

# Consolidated Annual Report, Program Year 2015 - 2016

## 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 2015 - 2016

## 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 (PBMAS) for secondary CTE programs. The PBMAS 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/](http://tea.texas.gov/Student_Testing_and_Accountability/PBMAS/) and <http://tea.texas.gov/schoolimprovement/>.

Secondary LEAs report most of the data used for the Texas secondary performance measures through the Texas Student Data System (TSDS). Because the performance measures depend on the accuracy of 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 PBMAS 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](http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683).

Postsecondary: During the 2015-2016 program year, the 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, and providing technical assistance. 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 15 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 15 programmatic desk reviews and five site visits in the 2015-2016 program year.

The data used to calculate the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting system, which has been in place since 1973. The THECB continually refines and improves the data collection system. The CBM reporting system provides performance and enrollment information for all postsecondary CTE students, including special population groups. Staff used data from the CBM reporting system to calculate 2P1, 3P1, 5P1, and 5P2. Additional reports (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. Evaluation of effectiveness of responses is done on a biannual basis by colleges, and reviewed by THECB staff.

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. The AchieveTexas College and Career Initiative 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/](http://tea.texas.gov/Curriculum/_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/)) 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 12,279 members.

Additionally, during 2015-2016 the TEA continued the use of the Texas Gateway, formerly Project Share, the state's electronic platform for professional development and online resources. More information is available at <http://www.texasgateway.org/>. CTE 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 are available through the Texas Gateway.

TEA allocated \$150,000 to the Texas Workforce Commission (TWC), 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. TWC provided video hosting services for Texas CARES (Career Alternative Resource Evaluation System), now known as Texas Career Check ([www.texascareercheck.com](http://www.texascareercheck.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 TWC to provide 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 CTE programs. TWC developed a crosswalk between Standard Occupation Classification codes and the new PEIMS courses, with guidance and assistance from the agency. Because of this contract, TWC will publish the results of the data collection efforts for Workplace Basics-Detailed Work Activities in 2016-2017.

Postsecondary: State leadership projects were designed and funded to expand the use of technology in CTE. Victoria College's TEXASgenuine Sustainability: Phase 1, and Texas State Technical College (TSTC) System's Curriculum Alignment Platform 2 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 for a special targeted group of middle school students. The TSTC project provides an analysis of CTE curricula with a new online application, support for programs of study, creation of new curricula driven by occupational profiles, flexibility for creating competency-based programs, and the integration of soft-skills mapping throughout instructional delivery. Further, the 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 2015-2016 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.

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 career pathways that prepare students for college and career.

Postsecondary: Several postsecondary state leadership projects were developed and served to enhance CTE programs or to provide career guidance resources and training. Professional development activities were conducted for postsecondary faculty and staff across the state. The Perkins Leadership project by Dallas County Community College District "PLA Portal for Prior Learning Assessment Training and Development" provided 12 conferences around the state which included training for CTE counselors and advisors, administrators, and faculty regarding the assessment of prior knowledge and experience for college credit. In addition, they developed and launched a PLA portal site. The Amarillo College grant "Contract for Equity—Enlighten, Educate, Employ" provided a keynote speaker for a statewide CTE conference regarding micromessaging and gender stereotyping and how it can influence students' decisions about career choices. 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.

THECB staff provided a one-day technical assistance workshop for new and experienced Perkins grant managers. The conference was conducted in person, but was also webcast for those unable to attend onsite. Conference topics included an overview of the Carl D. Perkins Act and grant, orientation to the Request for Applications, overview of the Perkins online portal system, reporting requirements, desk reviews, and site visits. Participants were provided exercises and scenarios regarding the Perkins grant.

At the fall 2015 meeting of the Texas Association of College Technical Educators (TACTE), a Perkins breakout session featured updates on the grant, accountability, and the new process for reallocation based on performance on core indicators. Perkins Leadership grantees presented information about their grants at breakout sessions at both the fall and spring meetings. For example, the Temple College project "2P1, 3P1 and 4P1 Best Practices and Performance Improvement Plan Ideas" was presented at a TACTE breakout session to gather input for promising best practices for performance improvement plans. Data were gathered and disseminated throughout the year.

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

Secondary: Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. During 2015-2016, NAPE provided a face-to-face, train-the-trainer professional development training for the 20-education service center CTE specialists on "Explore Nontraditional Careers." The ESC specialists then provided professional development trainings to LEA personnel to help increase access and success for students in nontraditional programs by interrupting the cycle of negative micromessages, bolstering student self-efficacy, and challenging cultural stereotypes. Texas also 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, printed material, and presentations 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 for recruiting students into both male and female nontraditional fields. ESC 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 Amarillo College \$45,000 for the grant “Contract for Equity—Enlighten, Educate, Employ.” The project facilitated the dissemination of best practices to help grantees meet Perkins indicators 5P1 (nontraditional student participation) and 5P2 (nontraditional gender completion). The project further assisted colleges in developing marketing and recruitment plans targeting the nontraditional gender.

**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 2015-2016, 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: 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 technical 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, annual face-to-face training, listserv bulletins, telephone, and email.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through telephone support, web conferencing, email, site visits, and 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=2016>.

## 7. Serving individuals in state institutions

### Part I: State Correctional Institutions

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

921143

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

15527

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

Secondary: The Windham School District and Texas Juvenile Justice Department were allocated \$921,143 in Perkins funds in 2015-2016; of that amount, the two institutions expended \$921,143. The Windham School District provides secondary education services to adult inmates and served 14,833 CTE students. 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. 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](http://www.tjjd.texas.gov/about/TYC_Strategic_Plan_2011_to_2015.pdf) and includes CTE-specific information.

#### Postsecondary:

Perkins funds were used by Lee College to provide CTE textbooks at a lending library at a correctional facility, for a total of \$14,386.

### Part II: State Institutions Serving Individuals with Disabilities

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

18981

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

335

#### 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 (SWID), a campus of Howard College. SWID does not submit a separate Perkins grant application; rather, Howard College is the grantee. Howard College used Perkins funds at SWID to purchase computers with specialized video recording capabilities and steno masks for the Interpreter Training program to help develop expressive skills and give feedback and build receptive/voicing skills. Funds were also used for tutoring and to purchase trainers for the automotive program providing hands-on, visual practice. SWID offers a variety of CTE programs including automotive maintenance technician, deaf support specialist, office technology, welding, and graphic arts technology.

## 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 2015-2016, the TEA provided \$500,894 in Perkins funding to 26 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: For the 2015-2016 grant year, reallocated fund (unspent funds from the 2014-2015 grant year) were distributed via a new procedure. Half of the funds available for reallocation were calculated through the regular formula and distributed to all institutions (\$827,727). The other half of the reallocation funds (\$827,427) were distributed only to institutions that met Perkins core indicators 2P1, 3P1, and 4P1. A total of 21 institutions were eligible for the incentive reallocation funds.

**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 2015 - 2016

## 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.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the web-based inventory of pre-approved CTE courses available for use by at Texas public community, technical, and state colleges: (<http://www.theccb.state.tx.us/wecm>). CTE faculty throughout the state developed the courses in the WECM, which include academic and technical competencies. Approved technical programs offered at Texas public community colleges must use WECM courses to be eligible for state funding. The WECM provides for consistent integration of academic and technical skills and helps to ensure that students receive the same high-quality courses statewide. In 2015-2016, THECB provided the Workforce Education Course Manual Maintenance project at San Jacinto College with \$214,593 for the ongoing development, review, revision, updating, and maintenance of CTE courses.

**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: Texas 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.

Postsecondary: During 2015-2016, as part of the grant awarded to San Jacinto College for the Workforce Education Course Manual Maintenance project, a deliverable of the grant was to provide a protocol manual for the development of statewide programs of study curriculum, and to provide program of study priorities.

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

Yes

Secondary: During 2015-2016, 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 counselors are selected to attend these academies through an application process; the academies fill to capacity each year. The Professional School Counselor Academy is a nine-month professional development program for persons whose responsibilities include the implementation or oversight of college and career readiness at the campus and/or district level. The program is implemented in collaboration with Texas A&M University-Corpus Christi.

Applicants are expected to participate in all three phases of the academy: Phase 1: Fall Symposium held in early October; Phase 2: Independent action-learning project and online learning modules; and, Phase 3: Summer Symposium held in mid-June. Symposium speakers include TEA staff, Regional Education Service Center (ESC) CTE Specialists, and district administrators and counselors. Topics include: Career Clusters, programs of study, articulated credit and college connection; Federal Carl D. Perkins CTE Improvement Act of 2006; school counseling state policies and mandates; labor market and workforce trends; using regional data to drive education decisions; special populations; leadership, fostering effective partnerships, and advisory committees; and other topics based on the needs of the participants.

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.texascareonline.com/texascareercheck.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/>.

Postsecondary: A Perkins leadership grant provided \$85,212 to Victoria College for the TEXASgenuine Sustainability: Phase 1 project, 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 support statewide articulation through 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: HB 2628, Texas 84th Legislature, requires the THECB, with the assistance of institutions of higher education, career and technical education experts, and college and career readiness experts, to establish programs of study (POS). Statewide POS will incorporate rigorous college and career readiness standards, support attainment of employability and career readiness skills, progress in content specificity, offer multiple entry and exit points, and result in attainment of industry-recognized certification, credential or license, registered apprenticeship, or a certificate, associate or baccalaureate degree. Perkins funds for administration were used to support hiring .5 FTE, and for staff that work with the Perkins grant to undertake this 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. CTOS also provide scholarship opportunities. Texas CTOS awarded members more than \$4.1 million in scholarships in 2015-2016.

Texas provided \$375,430 in Perkins funds to the state offices of nine CTOS. These funds support CTOS 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 such as, job shadowing, mentoring, internships, school-based enterprises, workplace simulation, external learning experiences, and pre-apprenticeships. The newly revised CTE courses also emphasize student learning in all aspects of an industry. The new Career Preparation courses allow students to repeat the course if they are working in a different aspect of the industry and/or learning at a more rigorous level.

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 publish the results 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 and the results of the crosswalk documents to work with local business and industry to improve programs.

Additionally, the TEA provided Perkins funds to the Texas Workforce Commission to provide support of a toll-free career resource hotline, video hosting services for Texas CARES, now known as Texas Career Check, and support 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 Help Wanted Online 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 data to work with students, parents, and 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. Minutes from Advisory Committees are reviewed by THECB Perkins staff during monitoring desk reviews and site visits. Minutes must reflect active participation by members and actions taken at meetings.

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 \$60,000 each from Perkins state leadership funds to support the improvement of rigorous CTE programs by providing 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, such as Maritime Science and Occupational Safety and Environmental Technology.

The Texas Virtual School Network, although not funded by Perkins, is the online learning initiative administered by the TEA. The 18 CTE courses available in 2015-2016 to students across the state through the supplemental Texas Virtual School Network statewide course catalog include Business Information Management I and II, Medical Terminology, 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/Texas\\_Virtual\\_School\\_Network](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Texas_Virtual_School_Network/Texas_Virtual_School_Network) or <http://txvsn.org>. In addition, most the five 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 Child Development; Forensic Science; Lifetime Nutrition and Wellness; Medical Terminology; Money Matters; Principles of Business, Marketing, and Finance; Principles of Human Services; Principles of Law, Public Safety, Corrections, and Security; 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, several 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 2." THECB also awarded Austin Community College a grant for the project "Fast Track to Success—Competency Based Education in Information Technology" to encourage the development and implementation of competency based education in CTE computer skills programs.

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 were completed during the 2015-2016 grant year. 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, semester credit hours towards the completion of an Associate of Applied Science (AAS) degree (normally 60 semester credit hours), 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 "TEXASgenuine Sustainability: Phase 1" had a component of career guidance for academic counselors, faculty, and students available on the website.

**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 (TWC), 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. TWC provides video hosting services for Texas CARES (Career Alternative Resource Evaluation System) now known as Texas Career Check. More information is available at <http://www.texascareercheck.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 TWC 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 TWC 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: A portion of the THECB administration grant (\$77,550) was provided to the Texas Workforce Commission (TWC). Funds were used for an Automated Student and Adult Learner Follow-up Study. The follow-up system provides a coordinated avenue whereby the Texas Workforce Investment Council, local workforce boards, educational institutions, and state agencies determine the workforce and education outcomes of individuals that have participated in the Texas workforce system.

# Consolidated Annual Report, Program Year 2015 - 2016

## Texas

### Step 4: Technical Skills Assessment

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

Secondary[SD1] : Texas uses industry-recognized certifications and licensures that are available to and appropriate for secondary students at the end of a program of study to measure technical skill attainment. The instrument that local education agencies (LEAs) use to report performance includes a list of 159 exams, as well as a mechanism for LEAs to recommend additions to the list. The Texas Education Agency (TEA) career and technical education (CTE) staff members periodically review this list for accuracy and currency. TEA staff members also review LEA recommendations for inclusion and add exams as appropriate.

Beginning with the 2017-2018 school year, school districts will be recognized on the state accountability system in Domain 4 for students who earn an industry-recognized credential. This new state measure may result in an increase in students who are assessed for technical skill attainment.

Postsecondary: Community colleges certify data annually that include the number of CTE concentrators who passed technical skill assessments and licensure examinations. Any schools that fail to meet core indicator 1P1 (Technical Skill Attainment) submit a Performance Improvement Plan (PIP) in their annual Perkins Basic grant application that includes a summary of their plan to meet the target, with key CTE programs and activities identified to meet the target. Any specific budget items requested to meet that target must be included in the application.

In addition, the Texas Workforce Investment Council launched the industry-based certification system initiative to identify and track third-party, industry-based certifications to increase the workforce system's capacity to produce workers with these credentials. The initiative is based on research performed by Council staff on third-party, industry-based certifications for middle-skill science, technology, engineering, and mathematics (STEM) occupations in Texas. The Council engaged a task group to analyze the certifications for these occupations to develop a system to identify and track these certifications. The Deputy Assistant Commissioner for Workforce at the Texas Higher Education Coordinating Board is a member of the task group and has been actively involved in this initiative.

The number of concentrators in the denominator represent the total number of concentrators for FY2015, that is reported for the performance measures. This number is different than the number of concentrators for FY2016 reported in the enrollment portion of the CAR report.

**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	71035	976738	7.2726770126687
Postsecondary Students	14378	202891	7.08656372140706

# Consolidated Annual Report, Program Year 2015 - 2016

## 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

Secondary

1S1 = 180

1S2 = 66

2S1 = 102

3S1 = 13

4S1 = 30

5S1 = 178

6S1 = 187

6S2 = 219

Postsecondary

1P1 = 4

2P1 = 8

3P1 = 9

4P1 = 2

5P1 = 33

5P2 = 26

# Consolidated Annual Report, Program Year 2015 - 2016 Texas

## Review & Certification

---

### CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

### State Director

Quentin Suffren

### Title/Agency

Executive Director, College, Career, and Military Prep Texas Education Agency

### Date

12/27/2016 2:23:54 PM

**1. State Name** Texas  
**2. Federal Funding Period**  
 Start Date 7/1/2015  
 End Date 9/30/2017  
**3. Reporting Period**  
 Start Date 7/1/2015  
 End Date 9/30/2016  
**4. Accounting Basis** 0

**5. Grant Award Number**  
 State Basic Grant (Title I) V048A150043  
**6. Grant Award Amount**  
 State Basic Grant (Title I) 92114336  
**7. Amended Interim FSR**  
 Date of Ammended FSR FALSE  
**Additional Information:**

Row	1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
<b>A</b>	<b>*Total Title I Funds*</b>										
<b>B</b>	<b>Local Uses of Funds</b>										
<b>C</b>	<b>RESERVE</b>										
<b>D</b>	<b>Funds for Secondary Recipients</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>E</b>	<b>Funds for Postsecondary Recipients</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>F</b>	<b>Total (Row D + E)</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>G</b>	<b>Formula Distribution</b>										
<b>H</b>	<b>Funds for Secondary Recipients</b>										
	0.00	52,585,981.65	0.00	52,585,981.65	52,585,981.65	0.00	52,585,981.65	-1,361,779.65	51,224,202.00	55,579,647.00	4,355,445.00
<b>I</b>	<b>Funds for Postsecondary Recipients</b>										
	0.00	19,546,886.86	0.00	19,546,886.86	19,546,886.86	0.00	19,546,886.86	4,828,192.00	24,375,078.86	25,580,275.00	1,205,196.14
<b>J</b>	<b>Total (Row H + I)</b>										
	0.00	72,132,868.51	0.00	72,132,868.51	72,132,868.51	0.00	72,132,868.51	3,466,412.35	75,599,280.86	81,159,922.00	5,560,641.14
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>										
	0.00	72,132,868.51	0.00	72,132,868.51	72,132,868.51	0.00	72,132,868.51	3,466,412.35	75,599,280.86	81,159,922.00	5,560,641.14
<b>L</b>	<b>State Leadership</b>										
<b>M</b>	<b>Non-traditional Training and Employment</b>										
	0.00	73,481.21	0.00	73,481.21	73,481.21	0.00	73,481.21	40,935.92	114,417.13	150,000.00	35,582.87
<b>N</b>	<b>State Institutions</b>										
	0.00	904,240.98	0.00	904,240.98	904,240.98	0.00	904,240.98	16,902.02	921,143.00	921,143.00	0.00
<b>O</b>	<b>Other Leadership Activities</b>										
	0.00	2,607,859.63	0.00	2,607,859.63	2,607,859.63	0.00	2,607,859.63	521,233.70	3,129,093.33	7,298,896.00	4,169,802.67
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>										
	0.00	3,585,581.82	0.00	3,585,581.82	3,585,581.82	0.00	3,585,581.82	579,071.64	4,164,653.46	8,370,039.00	4,205,385.54
<b>Q</b>	<b>State Administration</b>										

<b>R Total State Administration</b>	0.00	5,397,085.93	0.00	5,397,085.93	5,397,085.93	3,164,168.67	2,232,917.26	153,730.95	2,386,648.21	2,584,375.00	197,726.79
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	0.00	81,115,536.26	0.00	81,115,536.26	81,115,536.26	3,164,168.67	77,951,367.59	4,199,214.94	82,150,582.53	92,114,336.00	9,963,753.47

**1. State Name** Texas  
**2. Federal Funding Period**  
 Start Date 7/1/2014  
 End Date 9/30/2016  
**3. Reporting Period**  
 Start Date 7/1/2014  
 End Date 9/30/2016  
**4. Accounting Basis** 0

**5. Grant Award Number**  
 State Basic Grant (Title I) V048A14043  
**6. Grant Award Amount**  
 State Basic Grant (Title I) 92014058  
**7. Amended Final FSR** FALSE  
 Date of Ammended FSR  
**Additional Information:**

Row	1 Net Outlays Previously Reported	2 Total Outlays This Report Period	3 Program Income Credits	4 New Outlays This Report Period (Column 2 - 3)	5 Net Outlays To Date (Column 1 + 4)	6 Non-Federal Share of Outlays	7 Total Federal Share of Outlays (Column 5 - 6)	8 Federal Share of Unliquidated Obligations	9 Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal Funds (Column 10 - 9)
<b>A</b>	<b>*Total Title I Funds*</b>										
<b>B</b>	<b>Local Uses of Funds</b>										
<b>C</b>	<b>RESERVE</b>										
<b>D</b>	<b>Funds for Secondary Recipients</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>E</b>	<b>Funds for Postsecondary Recipients</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>F</b>	<b>Total (Row D + E)</b>										
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>G</b>	<b>Formula Distribution</b>										
<b>H</b>	<b>Funds for Secondary Recipients</b>										
	53,451,450.69	4,093,425.34	0.00	4,093,425.34	57,544,876.03	0.00	57,544,876.03	0.00	57,544,876.03	57,544,876.03	0.00
<b>I</b>	<b>Funds for Postsecondary Recipients</b>										
	19,266,643.90	6,770,172.00	0.00	6,770,172.00	26,036,815.90	0.00	26,036,815.90	0.00	26,036,815.90	26,036,815.90	0.00
<b>J</b>	<b>Total (Row H + I)</b>										
	72,718,094.59	10,863,597.34	0.00	10,863,597.34	83,581,691.93	0.00	83,581,691.93	0.00	83,581,691.93	83,581,691.93	0.00
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>										
	72,718,094.59	10,863,597.34	0.00	10,863,597.34	83,581,691.93	0.00	83,581,691.93	0.00	83,581,691.93	83,581,691.93	0.00
<b>L</b>	<b>State Leadership</b>										
<b>M</b>	<b>Non-traditional Training and Employment</b>										
	81,111.42	15,755.33	0.00	15,755.33	96,866.75	0.00	96,866.75	0.00	96,866.75	96,866.75	0.00
<b>N</b>	<b>State Institutions</b>										
	873,480.82	0.00	0.00	0.00	873,480.82	0.00	873,480.82	0.00	873,480.82	873,480.82	0.00
<b>O</b>	<b>Other Leadership Activities</b>										
	3,486,634.30	942,616.44	0.00	942,616.44	4,429,250.74	0.00	4,429,250.74	0.00	4,429,250.74	4,429,250.74	0.00
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>										
	4,441,226.54	958,371.77	0.00	958,371.77	5,399,598.31	0.00	5,399,598.31	0.00	5,399,598.31	5,399,598.31	0.00
<b>Q</b>	<b>State Administration</b>										

<b>R Total State Administration</b>	5,625,031.88	440,503.64	0.00	440,503.64	6,065,535.52	3,032,767.76	3,032,767.76	0.00	3,032,767.76	3,032,767.76	0.00
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	82,784,353.01	12,262,472.75	0.00	12,262,472.75	95,046,825.76	3,032,767.76	92,014,058.00	0.00	92,014,058.00	92,014,058.00	0.00

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
<b>GENDER</b>			
Male	673,630	85,229	0
Female	611,975	102,844	0
<b>RACE/ETHNICITY *(1997 STANDARDS)</b>			
American Indian or Alaskan Native	4,979	818	0
Asian	45,654	6,865	0
Black or African American	162,869	30,334	0
Hispanic/Latino	658,768	73,687	0
Native Hawaiian or Other Pacific Islander	1,747	409	0
White	389,041	67,163	0
Two or More Races	22,547	3,309	0
Unknown		5,488	
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>			
Individuals With Disabilities (ADA)		4,596	0
Disability Status (ESEA/IDEA)	105,384		
Economically Disadvantaged	493,331	84,225	0
Single Parents	2,263	11,935	0
Displaced Homemakers	783	3,542	0
Limited English Proficient	100,443	3,704	0
Migrant Status	17,323		
Nontraditional Enrollees	319,816	34,099	0

**Secondary Definition for CTE Participants:**

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

**Postsecondary Definition for CTE Participants:**

A postsecondary student who is enrolled in one (1) or more credits in any CTE program area.

**Additional Information:**

Secondary: Decreases have impacted all special populations and other student categories, particularly the following student categories: Economically Disadvantaged and Single Parents : Decreases are consistent with enrollment trends due to HB5, Foundation High School Program with Endorsements. Students are moving from being just CTE participants to CTE concentrators taking coherent sequences of CTE courses for meeting graduation requirements for endorsements and for earning end-of-program certifications or licensures. An increase for Displaced Homemakers is something that will be investigated further.

Postsecondary: The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2013-2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especially in the metropolitan areas like Dallas/Fort Worth area, where the unemployment rate is currently 3.7. The overall decrease in enrollment has impacted all race and ethnicity categories, especially American Indian and Alaskan Native, Asian, Black or African American, Hispanic/Latino, and White. The decreases have also impacted special population and student categories, including economically disadvantaged, displaced homemakers, single parents, and students with limited English proficiency.

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	62391	46190	1037	421	0	0
Architecture & Construction	23935	7275	6121	873	0	0
Arts, A/V Technology, & Communications	80798	69704	4177	2797	0	0
Business Management, & Administration	62495	55935	7850	13409	0	0
Education & Training	4338	16702	531	761	0	0
Finance	21185	17130	42	58	0	0
Government & Public Administration	986	1256	88	63	0	0
Health Science	35593	85729	10645	43633	0	0
Hospitality & Tourism	17572	25203	1241	2113	0	0
Human Services	26944	62717	828	7269	0	0
Information Technology	35771	20111	8128	2091	0	0
Law, Public Safety & Security	34714	29938	5266	4819	0	0
Manufacturing	19139	1879	14638	2079	0	0
Marketing Sales & Services	13905	10005	617	1005	0	0
Science, Technology, Engineering & Math	47953	16353	211	91	0	0
Transportation, Distribution & Logistics	20936	1956	5887	418	0	0

**Secondary Definition for CTE Concentrators:**

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

**Postsecondary Definition for CTE Concentrators:**

A postsecondary student who: (1) completes at least 12 academic or CTE credits in a 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.

**Additional Information:**

Postsecondary: The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2013-2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especially in the metropolitan areas like Dallas/Fort Worth area, where the unemployment rate is currently 3.7. All career clusters have been impacted with decreases, with most clusters having significant decreases (i.e. Business Management and Administration, Human Services, and Transportation, Distribution and Logistics). Some clusters have slight to no difference in decrease (Finance, and Science, Technology, Engineering and Math), however, all have contributed to the overall decreases.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	128,723	140,118	92	95
<b>GENDER</b>				
Male	63,464	70,684	92	95
Female	65,259	69,434	92	95
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	532	587	92	95
Asian	4,488	4,605	92	95
Black or African American	12,774	14,768	92	95
Hispanic/Latino	64,464	70,794	92	95
Native Hawaiian or Other Pacific Islander	158	167	92	95
White	44,305	47,063	92	95
Two or More Races	2,002	2,134	92	95
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	92	95
Disability Status (ESEA/IDEA)	3,533	10,592	92	95
Economically Disadvantaged	60,890	68,485	92	95
Single Parents	815	976	92	95
Displaced Homemakers	32	39	92	95
Limited English Proficient	3,386	5,224	92	95
Migrant Status	1,093	1,274	92	95
Nontraditional Enrollees	42,203	45,403	92	95

#### Additional Information

Secondary Performance Data - 1S1: Attainment of Academic Skills - Reading/Language Arts - Increases in the numerators and/or denominators for 2015-2016 as compared to the prior two reporting periods: This indicator now reflects students who took the English II end-of-course assessment; test-taking patterns may differ from the previous indicator which represented students taking the Grade 11 or exit-level assessment. For disability status: an Alt test was unavailable and students still participated, but were not required to pass.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	100,151	105,327	95	94
<b>GENDER</b>				
Male	50,341	53,561	95	94
Female	49,810	51,766	95	94
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	412	445	95	94
Asian	2,011	2,042	95	94
Black or African American	11,173	12,216	95	94
Hispanic/Latino	53,339	56,037	95	94
Native Hawaiian or Other Pacific Islander	100	107	95	94
White	31,715	33,016	95	94
Two or More Races	1,401	1,464	95	94
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	95	94
Disability Status (ESEA/IDEA)	6,843	10,602	95	94
Economically Disadvantaged	52,586	56,002	95	94
Single Parents	806	881	95	94
Displaced Homemakers	35	36	95	94
Limited English Proficient	4,324	4,948	95	94
Migrant Status	1,026	1,112	95	94
Nontraditional Enrollees	33,055	34,582	95	94

#### Additional Information

Secondary Performance Data - 1S2: Attainment of Academic Skills - Mathematics - decrease in the Grand Total, Male, and Female numerators and denominators reported for the current reporting period, 2015-2016, as compared to the prior two reporting periods: This indicator now reflects students who took the Algebra I end-of-course assessment. Students who completed the Algebra I requirements prior to high school are not reflected in this indicator.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	58,760	71,035	83	79
<b>GENDER</b>				
Male	28,947	35,680	83	79
Female	29,813	35,355	83	79
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	686	771	83	79
Asian	2,093	2,450	83	79
Black or African American	4,575	5,623	83	79
Hispanic/Latino	33,722	40,728	83	79
Native Hawaiian or Other Pacific Islander	98	122	83	79
White	16,459	19,873	83	79
Two or More Races	1,127	1,468	83	79
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	83	79
Disability Status (ESEA/IDEA)	2,238	3,270	83	79
Economically Disadvantaged	31,343	38,420	83	79
Single Parents	687	852	83	79
Displaced Homemakers	143	188	83	79
Limited English Proficient	3,086	4,010	83	79
Migrant Status	550	718	83	79
Nontraditional Enrollees	4,062	4,754	83	79

#### Additional Information

Secondary Performance Data - 2S1: Technical Skill Attainment: Increases are consistent with enrollment trends. HB5, Foundation High School Program with Endorsements, has encouraged students to enroll in CTE programs that culminate in an end-of-program certification or licensure. As a result, there have been increases in students taking and passing technical skills assessments.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	137,432	141,073	97	96
<b>GENDER</b>				
Male	69,068	71,243	97	96
Female	68,364	69,830	97	96
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	572	590	97	96
Asian	4,593	4,624	97	96
Black or African American	14,333	14,944	97	96
Hispanic/Latino	69,054	71,252	97	96
Native Hawaiian or Other Pacific Islander	164	171	97	96
White	46,593	47,334	97	96
Two or More Races	2,123	2,158	97	96
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	97	96
Disability Status (ESEA/IDEA)	10,416	10,881	97	96
Economically Disadvantaged	66,617	69,084	97	96
Single Parents	893	986	97	96
Displaced Homemakers	37	40	97	96
Limited English Proficient	4,794	5,273	97	96
Migrant Status	1,228	1,280	97	96
Nontraditional Enrollees	44,837	45,589	97	96
<b>DISAGGREGATE INDICATORS</b>				
General Education Development (GED)	62		97	96
Diploma	137,370		97	96
Certificate			97	96

**Additional Information**

Secondary Performance Data - 3S1: School Completion - Increase and/or decrease in the numerators and/or denominators in the following categories reported for the current reporting period, 2015-2016, as compared to the prior two reporting periods: Increases are consistent with statewide increases in enrollment and graduation trends. In addition, Texas Senate Bill 149 implemented in 2014-105 allowed students who failed the end-of-course assessment for no more than two courses to receive a Texas high school diploma if the student qualified to graduate by means of an individual graduation committee determination. This policy change disproportionately affected certain groups, for example, limited English proficient students. GED: For two years, we were not able to match to SSNs, the criteria for matching has been adjusted, it is anticipated the numerators should increase back to previous years totals.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	140,672	145,210	97	95
<b>GENDER</b>				
Male	70,856	73,543	97	95
Female	69,816	71,667	97	95
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	591	617	97	95
Asian	4,791	4,842	97	95
Black or African American	14,776	15,508	97	95
Hispanic/Latino	70,545	73,325	97	95
Native Hawaiian or Other Pacific Islander	177	184	97	95
White	47,599	48,493	97	95
Two or More Races	2,193	2,241	97	95
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	97	95
Disability Status (ESEA/IDEA)	10,862	11,396	97	95
Economically Disadvantaged	68,231	71,219	97	95
Single Parents	925	1,037	97	95
Displaced Homemakers	39	42	97	95
Limited English Proficient	5,062	5,713	97	95
Migrant Status	1,255	1,320	97	95
Nontraditional Enrollees	44,675	45,443	97	95

#### Additional Information

Secondary Performance Data - 4S1: Student Graduation Rates - Increase in the numerators and/or denominators in the limited English proficient and non-traditional enrollees reported for the current reporting period, 2015-2016, as compared to the prior two reporting periods: Texas Senate Bill 149 implemented in 2014-105 allowed students who failed the end-of-course assessment for no more than two courses to receive a Texas high school diploma if the student qualified to graduate by means of an individual graduation committee determination. This policy change disproportionately affected certain groups, for example, limited English proficient students.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	103,297	146,728	70	71
<b>GENDER</b>				
Male	50,906	74,331	70	71
Female	52,391	72,397	70	71
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	417	624	70	71
Asian	3,414	4,857	70	71
Black or African American	11,311	15,789	70	71
Hispanic/Latino	50,470	73,986	70	71
Native Hawaiian or Other Pacific Islander	129	188	70	71
White	35,913	49,022	70	71
Two or More Races	1,643	2,262	70	71
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	70	71
Disability Status (ESEA/IDEA)	6,757	11,608	70	71
Economically Disadvantaged	48,783	72,151	70	71
Single Parents	650	1,069	70	71
Displaced Homemakers	18	42	70	71
Limited English Proficient	2,576	5,781	70	71
Migrant Status	849	1,332	70	71
Nontraditional Enrollees	33,158	45,924	70	71
<b>DISAGGREGATE INDICATORS</b>				
Advanced Training	1		70	71
Employment	69,106		70	71
Military	0		70	71
Postsecondary Education	66,008		70	71

#### Additional Information

Secondary Performance Data - 5S1: Placement increase and/or decrease in the numerator and/or denominator for displaced homemaker, limited English proficient, enrollment numerator are consistent with enrollment trends. Military numerator: we did not receive back the matched data from the Federal Employment Data Exchange System (FEDES).

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	280,542	604,873	46	44
<b>GENDER</b>				
Male	82,546	313,999	46	44
Female	197,996	290,874	46	44
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	1,196	2,506	46	44
Asian	9,086	18,805	46	44
Black or African American	35,318	73,900	46	44
Hispanic/Latino	139,930	308,319	46	44
Native Hawaiian or Other Pacific Islander	355	779	46	44
White	89,781	190,580	46	44
Two or More Races	4,876	9,984	46	44
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	46	44
Disability Status (ESEA/IDEA)	21,039	52,416	46	44
Economically Disadvantaged	145,299	317,492	46	44
Single Parents	1,449	2,308	46	44
Displaced Homemakers	69	143	46	44
Limited English Proficient	15,214	37,162	46	44
Migrant Status	2,050	4,799	46	44

#### Additional Information

Secondary Performance Data - 6S1: Nontraditional Participation - increase in the grand total numerator and, particularly, denominator reported for the current reporting period, 2015 - 2016, as compared to the prior two reported periods and increases in the numerators and denominators for all gender, race/ethnicity, and special populations and other student categories, Asian, Black or African-American, Hispanic/Latino, Limited English Proficient, Economically Disadvantaged: Increases are consistent with statewide increases in enrollments trends.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	136,124	305,297	45	42
<b>GENDER</b>				
Male	40,004	156,263	45	42
Female	96,120	149,034	45	42
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	557	1,241	45	42
Asian	3,916	8,445	45	42
Black or African American	14,554	31,703	45	42
Hispanic/Latino	69,022	157,629	45	42
Native Hawaiian or Other Pacific Islander	157	358	45	42
White	45,658	101,183	45	42
Two or More Races	2,260	4,738	45	42
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	-9	-9	45	42
Disability Status (ESEA/IDEA)	9,038	23,810	45	42
Economically Disadvantaged	70,796	160,371	45	42
Single Parents	633	1,057	45	42
Displaced Homemakers	36	73	45	42
Limited English Proficient	5,745	15,032	45	42
Migrant Status	1,161	2,709	45	42

#### Additional Information

Secondary Performance Data - 6S2: Nontraditional Completion - increase in the Grand Total, Male, and Female Numerators and Denominators reported for the current reporting period, 2015-2016, as compared to the prior two reporting periods and increases in the numerators and denominators for all gender, race/ethnicity, and special populations and other student categories, Hispanic/Latino, White, Limited English Proficient, economically disadvantaged: Increases are consistent with statewide increases in enrollments trends.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	13,065	14,378	91	91
<b>GENDER</b>				
Male	4,272	4,770	91	91
Female	8,793	9,608	91	91
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	64	69	91	91
Asian	404	439	91	91
Black or African American	1,299	1,547	91	91
Hispanic/Latino	4,130	4,676	91	91
Native Hawaiian or Other Pacific Islander	30	33	91	91
White	6,681	7,116	91	91
Two or More Races	174	189	91	91
Unknown	283	309	91	91
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	222	259	91	91
Economically Disadvantaged	5,685	6,253	91	91
Single Parents	704	784	91	91
Displaced Homemakers	286	314	91	91
Limited English Proficient	308	344	91	91
Nontraditional Enrollees	1,334	1,495	91	91

**Additional Information**

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	25,279	74,648	34	32
<b>GENDER</b>				
Male	11,830	34,921	34	32
Female	13,449	39,727	34	32
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	97	318	34	32
Asian	848	2,174	34	32
Black or African American	3,279	13,521	34	32
Hispanic/Latino	8,847	26,481	34	32
Native Hawaiian or Other Pacific Islander	60	176	34	32
White	11,055	28,722	34	32
Two or More Races	299	1,106	34	32
Unknown	794	2,150	34	32
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	492	1,578	34	32
Economically Disadvantaged	10,160	33,118	34	32
Single Parents	1,342	5,070	34	32
Displaced Homemakers	522	1,576	34	32
Limited English Proficient	529	1,853	34	32
Nontraditional Enrollees	3,588	12,967	34	32
<b>DISAGGREGATE INDICATORS</b>				
Credential			34	32
Certificate	11,152		34	32
Degree	14,127		34	32

**Additional Information**

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	102,058	159,827	64	63
<b>GENDER</b>				
Male	43,071	69,760	64	63
Female	58,987	90,067	64	63
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	471	730	64	63
Asian	4,388	5,990	64	63
Black or African American	15,997	27,835	64	63
Hispanic/Latino	38,542	59,458	64	63
Native Hawaiian or Other Pacific Islander	242	381	64	63
White	37,801	58,307	64	63
Two or More Races	1,703	2,642	64	63
Unknown	2,914	4,484	64	63
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	2,281	3,557	64	63
Economically Disadvantaged	45,290	71,800	64	63
Single Parents	6,422	10,714	64	63
Displaced Homemakers	2,034	3,246	64	63
Limited English Proficient	3,246	4,815	64	63
Nontraditional Enrollees	19,056	29,975	64	63

**Additional Information**

Postsecondary: The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2013-2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especially in the metropolitan areas like Dallas/Fort Worth area, where the unemployment rate is currently 3.7. Significant decreases in the numerator and denominator for all gender, race/ethnicity, special populations and other student categories have contributed to the overall decreases. Significant decreases were noted for the following categories: Black or African American, White, Economically Disadvantaged, and Nontraditional Enrollees.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	56,142	74,648	75	76
<b>GENDER</b>				
Male	26,203	34,921	75	76
Female	29,939	39,727	75	76
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	215	318	75	76
Asian	1,488	2,174	75	76
Black or African American	10,062	13,521	75	76
Hispanic/Latino	20,587	26,481	75	76
Native Hawaiian or Other Pacific Islander	125	176	75	76
White	21,425	28,722	75	76
Two or More Races	801	1,106	75	76
Unknown	1,439	2,150	75	76
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	990	1,578	75	76
Economically Disadvantaged	24,425	33,118	75	76
Single Parents	3,912	5,070	75	76
Displaced Homemakers	1,023	1,576	75	76
Limited English Proficient	1,341	1,853	75	76
Nontraditional Enrollees	9,636	12,967	75	76
<b>DISAGGREGATE INDICATORS</b>				
Apprenticeship	7		75	76
Employment	56,135		75	76
Military	0		75	76

#### Additional Information

The data showing the military employment was not received from FEDES for the period covered in this report. The matched data was requested from FEDES during the April 2016 cycle. Due to administrative issues between FEDES and Department of Defense the data was not matched in time for CAR submission. No matched data was received as of 02/22/2017.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	45,146	195,517	23	24
<b>GENDER</b>				
Male	13,546	90,151	23	24
Female	31,600	105,366	23	24
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	233	893	23	24
Asian	1,832	6,719	23	24
Black or African American	9,906	35,352	23	24
Hispanic/Latino	16,169	72,110	23	24
Native Hawaiian or Other Pacific Islander	108	436	23	24
White	14,770	71,475	23	24
Two or More Races	789	3,112	23	24
Unknown	1,339	5,420	23	24
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	977	4,050	23	24
Economically Disadvantaged	20,780	86,071	23	24
Single Parents	3,673	12,996	23	24
Displaced Homemakers	1,003	3,886	23	24
Limited English Proficient	1,200	5,646	23	24

#### **Additional Information**

Postsecondary: The annual unduplicated enrollment for career and technical education (CTE) students at Texas public community college decreased by 6 percent from 2013-2015. During the same timeframe, data from the U.S. Department of Labor, Bureau of Labor Statistics show the unemployment rate in Texas decreased from 5.7 in December 2013 to 4.6 in December 2015. A trend has been noted in the State that enrollment in CTE programs goes up and down with the economy. With the recession subsiding, people have gone back to work, especially in the metropolitan areas like Dallas/Fort Worth area, where the unemployment rate is currently 3.7. Decreases in the numerator and denominator for all gender, race and ethnicity, and special population and other student categories, and especially decreases for Black or African American, White, and Economically Disadvantaged especially contributed to the decreases.

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	6,053	33,049	18	18
<b>GENDER</b>				
Male	1,774	16,065	18	18
Female	4,279	16,984	18	18
<b>RACE/ETHNICITY* (1997 Revised Standards)</b>				
American Indian or Alaskan Native	27	129	18	18
Asian	228	985	18	18
Black or African American	992	4,468	18	18
Hispanic/Latino	2,281	12,308	18	18
Native Hawaiian or Other Pacific Islander	10	70	18	18
White	2,250	13,721	18	18
Two or More Races	80	410	18	18
Unknown	185	958	18	18
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>				
Individuals With Disabilities (ADA)	151	683	18	18
Economically Disadvantaged	2,530	13,892	18	18
Single Parents	444	1,832	18	18
Displaced Homemakers	158	646	18	18
Limited English Proficient	126	639	18	18

**Additional Information**