in Part B) Specific dollar allocations will be available by June 2007 after charter school enrollments have been analyzed and Census data has been adjusted by deleting students who have elected to attend charter schools.

Postsecondary Basic Grant Allocations: There are 57 eligible recipients at the postsecondary level. For more information, see Appendix H and https://www1.thecb.state.tx.us/apps/perkins/perkins2007/annapp/default.htm.

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

Secondary Formula:

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations.

At least eighty-five percent of the state Perkins allocation is awarded to local school districts. Ninety percent of the funding that flows to local districts is awarded to eligible recipients based on:

- Thirty percent of the 90 percent that each recipient receives is based on the number of individuals aged 5-17 that reside in the district as a percent of the state total of individuals aged 5-17.
- Seventy percent of the 90 percent that each recipient receives is based on the number of individuals aged 5-17 that are from families with incomes below the poverty line as a percent of the state total of these same individuals.

From 2008-09 forward, Texas will distribute reserve funds as incentive grants to high-performing districts. For the transition year, Texas will utilize the 10% reserve funds through the secondary formula as was done under Perkins III using the following methodology:

- One half of this allotment is based on the percent of CTE concentrator students in a coherent sequence (codes 2 or 3 PEIMS indicator code) as a percent of the state total coherent sequence takers.

- One half of this allotment is based on the percent of CTE full-time equivalent (FTE) students as a percent of CTE statewide FTEs.

Postsecondary Formula:
Postsecondary funds are awarded to eligible institutions based on a calculation (referred to as "Technical Pell") of each participating institution's percentage of the total number of students who are: 1) recipients of Federal Pell Grants and 2) enrolled in programs meeting the requirements of Section 135.

Technical Pell Formula elements include the following:

- Only individual students which are Pell recipients are considered as colleges are required to:
  - Exclude all Academic Majors
  - Exclude all Undeclared Majors
  - Include all Technical Majors
  - Include any continuing education that are workforce education
  - Total the hours for included students
- Calculate the Full Time Equivalent (FTE) students for each eligible institution – this is their "Technical Pell"
- Sum the total state Technical Pell FTE and
- Calculate each institution's percent of the state total
- These percentages are the eligible institution's share of the funds for allocation

Postsecondary reserve funds (up to 10% allowable) are targeted to CTE programs in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students. The THECB will initiate, improve, expand, and modernize quality CTE programs, including relevant technology. Applications are targeted to these high need colleges.

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

Secondary: From 2008-09 forward, Texas will distribute reserve funding as incentive grants to high-performing districts. For 2007-08 only, Texas will distribute the 10% reserve funding as previous years through a formula using the following methodology:

- One half of this allotment is based on the percent of CTE concentrator students in a coherent sequence (Codes 2 or 3 - PEIMS indicator code) as a percent of the state total coherent sequence takers.

- One half of this allotment is based on the percent of CTE full-time equivalent (FTE) CTE students as a percent of CTE statewide FTEs.

Postsecondary: Reserve funds are targeted to CTE programs in rural areas, areas with high percentages of CTE students, and areas with high numbers of CTE students. The

THECB will use reserve funds to initiate, improve, expand and modernize quality CTE programs, including relevant technology.

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

Secondary: No ranking is currently being used for the secondary reserve funds. During the transition year, secondary stakeholders will determine if the reserve funds will be used differently, such as for incentive grants.

Postsecondary: Eligible recipients will submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities. Applications will be reviewed at the state level and ranked based on criteria developed in consultation with both TEA and the THECB.

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

Secondary: NA

Postsecondary: Eligible recipients are required to meet the threshold for rural and sparsely populated areas under section 132(a)(4) of the Perkins Act. Institutions that do not meet threshold due to extenuating circumstances, such as data collection problems, may be given a one-year waiver.

APPENDICES