Texas Consolidated Annual Report
for
Fiscal Year 2014-2015

under the

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

Texas Education Agency
December 2015

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

Consolidated Annual Report, Program Year 2014 - 2015
Texas

Step 3: Use of Funds: Part A

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

No

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

No

Consolidated Annual Report, Program Year 2014 - 2015
Texas

Step 3: Use of Funds: Part B

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

Secondary: The TEA has established a performance-based monitoring analysis system for secondary CTE programs. The performance-based monitoring analysis system is a data-driven system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. LEAs, including both independent school districts and charter schools, receive a comprehensive report of the performance of CTE coherent sequence students. LEAs with low student performance on CTE indicators are staged for intervention and required to respond accordingly. LEAs with only a few performance deficits are staged for intervention at stage 1, whereas LEAs with more performance deficits are staged for intervention at stages 2, 3, or 4. The stage of intervention determines the program improvement activities TEA requires the LEA to perform. The level of program improvement activity increases with the stage of intervention; therefore, TEA requires an LEA at stage 4 to engage in broader and deeper improvement activities than an LEA at stage 1. Additional information is available at http://tea.texas.gov/Student_Testing_and_Accountability/PBMAS/ and http://tea.texas.gov/pmi./

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

The TEA provides technical assistance in improving the quality of data at the LEA level through presentations at conferences and workshops and by providing training in data collection procedures to CTE specialists and Public Education Information Management System specialists housed at 20 regional education service centers. Implementation of the state performance-based monitoring system has resulted in significant improvement in data quality. TEA also conducts data validation monitoring activities and provides data validation information to LEAs and the public. More information is available at http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

Postsecondary: During the 2014-2015 program year, Texas Higher Education Coordinating Board (THECB) staff monitored Texas' Perkins-supported colleges for compliance. Staff conducted in-depth reviews to ensure that funding was expended appropriately and in accordance with state and federal guidelines. The colleges submit a Perkins application annually and THECB staff members work with the institutions throughout the year, addressing any needed changes. Site visits supported programmatic oversight, collaboration, and evaluation. THECB used a risk assessment to determine which community and technical colleges received a programmatic desk review or site visit. The risk assessment factors included time since last visit, number of core indicators not met, number of amendments, allocation amount, annual fiscal desk audit, fiscal reporting compliance review, and/or fiscal management concerns. Each of the risk assessment factors is assigned a weighted point value to determine the risk assessment score. The 16 institutions with the highest risk assessment scores were subject to programmatic desk reviews. The five institutions with the highest risk assessment scores were selected for site visits. Staff completed 16 programmatic desk reviews and five site visits in the 2014-2015 program year. THECB staff members conduct ongoing evaluation of postsecondary Perkins effectiveness, including an analysis of state data surveys of public two-year colleges. Results of those surveys indicate that Perkins funds support maintaining high-quality curricula, using advanced educational technologies, and providing support for programs that target special population students.

The data used to calculate the postsecondary measures are drawn from the Coordinating Board Management reporting system, which has been in place since 1973. The THECB continually refines and improves the data collection system. The coordinating board management reporting system provides performance and enrollment information for all postsecondary CTE students, including special population groups. Staff used data from the Coordinating Board Management reporting system to calculate 2P1, 3P1, 5P1, and 5P2. Additional reports (Coordinating Board Management 116 and Licensure Report) collect information regarding licensure and employment for the 1P1 and 4P1 indicators. The colleges certify the accuracy of all data prior to submission.

The THECB's Educational Data Center staff members work with college reporting officials to ensure accuracy in reporting. All data are processed electronically from the colleges directly to the Educational Data Center. The data are reviewed and edited prior to completion and data certification. Texas' statewide longitudinal data system allows the THECB, TEA, and the Texas Workforce Commission to work together to provide student data to monitor student success from kindergarten to employment.

For each core indicator of performance not met during the fiscal year, a grantee was required to submit a performance improvement plan. The plan identified key CTE programs and activities to meet the target, as well as specific budget items requested to meet the target. An applicant that failed to meet the target for a core indicator in each of the last three years was required to identify a minimum of three programs or activities for improvement. In instances where applicants met or exceeded the target, they described how they would maintain a level of effort to meet or exceed the target.

Texas uses employment databases to determine performance for indicators 5S1 and 4P1, using administrative records matching with Texas unemployment insurance wage records, the Federal Employment Database Exchange System, and Office of Personnel Management records.

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

Secondary: Statewide annual professional development conferences provided teacher training in using technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants funded the development of curriculum resources to facilitate the use of technology in the classroom, including a "Tech Talk" column that provides tips for the use of technology. The AchieveTexas College and Career Initiative grant published LiveBinder pages (http://www.achievetexas.org/resourceslivebinders.html) that provide digital resources for career development in each of the 16 Career Clusters. The CTE landing page on the TEA website (http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_ provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv bulletin disseminates program information and communications to the field through a subscription of more than 9,981 members.

Additionally, during 2014-2015 the TEA continued the use of Project Share, the state's electronic platform for professional development, online resources, course content, collaboration, academic networking, and professional learning communities. More information is available at http://www.projectsharetexas.org/. The TEA contracted with universities that have excellent CTE educator preparation programs to produce 90-contact hour professional development courses for both foundation and CTE teachers who will teach one of nine CTE courses that satisfy graduation requirements for either mathematics or science. The TEA makes these professional development courses available through Project Share.

TEA allocated $150,000 to the Texas Workforce Commission, which included funds to support a toll-free career hotline and funds for career development resources regarding choices for college and career and support of career orientation training for teachers and students; more information is available at http://www.texascaresonline.com/. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices; more information is available at http://www.texasrealitycheck.com/. Additionally, TEA provided Perkins funds to the Texas Workforce Commission to provide programming and live roll-out of an online application Help Wanted Online that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve programs.

Postsecondary: State leadership projects were designed and funded to expand the use of technology in CTE. Victoria College's Sustaining TEXASgenuine, and Texas State Technical College System's Curriculum Alignment Platform are two examples. TEXASgenuine provides online resources for exploration of career fields for prospective CTE students with information about CTE programs, educational requirements, and salary information. The Texas State Technical College project provides objective, high-fidelity analysis of CTE course and program outcomes to increase employability through a validation process of curriculum with business and industry needs. Perkins basic grant funding supported upgrades to and expansion of computer technology on college campuses, provided training for CTE faculty, and developed current and relevant curricula.

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

Secondary: To support leadership development and continuous program improvement, in 2014-2015 the TEA allocated $295,000 in Perkins funds for three professional development events: the statewide recruitment and retention conference for new secondary CTE teachers, the CTE Leadership Academy for new secondary CTE administrators, and the CTE Professional School Counselor Academy. Attendance at these conferences continues to grow, and each year the conferences are filled to capacity. Sample topics addressed through this professional development include curriculum resources, programs of study, special populations, secondary/postsecondary linkages, data reporting and analysis, labor market information, Career Clusters, and career and technical student organizations (CTSOs).

Additionally, each of the 20 regional education service centers was allocated $10,000 in Perkins funds to provide professional development activities for LEA personnel. Professional development activities included providing information on the use of instructional materials, programs, strategies, and approaches derived from scientifically based research in CTE. In addition, the regional education service centers worked with counselors, administrators, and teachers to provide an understanding of the benefits of an individualized program of study based on the Career Clusters and pathways that prepare students for college and career.

Postsecondary: Several postsecondary state leadership projects were developed and served to enhance CTE programs. Professional development activities were conducted for postsecondary faculty and staff across the state. Two Perkins Leadership projects provided conferences or workshops for professional development available at all community and technical colleges: Alamo College's "Replicating Women in Nontraditional Occupations Student Conference around Texas" provided assistance for other Texas colleges seeking to increase nontraditional enrollment by developing and offering similar student conferences. San Jacinto College's project "Programs of Study Strategic Alignment" provided a conference for all health science program representatives regarding the reduction to a 60 semester credit hours curriculum for all associate of applied science degrees in Texas. Further, each community and technical college used a portion of the Perkins allocation for professional development, to allow faculty to attend the most up-to-date statewide and national conferences for their career field. Panola College's project "Team-Based Learning for Health Science Courses" provided training to prepare health science faculty to engage students with team-based learning concepts. A project deliverable was the development of a Canvas (cloud-hosted learning management system) course for statewide dissemination.

In April 2015, the Texas Association of College Technical Educators and the THECB co-sponsored a preconference for the 2015 Texas Association of College Technical Educators conference. All Perkins Basic and Leadership project directors and institutional contacts were encouraged to attend the presentation entitled "The New EDGAR: Every Day Grants Administration Rules." The new Uniform Grant Guidance from the Office of Management and Budget and endorsed by the United States Department of Education, went into effect December 26, 2014 for all new grants. The presentation was delivered by Michael Brustein of Brustein and Manasevit. Mr. Brustein is recognized as one of the nation's leading experts on federal grants management, audit resolution, and workforce education and development issues.

After the 2015 Texas Association of College Technical Educators conference, the THECB surveyed Perkins grant managers that attended the Texas Association of College Technical Educators preconference. Results of the survey determined that additional professional development about the new Uniform Grant Guidance was needed. In July 2015, the THECB contracted with Michael Brustein to provide a more focused presentation of the new Uniform Grant Guidance and their application to Perkins grant management. Perkins project directors, institutional contacts, and fiscal representatives were invited to attend in person or view a recorded webcast.

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

Secondary: Continuing membership in the National Alliance for Partnerships in Equity provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. Texas publishes a list of secondary nontraditional courses on the TEA website. Last year, the TEA provided a $185,000 grant to the CTE Special Populations Resource Center at Texas A&M University to research, develop, and disseminate resources and provide technical support for CTE teachers to more effectively meet the learning needs of special populations. The CTE Special Populations Resource Center offers technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. These services are available to LEAs and parents. The Center continually increases the number of multimedia products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and outreach.

Additionally, the TEA allocated $105,000 for the regional education service center CTE specialists to conduct regional workshops and provide resources for career counseling and recruiting students into both male and female nontraditional fields. Workshops provided training in identifying barriers students may experience in entering nontraditional careers and offered strategies to eliminate those barriers. In addition, information was distributed to LEAs to increase awareness and understanding of nontraditional fields that lead to high skill, high wage, or high demand careers.

Postsecondary: THECB awarded Alamo Community College district $45,000 to facilitate a conference that fosters recruitment of females into occupations with the lowest percentages of female enrollment in CTE programs, including welding, automotive technology, and construction trades, as a strategy to address low participation and completion rates for Perkins indicators 5P1 (nontraditional student participation) and 5P2 (nontraditional gender completion).

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

Secondary: In 2014-2015, the TEA awarded $185,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University (more information is available at http://ctsp.tamu.edu/). The CTE Special Populations Resource Center offers technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. These services are available to LEAs and parents. The Center continually increases the number of multimedia products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and continuing outreach.

Postsecondary: A portion of the discretionary grant supported activities for special populations, including Alamo Community College District's "Replicating Women in Nontraditional Occupations Student Conference around Texas." The Perkins basic grant supported services for special populations at community and technical college campuses. Examples of services include childcare, transportation, textbooks, tutors, and sign language interpreters.

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

Secondary: Regional education service center CTE specialists are the primary providers of technical assistance for secondary CTE programs in Texas. The TEA allocated $700,000 in Perkins administrative support funding to the 20 regional education service centers for technical support and professional development. Each regional education service center CTE specialist served as a liaison between TEA and LEAs and provided assistance to districts in completing the annual Carl D. Perkins application and Perkins Program Effectiveness Report. In addition, the education service centers establish and maintain communications among districts, colleges, universities, workforce development boards, and TEA CTE staff. Regional education service centers were provided $105,000 for support of training and employment in nontraditional fields and $200,000 for support of performance-based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the education service center CTE specialists through a variety of media including videoconferencing, listserv bulletins, telephone, and email.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through telephone support, web conferencing, email, site visits, presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. THECB staff conducted monitoring site visits for programmatic review. The THECB Perkins online portal provided technical assistance with grant management including electronic submission, amending, and reporting features. The fully interactive application/report/support system THECB uses for Perkins grants management is available at: https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2015.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

873481

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

11248

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

Secondary: The Windham School District and Texas Juvenile Justice Department were allocated $920,140 in Perkins funds in 2014-2015; of that amount, the two institutions expended $873,480. The Windham School District provides secondary education services to adult inmates and served 10,554 CTE students in 2014-2015. More information is available in the most recently published Windham School District annual report found at http://www.windhamschooldistrict.org/. The Texas Juvenile Justice Department provides secondary education services to juvenile inmates and served 694 CTE students in 2014-2015. The strategic plan for the Texas Juvenile Justice Department is available at http://www.tjjd.texas.gov/about/TYC_Strategic_Plan_2011_to_2015.pdf and includes CTE-specific information.

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

Part II: State Institutions Serving Individuals with Disabilities

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

30225

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

281

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

Secondary: The Texas School for the Blind and Visually Impaired (http://www.tsbvi.edu/) and the Texas School for the Deaf (http://www.tsd.state.tx.us/) are eligible for Perkins funds. The Texas School for the Blind and Visually Impaired does not apply for Perkins funds, but the Texas School for the Deaf does. The Texas School for the Deaf serves students ages 0 through 21 who are deaf or hard of hearing “in a culture that optimizes individual potential and provides accessible language and communication across the curriculum.” Texas School for the Deaf admits students based on referral from a local school district or parent. Texas School for the Deaf also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners.

Postsecondary:

The stand-alone postsecondary institution that serves individuals with disabilities is SouthWest Collegiate Institute for the Deaf, a campus of Howard College. SouthWest Collegiate Institute for the Deaf does not submit a separate Perkins grant application; rather, Howard College is the grantee. Howard College used Perkins funds at SouthWest Collegiate Institute for the Deaf to purchase equipment for interpreter training, Dental Lab Technology, and welding programs. Additional services provided with Perkins funding include tutoring in CTE areas, textbook assistance, and childcare assistance.

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

Yes

Secondary: The TEA, along with the regional education service center CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2014-2015, the TEA provided $374,101 in Perkins funding to 29 eligible charter schools that offer CTE programs.

Postsecondary: Not applicable

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

Yes

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

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

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

Yes

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

Postsecondary: Not applicable

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

No

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

No

Consolidated Annual Report, Program Year 2014 - 2015
Texas

Step 3: Use of Funds: Part C

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

Secondary: The Texas Essential Knowledge and Skills are the state standards that define what students should learn in Texas K-12 education. Texas Education Code Section 28.002 requires that LEAs teach all the Texas Essential Knowledge and Skills for each course an LEA offers. During 2014-2015, Texas completed a revision of the Texas Essential Knowledge and Skills for CTE. The revised Texas Essential Knowledge and Skills increase relevancy and both academic and technical rigor, incorporate the Texas College and Career Readiness Standards, and address employability skills. Also, some courses were added to address labor market needs, including courses in health care, manufacturing, and transportation. Currently, 17 secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts. Under the newly revised Texas Essential Knowledge and Skills, additional courses have been recommended to meet the requirements for math and science. The State Board of Education is expected to make final decisions regarding which of the recommended CTE courses may satisfy specific graduation requirements in 2017. The newly adopted courses are scheduled for implementation during the 2017-2018 school year.

Postsecondary: The Workforce Education Course Manual serves as the guide for technical curriculum development (http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/). CTE faculty throughout the state developed the courses in the Workforce Education Course Manual, which include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use Workforce Education Course Manual courses in order to be eligible for state funding. The Workforce Education Course Manual provides for consistent integration of academic and technical skills and helps to ensure that students receive the same high-quality courses statewide. In 2014-2015, THECB provided the Workforce Education Course Manual project at San Jacinto College with $159,912 for the ongoing development, review, revision, updating, and maintenance of curricula.

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

Secondary: During 2014-2015, the TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for the continuing development of comprehensive programs of study for CTE, which began in 2005 with a statewide workgroup composed of relevant stakeholders. The programs of study facilitate Career Cluster design and management to assure that students develop the knowledge and skills essential for college and career success. Texas has fully implemented all 16 national Career Clusters as the basis for organizing CTE. More than 120 updated programs of study are posted on the AchieveTexas College and Career Initiative website. Information on the College and Career Initiative grant is available at http://www.achievetexas.org.

Texas also uses Perkins funds to facilitate and support partnerships among LEAs, postsecondary institutions, and employers. Throughout the Texas Essential Knowledge and Skills review process, the State Board of Education sought input from stakeholders such as institutions of higher education, business and industry representatives, professional organizations, and LEAs. TEA works closely with the THECB, the Texas Workforce Commission, the Texas Workforce Investment Council, as well as other stakeholders, to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

Perkins funds were used to support a project with the Southern Region Educational Board in the development of curriculum and assessments for a program of study. TEA staff worked with Southern Region Educational Board leadership in establishing a panel of industry and education stakeholders to explore the need for and feasibility of developing a program of study, including multiple courses, designed to teach entry level knowledge and skills related to the oil and gas industry. Also, the TEA used Perkins funds to review almost 200 secondary courses for alignment with postsecondary courses to create a crosswalk of statewide articulated Advanced Technical Credit courses. For more information, see 4C.

Postsecondary: During 2014-2015, THECB provided $152,564 in Perkins discretionary funds to San Jacinto College to continue their work in developing programs of study curriculum pathways, while maintaining and sustaining alignment with TEA's AchieveTexas College and Career Initiative.

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

Yes

Secondary: The TEA allocated $295,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators, the CTE Professional School Counselor Academy, and the new teacher recruitment and retention conference. New administrators and counselors are selected to attend these academies through an application process; the academies fill to capacity each year. Additionally, the TEA allocated $150,000 to the Texas Workforce Commission, which included funds to support a toll-free career hotline, and funds for career development resources regarding choices for college and career and support of career orientation training for teachers, counselors, and students; more information is available at http://www.texascaresonline.com/. A website and mobile application allow users to link education and budgeting with career choices; more information is available at http://www.texasrealitycheck.com/.

Finally, the TEA awarded additional funds to the AchieveTexas College and Career Initiative to begin the process of revising and aligning programs of study to the new graduation requirements on the Foundation High School Program. The revised model program of study information is available at http://www.achievetexas.org/programs-of-study.html. The additional funds were also used for the implementation of services to counselors. The grant staff presented at three Texas Counselor Association state conferences, planned and conducted the Professional School Counselor Academy, conducted preconference sessions for counselors at the state Association for Career and Technical Education affiliate's midwinter and summer conference sessions, and for school counselors at 10 of the 20 regional education service centers. In addition, partnerships were formed with two of the education service centers to replicate the counselor academy on a regional level. These ongoing regional academies use the statewide academy model and feature resources developed through the AchieveTexas College and Career Initiative. A LiveBinder of 800+ career development and planning resources was created by the AchieveTexas College and Career Initiative grantee at Texas Tech University. Five sessions highlighting the LiveBinder were provided for counselors at regional or local meetings. LiveBinder information is available at http://www.achievetexas.org/resourceslivebinders.html.

Postsecondary: A Perkins leadership grant provided $96,555 to Victoria College for the Sustaining TEXASgenuine, which has a website (http://www.texasgenuine.org) that provides career exploration information, educational requirements, and employment and expected salary information for graduates of CTE programs. The website also has a career exploration component which targets middle school students.

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

Yes

Secondary: TEA used Perkins funds to review almost 200 secondary courses for alignment with postsecondary courses to create statewide articulated Advanced Technical Credit courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training. Approximately 907 LEAs at 1,423 campuses have 13,574 Advanced Technical Credit -eligible teachers who may teach 58 enhanced secondary courses that articulate to 95 participating Texas colleges for postsecondary credit. More information about Advanced Technical Credit is available at https://www.atctexas.org/. These alignments add to the methods secondary students can use to earn postsecondary credit. Students may also use dual credit, including college credit earned through approved Early College High Schools, technical dual credit, Advanced Placement and International Baccalaureate exams, and locally articulated courses to earn college credit while they are in high school.

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

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

Yes

Secondary: Not applicable

Postsecondary: The Workforce Education Course Manual leadership grant provides for the updating and maintenance of a database of CTE courses. CTE certificate and Associate of Applied Science degree programs provide the foundation for Bachelor of Applied Technology and Bachelor of Applied Arts and Science degree programs. Three community colleges in Texas are eligible to award Bachelor of Applied Technology and Bachelor of Applied Arts and Science degrees.

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

Yes

Secondary: Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school by providing opportunities for the development of leadership and academic skills and technical knowledge and skills. CTSOs also provide scholarship opportunities. Texas CTSOs awarded members more than $4.1 million in scholarships in 2014-2015.

Texas provided $370,624 in Perkins funds to the state offices of nine CTSOs. These funds support CTSO leadership development activities for 236,040 members statewide.

Postsecondary: Not applicable

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

Yes

Secondary: Secondary students have the opportunity to participate in relevant classroom instruction with career training in areas of personal interest and to prepare for postsecondary education and training or employment in their chosen fields. The state-approved CTE courses provide multiple opportunities within each Career Cluster for students to participate in work-based learning, including workplace simulation, external learning experiences, and independent study. The newly revised CTE courses also emphasize student learning in all aspects of an industry.

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

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

Yes

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

TEA provided Perkins funds to the Texas Workforce Commission to complete the validation and expansion of a crosswalk between the CTE Texas Essential Knowledge and Skills and detailed daily work activities for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. LEAs may use these detailed work activities documents to work with local business and industry to improve programs.

Additionally, the TEA provided Perkins funds to the Texas Workforce Commission to provide programming and live roll-out of an online application Help Wanted Online that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve programs.

Postsecondary: Programs supported with Perkins funding are required to have an active advisory committee with representation from local business and industry. When a national, regional, local, or outside certifying agency skill standard does not exist, programs are encouraged to incorporate skills standards from the Texas Skills Standards Board. Perkins discretionary funds in the amount of $65,000 supported Del Mar College's "Skill Standards-Based Curriculum Development and Assessment Project." The project encourages and provides support to Texas colleges to incorporate skills standards into their CTE programs. Before THECB staff members approve a new program, a college must demonstrate the labor market need for a new program and certify that it developed the curriculum with local industry input.

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

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

Yes

Secondary: The TEA awarded six Educational Excellence grants in the amount of $320,000 each from Perkins state leadership funds to support the improvement of rigorous CTE programs and develop curriculum and other resources for the state-adopted CTE Texas Essential Knowledge and Skills. LEAs may also develop innovative or other locally designed courses to enable students to master knowledge, skills, and competencies not included in the required curriculum. These innovative courses provide education and training opportunities in new and emerging careers for which there are no state-adopted CTE courses.

Finally, the Texas Virtual School Network is the online learning initiative administered by the TEA. CTE courses available in 2014-2015 to students across the state through the supplemental Texas Virtual School Network statewide course catalog include Digital Forensics, Business Information Management, Principles of Information Technology, Digital and Interactive Media, and Touch System Data Entry. Information about the TxVSN is available at http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Texas_Virtual_School_Network/Tex or http://txvsn.org. In addition, the majority of the six TEA-approved Texas Virtual School Network full-time online schools offer one or more CTE courses to students enrolled in their virtual campus. CTE courses approved to be offered by Texas Virtual School Network online schools include Business Information Management I; Digital and Interactive Media; Forensic Science; Lifetime Nutrition and Wellness; Medical Terminology; Money Matters; Principles of Business, Marketing, and Finance; Principles of Human Services; Principles of Information Technology; Principles of Law, Public Safety, Corrections, and Security; Professional Communications; and Touch System Data Entry. In 2014, a needs assessment was conducted to determine which Career Clusters and courses school districts and charters most wanted to be made available through the Texas Virtual School Network. As a result of the needs assessment, a number of new CTE courses were developed and were included in the Texas Virtual School Network statewide course catalog beginning in 2015.

Postsecondary: Texas postsecondary institutions use basic grant funds to upgrade curriculum. Innovative Perkins-funded initiatives for curriculum development included an award to Texas State Technical College System for their project "Curriculum Alignment Platform. THECB also awarded Del Mar College a grant for the project "Skills Standards-Based Curriculum Development and Assessment Project" to encourage institutions to incorporate skill standards from the Texas Skills Standards Board into their CTE curriculum or to have Texas Skills Standards Board-recognized institutions develop the assessments for technical core courses.

Perkins reserve funds ($1 million) were used to fund four Career and Technical Education Early College High Schools. Originally funded during 2014-2015, the grants continued through the funding year 2015. This initiative was the result of collaboration among the commissioners of education, higher education, and workforce. The intent of the CTE Early College High Schools initiative was to allow students to enter high skill, high demand workforce fields by earning a high school diploma and a postsecondary credential simultaneously. A student in a CTE early college high school will be able to earn a stackable credential that includes Level II certificates, at least 60 credit hours toward an Associate of Applied Science (AAS) degree, or an AAS degree. The initiative required collaboration among independent school districts, community colleges, local workforce boards, and local business and industry.

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

Yes

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

Postsecondary: Associate of Applied Science or Certificate programs in Entrepreneurship were offered by 23 community and technical colleges in Texas. Perkins funds may be used to support these CTE programs and students, including nontraditional students enrolled in these programs.

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

Yes

Secondary: The TEA allocated $295,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators, the CTE Professional School Counselor Academy, and a new teacher recruitment and retention conference. The New Teacher Conference provides professional development for CTE teachers who have been teaching for two years or less. These three professional development events fill to capacity each year and continue to grow annually.

Postsecondary: The Victoria College project "Sustaining TEXASgenuine" had a component of career guidance for academic counselors, faculty, and students. Two other projects, the Panola College "Team-Based Learning for Health Science Courses," and Texas State Technical College–Harlingen's "Competency Based Training How-To" were developed by faculty for faculty, with the intention of retaining CTE faculty.

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

Yes

Secondary: TEA allocated $150,000 to the Texas Workforce Commission, which included funds to support a toll-free career hotline and funds for career development resources regarding choices for college and career and support of career orientation training for teachers and students; more information is available at http://www.texascaresonline.com/. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices; more information is available at http://www.texasrealitycheck.com/.

The TEA provided Perkins funds to the Texas Workforce Commission to complete the validation and expansion of a crosswalk between the CTE Texas Essential Knowledge and Skills and detailed daily work activities for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. LEAs may use these detailed work activities documents to work with local business and industry to improve programs.

Additionally, TEA provided Perkins funds to the Texas Workforce Commission to provide programming and live roll-out of an online application Help Wanted Online that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve programs.

Postsecondary: THECB awarded a $330,456 Perkins leadership grant to Texas State Technical College System for “Curriculum Alignment Platform.” The project provided a detailed work activity process to align curriculum and course learning outcomes to detailed work activities common skills that business and industry require for jobs directly related to the field of study. Business and industry employers validate the detailed work activities skill list to perform a gap analysis that links job skills to program learning experiences. For the grant year, the project worked with 20 colleges to objectively analyze curriculum and optimize learning outcomes for increased student employment. Software development focused on expanding automation capabilities and improving overall application design to better serve instructional manager needs.

Consolidated Annual Report, Program Year 2014 - 2015
Texas

Step 4: Technical Skills Assessment

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

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

Step 4 is not required this year. -

Consolidated Annual Report, Program Year 2014 - 2015
Texas

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

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

Local Program Improvement Plans