# TEXAS STATE PLAN
# FOR STRENGTHENING CAREER AND TECHNICAL
# EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)

# Table of Contents

U. S. Department of Education

Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act

(Perkins V) State Plan

A. State Name: Texas

B. Eligible Agency (State Board) Submitting Plan on Behalf of State: Texas Education Agency on behalf of the Texas State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

    1. Name: Heather Justice

    2. Official Position Title: Division Director

    3. Agency: Texas Education Agency

    4. Telephone: (512) 463-9253

    5. Email: Heather.Justice@tea.texas.gov

D. Individual serving as the State Director for Career and Technical Education:

    **X**    Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

    1. Name:

    2. Official Position Title:

    3. Agency:

    4. Telephone: (    )

    5. Email:

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

    ☐    1-Year Transition Plan (FY2019 only) — *if an eligible agency selects this option, it will then complete Items G and J*

    ☐    State Plan (FY 2019-23) — *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission — Subsequent Years (Check one):4

    **X**    State Plan (FY 2020-23) — *if an eligible agency selects this option, it will then complete Items H, I, and J*

    ☐    State Plan Revisions (Please indicate year of submission:) — *if an eligible agency selects this option, it will then complete Items H and J*

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan — FY 2019 *(Check one):*

    ☐    Yes

**X**       No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan — *Subsequent Years (Check one):*

      □       Yes (If yes, please indicate year of submission)

      **X**       No

I. Governor's Joint Signatory Authority of the Perkins V State Plan *(Fill in text box and then check one box below):*

| |
|---|
| Date Governor was sent State Plan for signature: March 25, 2020 |

**X**       The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

| Authorized Representative Identified in Item C Above (Printed Name) | Telephone: 512-463-9253 |
|---|---|
| Heather Justice | |
| Signature of Authorized Representative | Date: March 23, 2020 |
|  | |

# II. NARRATIVE DESCRIPTIONS

## A.    PLAN DEVELOPMENT AND CONSULTATION

1.  **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The Texas Education Agency (TEA), in collaboration with its system partners, embarked on a collaborative process to develop the Perkins V State Plan. Utilizing the framework and outcomes of the State's Workforce Board Strategic Plan, the Higher Education 60x30 plan, and the State Board of Education's Long-Range Plan for Public Education, TEA developed a process to gather information on issues and opportunities that are of strategic significance to the state of Texas.

The following activities identified key areas of focus for the Perkins V plan. These key areas of focus served as the basis of the planning process and are the backbone of the Perkins V plan. These activities included:

- Listening sessions with state agencies, local education agencies, education service centers, institutions of higher education, workforce development boards, parents, community partners, institutions, and associations.

- See TEA Appendix 1 for Perkins V Stakeholder Engagement Meetings

- See TEA Appendix 1and THECB Appendix 1 for Perkins V Stakeholder Engagement Meetings

- Training and feedback sessions at state conferences and associations

- See TEA Appendix 1 for Perkins V Stakeholder Engagement Meetings

- Established Perkins V writing team comprised of the Texas Education Agency (TEA), Texas Workforce Commission (TWC), Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Investment Council (TWIC).

**Key Areas of Focus:**

- Align CTE programs with high-wage, in-demand, and high skill occupations in the state of Texas

- Provide funding and opportunities for students to earn credentials (industry-based certifications, level I and II certifications, associate and bachelor's degrees)

- Reduce the burden of CTE reporting structures at the district level

- Provide opportunities for work-based learning in rural, suburban, and urban settings

- Construct, support and promote meaningful and effective CTE cross sector collaboration in Texas across secondary, postsecondary and the workforce.

- Continually improve the academic and technical content of CTE postsecondary programs as well as their administration, to reflect and respond to local, regional, and state workforce needs.

- Ensure equitable access to postsecondary CTE programs and credentials through multiple on and • off-ramps for all students, with particular attention to Perkins special populations.

- The THECB and the TEA collaborated on regional focus groups and a statewide listening tour. A list of

- locations and events can be found in Appendix 1.

All meetings featured Perkins V context setting and information on the formation of the Perkins V State Plan. Each stakeholder session included a structured discussion designed to solicit input and feedback on questions consistent with the requirements of Perkins V, as well as participants in secondary meetings were provided a survey to select program quality indicators.

The state plan incorporated input from all stakeholders listed in section 122 (c)(2) of the Perkins V Act.

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2)**

The Perkins V writing team comprised of the Texas Education Agency, Texas Workforce Commission, Texas Higher Education Coordinating Board, and the Texas Workforce Investment Council. Funding conversations as well as the development and writing of the plan were discussed with this group. No objections are identified.

3. **Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)**

   - Listening Tour conducted December 2018-May 2019

   - See TEA Appendix 1 and THECB Appendix 1 for Perkins V Stakeholder Engagement Meetings

   - Public comment on industry-based certifications conducted January 2019-February 2019

   - See TEA Appendix 1 for Perkins V Stakeholder Engagement Meetings

   - Public comment on Perkins V transition plan conducted March 2019 – April 2019

   - See TEA Appendix 1 for Perkins V Stakeholder Engagement Meetings

   - Public comment on CTE programs of study conducted June 2019-July 2019

   - See TEA Appendix 2 for Program of Study Public Comment Highlights

   - Public comment on the Perkins V State Plan conducted January 2020- March 2020

   - See TEA Appendix 2 for Public Comment responses

   - Postsecondary Stakeholder Outreach conducted June-October 2019

   - See THECB Appendix 1- Postsecondary Statewide Stakeholder Consultation Meetings

B.      PROGRAM IMPLEMENTATION AND ADMINISTRATION

1. **State's Vision for Education and Workforce Development**
   a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**
      - The Texas Workforce System is comprised of the following entities:
      - Governor's Office of Economic Development and Tourism
      - Texas Education Agency
      - Texas Workforce Commission
      - Texas Higher Education Coordinating Board
      - Texas Veterans Commission
      - Texas Juvenile Justice Department
      - Texas Department of Criminal Justice (TDCJ) and its Windham School District
      - Texas Health and Human Services Commission
      - The Texas Association of Workforce Boards,
      - Local workforce development boards,
      - Community and technical colleges,
      - Local adult education providers,
      - Independent Local Education Agencies (LEA).

   System partners serve a critical role in the development of a world-class workforce that enjoys a higher quality of life through economic, employment, and educational success by delivering programs, services, and initiatives that help Texas' current and future workers secure competitive and sustainable employment.

   Texas Workforce System Strategic Plan Vision and Mission

   Vision: An innovative, world-class Texas workforce system ensures success in the dynamic global economy.

   Mission: The mission of the Texas workforce system is to position Texas as a global economic leader by:
      - Growing and sustaining a competitive workforce
      - Aligning programs with employer needs
      - Integrating system services
      - Leveraging partnerships

   The Texas Workforce System Strategic Plan focuses on four goals:
      1. Focus on Employers
      2. Engage in Partnerships
      3. Align System Elements
      4. Improve and Integrate Programs

Workforce system partners own components and implementation of the strategic plan (WIOA). The tables below provide the strategies for which the Texas Education Agency (TEA) is accountable. TEA holds responsibilities in goals 1, 2 and 3. TEA Appendix 3 provides the vision, mission, and goals of the Texas Workforce System Strategic Plan which also include specific activities as well as metrics for each.

## Goal 1: Focus on Employers

| System Partner Strategy | Agency | System Objective |
|---|---|---|
| Involve business and industry in Texas Essential Knowledge and Skills review and programs of study. | TEA | Increase business and industry involvement |
| Use third-party, industry- based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements. | TWC TEA THECB TVC TDCJ | Expand licensure and industry certification |
| Align career and technical education program content and outcomes with third- party, industry-based certifications. | TEA THECB | Expand licensure and industry certification |

## Goal 2: Engage in Partnerships

| System Partner Strategy | Agency | System Objective |
|---|---|---|
| Increase access to, referral between, and outcomes of adult education programs and services. | TWC THECB | Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes. |

## Goal 3: Align System Elements

| System Partner Strategy | Agency | System Objective |
|---|---|---|
| Develop and implement programs of study in community and technical colleges and align with secondary programs of study. | TEA THECB | Improve and enhance services, programs, and policies to facilitate effective and efficient transitions. |

In addition to the Texas Workforce System Plan, the State Board of Education (SBOE) has developed a Long- Range Plan for Public Education which addresses the strengths, challenges, and opportunities for action across the Texas public education system. The SBOE plan highlights four focus areas of equity and access, student engagement and empowerment, family engagement and empowerment, and educator preparation, recruitment, and retention. These focus areas, when addressed by education officials, policymakers, and stakeholders, will significantly impact education in Texas. The Long-Range plan for Public Education helped shape the goals and vision of the Texas State Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

As a part of the work outlined in the State's workforce strategic plan, The TEA engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and

work-based learning to ensure students are prepared for high-skill, high-wage, and in-demand careers in Texas. The results of this work established 53 Statewide programs of study which include occupations that meet Texas labor market criteria including projected job growth, annual job openings, and the state median wage. Each program of study leads to postsecondary education, training opportunities, and aligns to statewide graduation endorsements.



**FIGURE 1: SKILLED TALENT POOL DEVELOPMENT MODEL**

Similarly, the Texas Higher Education Coordinating Board (THECB) established an agency advisory committee to implement industry-driven revisions to the Workforce Education Course Manual (WECM) that is utilized by colleges statewide in development of local career and technical educations programs. The committee incorporates recommendations for industry-based certifications as part of the course review process. THECB also engages advisory committees to develop statewide postsecondary programs of study. Nineteen programs of study have been approved across three career clusters: Architecture and Construction, Health Sciences, and Information Technology. Representatives from secondary education, postsecondary institutions, and relevant workforce sectors composed each advisory committee.

THECB's Accelerate Texas program supports the strategic plan through the integration of basic skills education with career and technical training to help adults acquire skills and certificates in high-demand occupations, including Occupational Skills Awards, Level 1 Certificates, and local certifications.

b. **Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

The Texas Education Agency, in coordination with the Texas Workforce Commission and the Texas Higher Education Coordinating Board make up the Tri-Agency partnership. The Tri-Agency partnership works to improve outcomes for the secondary and postsecondary students of Texas by making recommendations that build the skills of the Texas workforce and advance regional economic expansion, job creation and the goals of the 60x30TX plan. 60x30TX was launched in 2015 with a clear and bold vision: to be among the highest-achieving states in the country. 60x30TX is a roadmap to help Texas reach that future through higher education.

By the year 2030, projections indicate that most jobs will require some training beyond high school. Training could include a traditional 4-year degree, a 2-year associate's, or an industry credential. Initiated by the Texas Higher Education Coordinating Board, the 60x30TX Plan is

designed to ensure that a competitive and prosperous future is available for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as a collective goal.
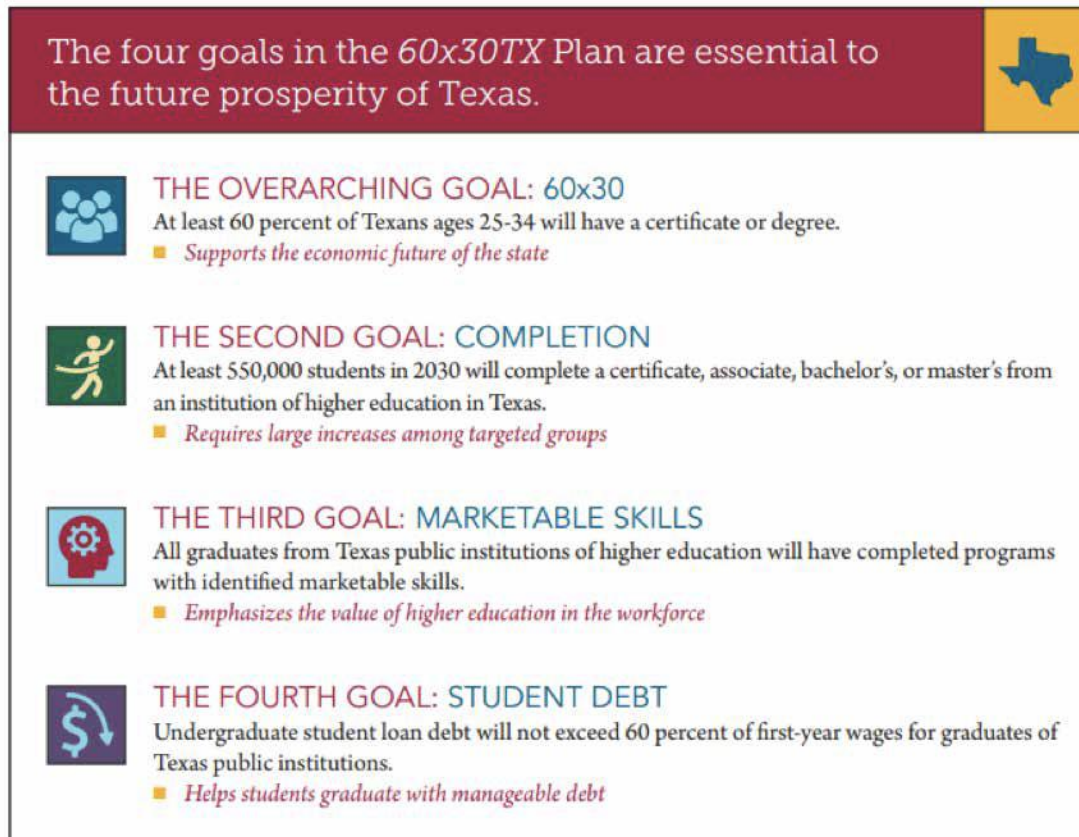


**FIGURE 2: 60X30TX GOALS**

*Image text:*

- *The Overarching Goal: 60x30*
  - *At least 60 percent of Texans ages 25-34 will have a certificate or degree*
  - *Supports the economic future of the state*
- *The Second Goal: Completion*
  - *At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas*
  - *Requires large increases among targeted groups*
- *The Third Goal: Marketable Skills*
  - *All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.*
  - *Emphasizes the value of higher education in the workforce*
- *The Fourth Goal: Student Debt*
  - *Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions*
  - *Helps students graduate with manageable debt*

THECB supports achievement of the 60x30TX goals by analyzing policy and resources and providing assistance to institutions and organizations that work directly with students. Four priority strategies are highlighted in THECB's annual report:

1. Improve academic preparation for students to enter and complete higher education.
2. Promote college enrollment and completion to students and parents before high school graduation.
3. Support completion by improving the ability of students to transfer credits.
4. Mobilize education and workforce stakeholders to achieve the goals of 60x30TX.

In support of the goals of 60x30TX, THECB implemented regional targets for each of the 10 statewide higher education regions. The goal of these regional targets is to build regional infrastructure and programs with secondary districts and workforce partners. THECB provided data on student outcomes, coaching and guidance, and supportive webinars and onsite conferences. Updates on initiative outcomes and development of best practices will continue through 2020.

THECB additionally supports the goals of 60x30TX with the following THECB resources for students and parents:

- College for All Texans: A portal for students and parents seeking information about going to college. It contains information such as what students need to do to prepare for college and financial aid available to Texas students
- Grad TX: a program designed to help adults return to college and finish their bachelor's degrees
- Gen TX: Guidance on the steps students need to follow to enter college and career education, from taking the right classes and tests, to applying to colleges, and then finding the money to pay for school
- Texas CREWS: Allows users to compare wages related to various degree programs/training and career choices with the wages earned by former graduates in those fields

These 60x30TX publications further support the 60x30TX strategic plan:

- 60x30TX & Internship Programs is a toolkit for businesses and employers for integrating the goals and targets of 60x30TX into employer internship programs
- Career Readiness Guide, prepared jointly with the Texas Workforce Commission, provides guidance on preparing for a career while still in college

The vision of the Texas Education Agency's division of College, Career and Military Preparation (CCMP) aligns Texas's education goals with its diverse industry needs and opportunities; ensuring that all Texas high school students have access to high-quality pathways to career and college and that 65% of Texas public high school students enroll directly into postsecondary by 2030.

The mission of the CCMP Division at TEA is to collaborate with institutions of higher education and workforce partners to build pathways for student success; providing best practices to support students through pathways to college, career, and/or the military. The TEA CCMP division believes in creating generational changes for all students. This will be achieved by providing districts with effective evidence-based school models and resources and by identifying and promoting pathways that connect college to career starting in early grades. The theory of action graphic below illustrates this mission and vision.

**FIGURE 3: DIVISION OF COLLEGE, CAREER, AND MILITARY PREP THEORY OF ACTION**

*Image text:*

- ***If we*** *in collaboration with our Tri-Agency partners, identify high growth, high skill, and high wage career opportunities in Texas…*
- ***If we*** *identify pathways that prepare students for successful entry in and promotion through these careers…*
- ***If we*** *create, support, and incentivize innovative and rigorous college and career readiness school models for these pathways…*
- ***If we*** *provide counseling and advising for families, educators, and community partners to help students choose their desired pathway…*
- ***Then we*** *will empower districts to ensure that every child is prepared for success in college, a career, or the military by connecting high school to career and college.*

To achieve these goals, the TEA partnered with an economist to conduct an analysis of high wage, high- skill, and in-demand occupations across the state. The work allowed the TEA to establish the 53 statewide programs of study which prepare students for occupations that meet Texas labor market criteria including projected job growth, annual job openings, and the state median wage. Statewide programs of study are available online, and details about the programs can be found in appendix 5. Texas supports all students, including special populations, with multiple workforce development strategies. Texas will provide career exploration activities and resources that are free of bias and incorporate Universal Design for Learning, comprehensive career development for academic counseling and career guidance that includes assistive technology, office of disability services information, and ADA/Section 504 requirements, equitable access to quality work-based learning opportunities and career development. Texas will provide information on nontraditional occupations in high-wage, high-skill, and in- demand fields.

Throughout the great state of Texas, companies and their workforce have boundless opportunities for success. Texas specializes in its own unique array of advanced industries such as Advanced Tech & Manufacturing, Aerospace, Aviation & Defense, Biotechnology & Life Sciences, Energy, Information & Computer Technology and Petroleum Refining & Chemical Products.

c. **Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs**

**defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

Texas utilizes the Tri-Agency partnership to leverage funding across programs to support the goals of 60x30TX and the state's strategic plan. The table below lists the different programs in which funding is utilized.

**Texas Education Agency**

| Initiative | State or Federal | Source of Funding |
|---|---|---|
| Career and Technical Education | Federal | Perkins V |
| College and Career Readiness School Models (Early College High Schools, Pathways in Technology Early College High Schools, and Texas STEM Academies) | State | Article III Rider 48; Article III Rider 47 |
| Texas Regional Pathways Network | Federal | Perkins V Reserve Grant Funding |
| Systems of Great Schools | State | Article III Rider 41 Article III Rider 44 |
| Math Innovation Zones | State | Article III Rider 41 |
| Grow Your Own Initiatives | State | Article III Rider 41 |
| Beyond Grad | Federal | GEAR UP |
| College and Career Readiness Outcomes Bonus | State | House Bill 3, 86th Legislative Session |
| College Preparation Exam Reimbursement | State | House Bill 3, 86th Legislative Session |
| Industry-Based Certification Exam Reimbursement | State | House Bill 3, 86th Legislative Session |

**Texas Higher Education Coordinating Board**

| Initiative | State or Federal | Source of Funding |
|---|---|---|
| Career and Technical Education | Federal, State | Perkins V, ongoing state formula funding |
| Texas Affordable Baccalaureate Program | State | Legislative appropriation |
| Work Study Mentorship | State | Legislative appropriation |
| Perkins Leadership Grants | Federal | Perkins V |
| Texas Regional Alignment Network (TXRAN) | State | Legislative appropriation |
| Advise Texas | State | Legislative appropriation |

**Texas Workforce Commission**

| Initiative | State or Federal | Source of Funding |
|---|---|---|
| WIOA Eligible Trainer Provider System | Federal | WIOA |
| Jobs for Education for Texans Grant (JET) | State | Texas Education Code, Ch. 134 |
| Skills Development Fund | State | Labor Code, Ch. 303 |
| Registered Apprenticeships | State | Texas Education Code, Ch. 133 |
| Local Workforce Development Board Workforce Specialists | Federal | TANF |
| Internship Challenge | State | State General Revenue |
| Texas Talent Connection Grants | Federal | Wagner-Peyser 7(b) |

d. **Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See**

**Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Non-traditional fields in current & emerging professions | Equity Association Membership and Equity Training scheduled for College, Career and Military Preparation staff and Education Service Center CTE staff; (Secondary)<br><br>Work-based learning resources, toolkit and training for all student populations (Secondary)<br><br>The CTE nontraditional and special populations recruitment contract provides services, activities, and professional development that address the promotion and understanding of non-traditional fields and employment activities for nontraditional students as well as address equity in access. (Secondary)<br><br>Study of best practices for nontraditional recruitment and success with development of field resources. (Postsecondary)<br><br>Study of best practices for special populations success with development of field resources (Postsecondary) | Equity Association Membership (Secondary)<br><br>Work-based learning resources, toolkit and training for all student populations (Secondary)<br><br>Training for ESC CTE staff and CTE district administrators on addressing equity gaps in their CTE data (Secondary)<br><br>Nontraditional success projects (Postsecondary)<br><br>Special populations success projects (Postsecondary) | Equity Association Membership (Secondary)<br><br>Work-based learning resources, toolkit and training for all student populations (Secondary)<br><br>Integration of GIS data to research equity in access to high wage, in-demand occupations in regions of the state (Secondary)<br><br>Nontraditional success projects (Postsecondary)<br><br>Special populations success projects (Postsecondary) | Equity Association Membership (Secondary)<br><br>Work-based learning resources, toolkit and training for all student populations (Secondary)<br><br>Middle school curriculum on career exploration focusing on recruitment of non-trad and special populations (Secondary)<br><br>Nontraditional success projects (Postsecondary)<br><br>Special populations success projects (Postsecondary) |

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Exposure of Students to high-skill, high-wage and in-demand occupations | Programs of Study Regional Applications (Secondary)<br><br>The TEA to contract with economist to provide support for labor market information. (Secondary)<br><br>The regional labor market dashboards will provide LMI data related to high-skill, high-wage and in- demand occupations (Secondary)<br><br>Programs of Study Implementation Training Session (recorded webinar) (Secondary)<br><br>Comprehensive Local Needs Assessment Training Session (recorded webinar) (Secondary)<br><br>Labor Market Information training (in collaboration with Texas Workforce Commission) (Secondary)<br><br>Career and Technical Student Organization grant contributes to meeting this goal (Secondary)<br><br>Presentations and participation with Industry professional organizations to foster collaboration (braiding) of industry and education to deliver a skilled talent pool (Secondary)<br><br>Industry-based certification 1-page documents help students understand the experience and certifications needed for specific occupations (Secondary)<br><br>Pilot for Virtual Work Based Learning Opportunities (Secondary)<br><br>Projects to improve credential completion; improve career guidance, academic support, and counseling programs; develop competency-based education (CBE) curricula; develop public/private rural nursing education consortium; and embed workplace success skills into career and technical education curricula (Postsecondary) | POS Regional Applications (Secondary)<br><br>Implementation of middle school curriculum on college and career preparation; exposing students to occupations in high wage, in-demand occupations (Secondary)<br><br>Implementation of Advisor training, to build counselor and advisor capacity in career exploration aligned to high-skill, high-wage and in-demand occupations (Secondary)<br><br>Postsecondary student success, programs of study, and essential workplace skills projects (Postsecondary) | POS Regional Applications (Secondary)<br><br>Implementation of online access to career exploration tools and employer outreach (Secondary)<br><br>Implementation of Effective Advising Framework, designed to strengthen local advising programs and build capacity to guide students through career exploration aligned to high- skill, high-wage and in-demand occupations (Secondary)<br><br>Postsecondary student success, programs of study, and essential workplace skills projects (Postsecondary) | POS Regional Applications (Secondary)<br><br>Implementation of work-based learning continuum in early and middle grades (Secondary)<br><br>Postsecondary student success, programs of study, and essential workplace skills projects (Postsecondary) |

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Technical assistance to Local Education Agencies | Labor Market Information Data Curation & Technical Assistance for Regional POS (Secondary)<br><br>Texas CTE Resource Center provides a wealth of helpful, refreshed instructional materials and professional development content. (Secondary)<br><br>IBC One-page resource documents (Secondary)<br><br>POS Framework Documents updated annually (or biannual) (Secondary)<br><br>POS Justification Documents (Secondary)<br><br>POS Parent/Student Documents<br><br>POS Implementation Toolkit<br><br>Advisory Board Toolkit (Secondary)<br><br>Beyond Grad (counseling support work) (Secondary)<br><br>Postsecondary Prep Programs convenings (training) (Secondary)<br><br>Development of STEM framework, pilot, and administrator training. STEM modules will be created, and ESC staff trained on effective STEM implementation. (Secondary)<br><br>Work Based Learning training for intermediaries and CCRSM designees. Develop a pilot program for regional intermediaries (Secondary)<br><br>Technical assistance provided to CCRSM designees on blueprint implementation, including pathways, course crosswalks, work-based learning, business partnerships, IHE partnerships and LMI data. (Secondary)<br><br>Launch of Effective Advising Framework (Secondary)<br><br>The CTE Administrator Professional Development will provide professional development for CTE administrators. This includes module creation for new CTE administrators as well as professional development sessions for experienced CTE administrators. (Secondary)<br><br>Landscape analysis of current CTE Administrator offerings and projected needs. (Secondary) | LMI Data Curation & Technical Assistance for Regional POS (Secondary)<br><br>Districts will receive professional development and technical assistance as a part of the STEM pilot. (Secondary)<br><br>Additional WBL training related to student and employer insurance (Secondary)<br><br>CCRSM designee training for new campuses and leadership teams to account for turn over (Secondary)<br><br>Continuation of CCRSM technical assistance for designees (Secondary)<br><br>Training and fidelity of implementation monitoring for middle school curriculum implementation (Secondary) | LMI Data Curation & Technical Assistance for Regional POS (Secondary)<br><br>Districts will receive professional development and technical assistance as a part of the STEM pilot. (Secondary)<br><br>Training for WBL data collection system (Secondary)<br><br>CCRSM designee training for new campuses and leadership teams to account for turn over (Secondary)<br><br>Continuation of CCRSM technical assistance for designees (Secondary)<br><br>Training and fidelity of implementation monitoring for Effective Advising Framework implementation (Secondary) | LMI Data Curation & Technical Assistance for Regional POS (Secondary)<br><br>Training for WBL data collection system (Secondary)<br><br>CCRSM designee training for new campuses and leadership teams to account for turn over (Secondary)<br><br>Continuation of CCRSM technical assistance for designees (Secondary) |

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Technical assistance to Local Education Agencies | Development of training modules to be delivered regionally in six to ten statewide regions. (Secondary)<br><br>Train the Trainer (TOT) sessions conducted. (Secondary)<br><br>Update existing CTE 101 online course (Secondary)<br><br>Develop CTE Administrator Guidebook (reference for CTE Administrators) (Secondary)<br><br>Award contract for CTE teacher professional development (Secondary)<br><br>The CTE Teacher Professional Development will provide professional development for CTE teachers, both new and experienced with a focus on student achievement. (Secondary)<br><br>Landscape analysis of current CTE teacher training offerings and projected needs (Secondary)<br><br>Reviews CTE Support Personnel Professional Development (Secondary) | Training Modules Implementation (Secondary)<br><br>Evaluation, review, and revision of existing training module (update and add new modules as needed) (Secondary)<br><br>Roll out CTE 101 course for CTE administrators (Secondary)<br><br>Review contact deliverables and make changes as necessary (Secondary)<br><br>Develop a coaching style follow up process to evaluate individualized results of training and provide support as needed. (Secondary)<br><br>Develop RFP for CTE support personnel PD (Secondary)<br><br>Work in partnership with Special Education associations to develop guidance and tools for ensuring equitable access to Career and Technical Education (Secondary) | Training Modules Implementation for Administrators (S)<br><br>Evaluation, review, and revision of existing training modules (S)<br><br>Review contact deliverables and make changes as necessary (S)<br><br>Implement coaching style follow up process to evaluate individualized results of training and provide support as needed for teacher training (S)<br><br>Training Modules Implementation for teachers and counselors (S)<br><br>Award contract for CTE support personnel (S)<br><br>Development of training modules to be delivered regionally (six to ten statewide regions) (S)<br><br>Train the Trainer (TOT) sessions delivered (S)<br><br>Continued support and guidance for tools related to equitable access (S) | Training Modules Implementation (S)<br><br>Evaluation, review, and revision of existing training modules (S)<br><br>Review and award contract deliverables and make changes as necessary (S)<br><br>Implement coaching style follow up process to evaluate individualized results of training and provide support as needed. (S)<br><br>Training Modules Implementation (S)<br><br>Training Modules Implementation (S)<br><br>Review and award contract deliverables and make changes as necessary (S)<br><br>Training Modules Implementation (S)<br><br>Evaluation, review, and revision of existing training modules content (S)<br><br>Continued support and guidance for tools related to equitable access (S) |

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Recruiting, preparing or retaining CTE Teachers | Revision of CTE teacher certifications to align with POS and to reduce barriers to entry for industry professionals and to balance entry requirements with quality measures. (Secondary)<br><br>Streamlined T&I certification requirements to reduce barriers to entry for industry professionals (Secondary)<br><br>CTE teacher technical assistance will provide services, activities, and professional development for CTE teachers that will allow all Texas LEAs to deliver quality CTE programs. (Secondary)<br><br>Grow Your Own grants awarded to applicants to design solutions for recruiting and retaining teachers (Secondary)<br><br>Grants for P-TECH priority points for Education and Training programs within the Grow your Own grants (Secondary)<br><br>Professional development projects in postsecondary advising, CTE pedagogies and modes of delivery; student equity; and other statewide professional development projects (Postsecondary) | As data is collected from PD RFP, restructure new teacher induction programs (Secondary)<br><br>Release resources on teacher externships in partnership with TWC (Secondary)<br><br>Professional development projects in postsecondary advising, CTE pedagogies and modes of delivery; student equity; and other statewide professional development projects (Postsecondary) | Extend supports and mentorship opportunities throughout the first year for new teachers and provide a continuum of supports for veteran teachers. (Secondary)<br><br>Professional development projects in postsecondary advising, CTE pedagogies and modes of delivery; student equity; and other statewide professional development projects (Postsecondary) | Professional development projects in postsecondary advising, CTE pedagogies and modes of delivery; student equity; and other statewide professional development projects (Postsecondary) |
| Career and Technical Student Organizations | CTSO Leadership Grant provides funding to plan and carry out elements that support the implementation of career and technical education programs and programs of study. (Secondary)<br><br>State CTE leadership serve on Board of Directors of CTSOs and communicate State CTE vision and mission via updates (Secondary)<br><br>State CTE staff will facilitate a Landscape Analysis for CTSO State performance measurements (Secondary) | CTSO Leadership Grant provides funding to plan and carry out elements that support the implementation of career and technical education programs and programs of study. (Secondary)<br><br>State CTE leadership serve on Board of Directors of CTSOs and communicate State CTE vision and mission via updates (Secondary)<br><br>Evaluation, review, and revision of existing training module content (Secondary) | CTSO Leadership Grant provides funding to plan and carry out elements that support the implementation of career and technical education programs and programs of study. (Secondary)<br><br>State CTE leadership serve on Board of Directors of CTSOs and communicate State CTE vision and mission via updates (Secondary)<br><br>Evaluation, review, and revision of existing training module content (Secondary) | CTSO Leadership Grant provides funding to plan and carry out elements that support the implementation of career and technical education programs and programs of study. (Secondary)<br><br>State CTE leadership serve on Board of Directors of CTSOs and communicate State CTE vision and mission via updates to new board members (Secondary)<br><br>Evaluation, review, and revision of existing training module content (Secondary) |

| Leadership Funding Supports | 2020-2021 (Year 1) | 2021-2022 (Year 2) | 2022-2023 (Year 3) | 2023-2024 (Year 4) |
|---|---|---|---|---|
| Education Service Centers | Education Service Center (ESC) Grant funds an ESC CTE specialist who provides technical assistance to LEAs. Technical assistance is provided through training, resource sharing and providing just in time communication to all LEA's. (Secondary)<br><br>ESC CTE staff will participate in equity training to provide depth of knowledge for technical assistance provided to LEAs (Secondary)<br><br>Quarterly report from the Texas Workforce Commission provides career and technical education partnership opportunities with business and industry, and Professional development opportunities for teachers and learning opportunities for students through industry mentorships, internships, summer programs, after-school programs, and career-based student leadership opportunities. (Secondary) | ESC CTE staff will participate in the roll out of CTE Teacher and Administrator professional development (Secondary)<br><br>ESC CTE staff will participate in the review of the Comprehensive Local Needs Assessment for schools within their region (Secondary) | ESC CTE staff will participate in the roll out of CTE Teacher and Administrator professional development (Secondary) | ESC CTE staff will participate in the roll out of CTE Teacher and Administrator professional development (Secondary)<br><br>ESC CTE staff will participate in the review of the Comprehensive Local Needs Assessment for schools within their region (Secondary) |
| State Institution Support | Funding provided to the following institutions:<br><br>Windham LEA<br><br>Texas School for the Deaf<br><br>Texas School for the Blind and Visually Impaired<br><br>Texas Juvenile Justice System Boys Ranch ISD<br><br>Southwest College for the Deaf (Postsecondary) | Funding provided to the following institutions:<br><br>Windham School District<br><br>Texas School for the Deaf Texas School for the Blind and Visually Impaired<br><br>Texas Juvenile Justice System<br><br>Boys Ranch ISD<br><br>Southwest College for the Deaf (Postsecondary) | Funding provided to the following institutions:<br><br>Windham School District<br><br>Texas School for the Deaf Texas School for the Blind and Visually Impaired<br><br>Texas Juvenile Justice System<br><br>Boys Ranch ISD<br><br>Southwest College for the Deaf (Postsecondary) | Funding provided to the following institutions:<br><br>Windham School District<br><br>Texas School for the Deaf Texas School for the Blind and Visually Impaired<br><br>Texas Juvenile Justice System<br><br>Boys Ranch ISD<br><br>Southwest College for the Deaf (Postsecondary) |

2. **Implementing Career and Technical Education Programs and Programs of Study**
   a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4) (A) of Perkins V)**

The TEA engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for high-wage, high-skill and in-demand careers in Texas.

The TEA conducted a process to identify high wage, high-skill and in-demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the Texas Workforce Commission, Texas Workforce Investment Council, Texas Higher Education Coordinating Board, LEA teachers and administrators, and industry representatives.

These groups comprised the industry advisory committees for each career cluster. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.), to secondary education and triangulated data sources for the best results of labor projections alongside real-time labor data.

**Phase I:** Foundation occupations were identified utilizing a median growth rate of 17%, a median annual salary of $35,339, and a minimum annual openings floor of 500, each based on the data from all occupations in Texas. Occupations that were related to the foundation occupations were identified to form groupings of occupations and initial focus for programs of study.

**Phase II:** Groupings of occupations were formed based upon similarities in detailed work activities; directly or closely related postsecondary training and education programs; or directly or closely related through standard occupational classification by ONET. These groupings of occupations were compared to the median data of all occupations in Texas. Data sources include Emsi data (real-time labor market information) labor projections, Texas Workforce Commission data, Local Workforce Boards Targeted Occupations, and the Bureau of Labor Statistics.

Frameworks have been developed for each of the 53 statewide approved programs of study.

Courses are made available by level for local education agencies to select sequences. The courses were determined by the industry advisory committees and finalized after a sixty-day public comment period to elicit feedback from all stakeholders.

Postsecondary options for students are listed under the categories of industry-based certification obtainable by a high school student, professional certificate or license, associate degree, bachelor's degree, and postgraduate degree. Occupations included in the formation of the program of study are listed including their median annual wage in Texas in 2017, their projected annual openings in Texas from 2018- 2028, and their projected growth in Texas from 2018-2028. Descriptions are included for the career cluster and program of study, and the graduation endorsement which may be obtained by a student completing a course sequence within the program of study.

Local education agencies will notify the TEA of the statewide programs of study which they offer through their local application. Additionally, LEAs will have the opportunity to apply annually for a regional program of study as outlined in section B2.b.

Frameworks for programs of study within each career cluster are [available on the TEA website](#).

**Industry-Based Certifications**

Industry-based certifications have been aligned to programs of study. Informational documents are available for each of the 244 industry-based certifications on the Texas school accountability list. Information includes competencies of the certification, exam requirements, and contact information for the certifying entities. To develop this list, TEA requested feedback from stakeholders across Texas on recommendations for additions to the previous state-approved list of 73 industry-based certifications.

TEA received over 4,000 responses containing 1,319 unique credentials. The recommended credentials were sent to the 28 Texas Workforce Development Board employers to determine industry value and approximately 1,000 industry representatives responded to the survey.

All submitted credentials were reviewed for the evaluation criteria for industry-based certifications including:

1) industry valued, 2) 3rd party provider, 3) capstone, 4) attainable by a high school student, and 5) portable.

A public comment period was held from January 4 through February 15, 2019. Over 2,100 comments were received and reviewed. The final list of 244 certifications was released on March 28, 2019.

Resources for each industry-based certification can be found at the TEA [CTE website](#).

Perkins funds can be used to support statewide or approved regional programs of study at the secondary and postsecondary level. Current CTE courses not included in the statewide or approved regional programs of study will remain available for districts to offer and can be supported with State CTE funds.

Texas House Bill 2628, passed in 2015, requires the Texas Higher Education Coordinating Board (THECB) to establish programs of study that:

1. incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content;

2. support attainment of employability and career readiness skills;

3. progress in content specificity by beginning with all aspects of an industry or career cluster and leading to more occupationally specific instruction or by preparing students for ongoing postsecondary career preparation;

4. incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications; and

5. culminate in the attainment of:

   • an industry-recognized certification, credential, or license;

   • a registered apprenticeship or credit-bearing postsecondary certificate; or

   • an associate or baccalaureate degree.

THECB develops statewide postsecondary programs of study through the formation of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. Program of study advisory committees are charged with (1) identifying high-demand programs of study within the cluster, (2) establishing subcommittees as needed to identify courses and learning outcomes required as part of a program of study (POS), and (3) providing THECB staff with feedback about processes and procedures related to the programs of study within the relevant cluster.

Programs of study developed under House Bill 2628 must:

1. focus on the current and future needs of employers in this state;

2. clearly define career pathways with logical entry and exit points for students;

3. indicate the types of careers and the names of certifications or licenses aligned to the program of study;

4. provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public

state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study;

5. be designed to meet the needs of business and industry with a high degree of commonality across the state;

6. align with the college and career readiness standards; and

7. be revised on a reoccurring schedule, not to exceed once every five years, to ensure the programs of study remain current and relevant to the needs of business and industry.

Using the advisory committee process described above, THECB has developed and approved the following statewide programs of study for adoption by postsecondary institutions:

- Architecture and Construction
  1. Building Construction Management
  2. General Drafting
  3. Architectural Drafting
  4. Electrical Lineworker
  5. Electrical, Industrial
  6. Electrical, Residential & Commercial
  7. Heating, Air Conditioning, and Ventilation
  8. Plumbing
  9. Pipefitting

- Health Science
  1. Occupational Therapy Assistant
  2. Physical Therapist Assistant
  3. Emergency Medical Services/Paramedic
  4. Dental Hygiene
  5. Radiologic Technology
  6. Respiratory Care

- Information Technology
  1. Cloud Computing
  2. Cloud Support and Cybersecurity
  3. Cloud Computing Data Science
  4. Cloud Computing Data Analysis

Consistent with statewide stakeholder input and the updated Texas Workforce System Strategic Plan for FY 2020-2023, THECB will seek through the Tri-Agency Partnership and the Texas Workforce Investment Council to (1) align more closely the curricula of secondary and postsecondary programs of study and (2) support incorporation of third-party, industry-based certifications into program content and training outcomes

Actions to align secondary and postsecondary curricula will include the following:

- Coordination with TEA to ensure alignment of secondary and postsecondary programs of study;

- Providing postsecondary institutions access to a coordinated, non-duplicative sequence of secondary and postsecondary academic and career and technical education courses to help students transition seamlessly from high school to a public community, state, or technical college;

- Expanding and supporting adoption of a common group of Workforce Education Course Manual (WECM) courses per discipline and will align WECM courses to postsecondary programs of study and secondary/postsecondary pathways for career and technical education; and

- Working to facilitate consistent credit transfer from secondary to postsecondary education by working with TEA to develop policies, procedures, and rules to support consistent transfer.

- Actions to support the incorporation of third-party, industry-based certifications will include the following:

- Engaging industry representatives to collaborate with postsecondary institutions in new program development that incorporates national industry-based certifications;

- Convening of discipline-specific statewide advisory groups to provide up-to-date input concerning, skills, certifications, and licenses required by business and industry in order to align career and technical education programs and courses; and

- Identification and implementation of relevant industry-based certifications and licenses and incorporation of occupational information into statewide career and technical education programs of study.

b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—**

LEAs are required to utilize local labor market data, CTE advisory boards, and other stakeholders to determine which statewide programs of study best fit their needs. Each statewide program of study includes course sequences which provide increased content specificity as students move through program completion and allows for multiple education and workforce entry and exit points. By determining local workforce needs, an LEA may match those needs to the program(s) of study which meet their local data.

Each year, local education agencies may apply for programs of study with labor market data to support regional programs of study. This application process, referred to as the regional program of study approval process, will require the submission of labor market data that validates the occupations and course sequence of the proposed program of study being aligned with regional needs for high-wage, high-skill, and in-demand careers.

**Phase I:** Local education agencies notify the career and technical education specialist in their Educational Service Center (ESC) of their intent to apply for a regional program of study. Information is collected on intended regional programs of study title and course sequence. ESC staff consolidate like submissions and designate a lead LEA.

**Phase II:** TEA reviews letters of intent from each ESC. Course sequences that are duplicative of a statewide program of study or a one course substitution in a statewide program of study will not be approved as a regional program of study.

**Phase III:** Remaining regional program of study applications are taken through labor market data analysis by the TEA staff. Labor market information is curated for each LEA and provided with the regional program of study application to the LEA.

**Phase IV:** LEAs work with their local advisory board and workforce development entities to complete the application. The application

**Phase V:** The TEA approves or denies regional programs of study applications.

THECB requires colleges submitting postsecondary CTE programs for approval to follow the requirements of THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE). GIPWE requires that colleges develop proposed programs in close cooperation with business and industry to satisfy a need for timely and effective workforce education. Business and industry experts must provide substantial input into the curriculum design of a proposed CTE program, including profession-specific knowledge, skills, and abilities and general skills as appropriate, such as oral and written communication, mathematics, computer literacy, and industry-related workplace practices.

All proposed postsecondary CTE programs submitted for THECB approval must contain the following common elements:

- Using national, state, and local industry-based trends, standards, and labor market information, the institution must document pertinent local, regional, and/or statewide workforce demand for the program.

- Institutions must demonstrate that the proposed award provides the necessary academic skills and the workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation. THECB encourages institutions to develop or adopt Texas skill standards-based curricula and other statewide CTE initiatives developed collaboratively with business and industry. Alternatively, the program competencies must be developed and documented using a Program Competency Profile, a Detailed Work Activity (DWA) curriculum alignment process, the DACUM (Developing A CurriculUM) process, or another systematic methodology approved by the institution.

- The final proposed program curriculum must adequately address all identified competencies, and the program's courses must ensure that students have the opportunity to master the competencies. The program's industry advisory committee must take an active role in identifying program competencies and validate the curriculum's capacity to instill the competencies.

- To verify entry-level workplace competencies, the institution must provide at least one of the following for each proposed CTE award: a) capstone experience, b) eligibility for a credentialing exam, and/or c) an external learning experience. The experience should occur during the last semester of the student's educational program.

- The institution must design a program-specific enrollment management plan demonstrating that the proposed new program will have sufficient enrollment to support the program.

- Programs must be designed to permit maximum access for students by establishing linkages with other programs in public secondary schools and/or other institutions of higher education, as well as non-duplication with similar programs within the higher education region and/or service area. Linkages may be demonstrated by articulation agreements that provide for student transfer, inverted degree plans, and advanced standing opportunities.

- The institution must detail the initial resources needed for the program, including existing and additional faculty, facilities, equipment, and an estimate of annual operating costs.

- The program design must be consistent with the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and with the standards of other applicable accrediting agencies and must be in compliance with appropriate licensing authority requirements.

THECB's GIPWE requires that colleges establish an industry-based advisory committee for each workforce education program. Advisory committees may be organized by career cluster, provided that each individual program is reviewed, the committee has the necessary expertise, and ample time is allotted for each program. The role of an advisory committee is to 1) help a college document the need for a workforce education program and 2) ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is one of the principal means of ensuring meaningful business and industry participation in program creation and revision.

Advisory committees must be composed of persons who broadly represent the demographics, including ethnic and gender diversity, of the institution's service area as well as the occupational field in all sectors of the business community within the institution's service area. Members should be well informed about the knowledge, skills, and abilities required for the occupation for which they are providing information and guidance.

Advisory committees perform the following functions:

1. evaluating the goals and objectives of the program curriculum;
2. establishing workplace competencies for the program occupation(s);
3. suggesting program revisions as needed;
4. evaluating the adequacy of existing college facilities and equipment;
5. advising college personnel on the selection and acquisition of new equipment;
6. identifying local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
7. assisting in the professional development of the faculty;
8. assisting in promoting and publicizing the program to the community and to business and industry; and
9. representing the needs of students from special populations.

In response to statewide stakeholder input, THECB will seek to streamline approval of new CTE programs and updates to the Workforce Education Course Manual to support more rapid institutional response time to changing employer needs, technology updates, and market shifts.

i.  **promote continuous improvement in academic achievement and technical skill attainment;**

The Texas programs of study, both statewide and regionally approved at the secondary and postsecondary level, align to occupations which are high-skill, high-wage and in-demand. Students are encouraged to participate in work-based learning and expanded learning opportunities that align with their program focus. The model below shows the relationship between academic knowledge, technical skills and employability skills and how all three types must support one another.

When these components work together, Texas will have a skilled talent pool ready to enter the workforce
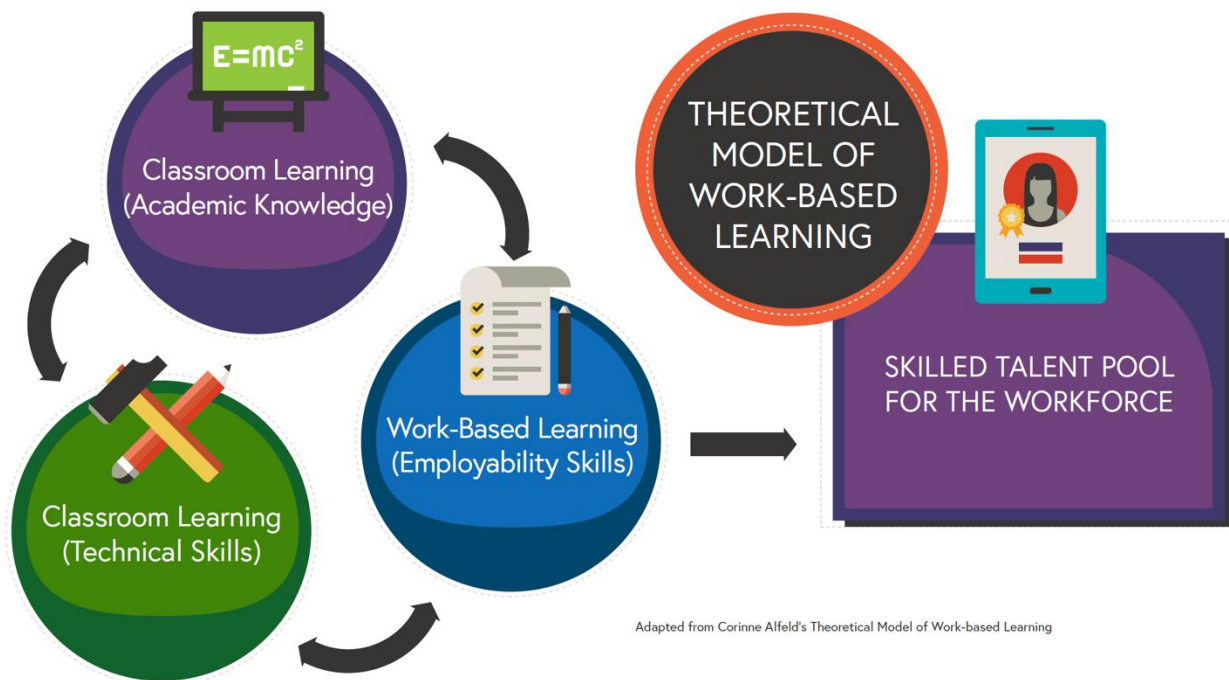


**FIGURE 4: THEORETICAL MODEL OF WORK-BASED LEARNING**

*Image Text:*

*Theoretical Model of Work-Based Learning*

- *Classroom Learning (Academic Knowledge), and*
- *Classroom Learning (Technical Skills), and*
- *Work-Based Learning (Employability Skills) lead to*
- *Skilled Talent Pool for the Workforce*

Courses included in an approved program of study include standards which are approved by the State Board of Education (SBOE) or through the Commissioner of Education. The courses included within statewide and regional programs of study will align to occupations which are high-wage, high-skill, and in- demand. Additionally, the course sequence will begin with a foundational course and increase in content specificity. Wherever possible, programs of study should align to an industry-based certification and/or dual credit from an institution of higher education. To encourage the attainment of industry valued and recognized industry-based certifications, the TEA will reimburse LEAs for one passed certification exam per student taken from 9th-12th grade.

To emphasize technical skill attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. CTE concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE completers are students who have completed three or more courses for four or more credits, with at least one advanced course within a program of study. An advanced course is a course from level three or four.

THECB's GIPWE process for CTE program approval and maintenance, described above, requires the ongoing advisement of industry-based committees in establishing and maintaining postsecondary CTE curricula to promote continuous improvement in student achievement.

ii. **expand access to career and technical education for special populations; and**

The CTE nontraditional and special populations recruitment contract provides services, activities, and professional development that addresses the promotion and understanding of non-traditional fields and employment activities for nontraditional students and address equity in access.

The TEA contracted with an outside entity for a statewide CTE evaluation that will evaluate numbers of CTE participants and CTE concentrators at the career cluster level and will disaggregate the information based on the special population categories. The results of the evaluation showed that CTE students who concentrated in CTE enrolled in postsecondary at a higher rate. In addition, CTE students who concentrated earned higher wages. However, the evaluation did not show a higher persistence rate among CTE concentrators. The TEA will also partner with an external group/consultant to ensure that there is training provided to the TEA staff and education service center CTE specialists. Data will be provided to LEAs so they can best address performance gaps in CTE programming through the Comprehensive Local Needs Assessment.

THECB provided each of the state's 54 public postsecondary institutions with disaggregated special populations performance data as a component of its resources supporting the Comprehensive Local Needs Assessment (CLNA). Data were provided to each institution by cluster or program at the two- or four-digit CIP code level to comply with FERPA. Institutions additionally received question sets and other guidance in consulting special populations stakeholders.

Postsecondary institutions are required utilize Perkins formula funds to address performance gaps identified in the CLNA as a condition for receiving a formula grant. THECB monitors disaggregated performance results at the program level for each public two-year community, state, and technical college receiving Perkins funds.

iii. **support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

In an effort to focus on earlier exposure to career exploration, Texas offers middle school CTE courses titled Investigating Careers and College and Career Readiness. In partnership with UT Austin, Texas's Beyond Grad initiative is creating a middle school curriculum designed to expose students to career exploration, college and career readiness knowledge, employability skills, and skills for building personal agency. The middle school curriculum uses TEKS, Texas College & Career Readiness Cross-Disciplinary Standards, and Student Competencies as defined by the Texas Model for Comprehensive School Counseling Programs. This middle school curriculum will be piloted in Texas GEAR UP districts initially, followed by a statewide

pilot during the 2020-2021 school year. The final version of the curriculum will be loaded into an online platform freely accessible to educators, students, and families across the state.

Within all courses taught, a fluency in STEM skills is critical to prepare students for career readiness in the workforce. Students are introduced to the STEM fluency skills through learning STEM integrated thinking through content application using engineering design challenges or STEM Project/Problem Based Learning. In grades PK-8 they focus on building the skills of collaboration, creativity, critical thinking, communication, and resilience. By 8th grade these STEM Fluency Skills should be habits and in grades 9 and up, students work to develop and master STEM skills through work focusing on promptness, time management, adaptability and innovation. All CTE courses which are approved by the State Board of Education (SBOE) include employability skills. Additionally, all course standards will be reviewed by industry professionals. Through this review, standards will be mapped to occupational skills which are assigned a level of criticality. Industry reviewers will also identify skills which are not included in course standards. This will inform future course standards work to ensure courses included in programs of study meet industry needs. Texas is defining Work-Based Learning and created a Work-Based Learning Toolkit to be utilized across grade bands. The Work Based Learning Toolkit, which includes the Employability Skills Rubric, is provided in appendix 5.

THECB's GIPWE process for CTE programs, described in Section B.2.b above, requires the ongoing advisement of industry-based committees to support inclusion of relevant employability skills into CTE programs. THECB utilizes State Leadership funds to support the embedding of employability skills into postsecondary CTE curricula. THECB has developed an internship toolkit for businesses or employers as a strategic plan (60x30TX) resource, as described in Section B.2.c. One purpose of the toolkit is to guide incorporation of employability skills into internships.
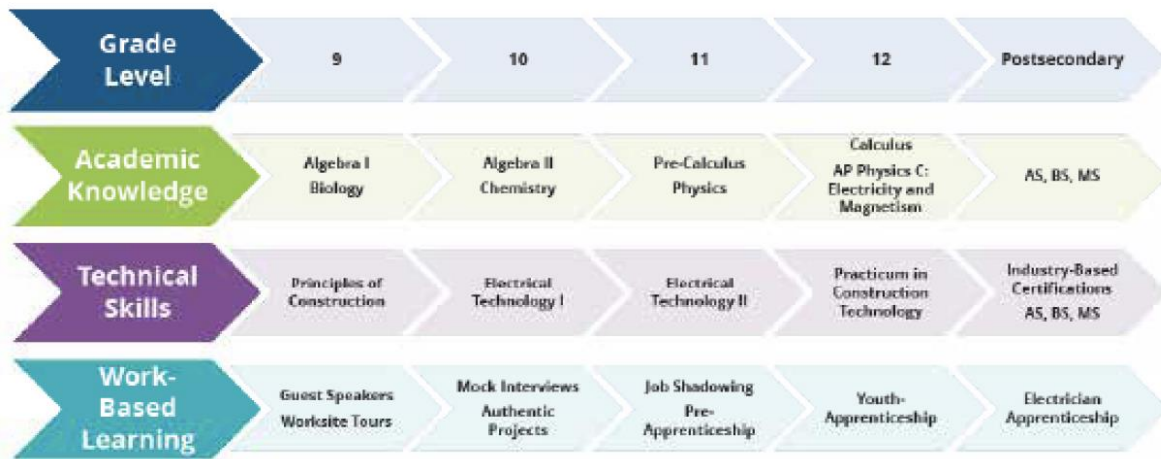
# TEA. Pathway Sample – Electrical Program of Study



**FIGURE 5: PATHWAY SAMPLE — ELECTRICAL PROGRAM OF STUDY**

*Image Text (table):*

| Grade Level | 9 | 10 | 11 | 12 | Postsecondary |
|---|---|---|---|---|---|
| Academic Knowledge | Algebra I Biology | Algebra II Chemistry | Pre-Calculus Physics | Calculus AP Physics C: Electricity and Magnetism | AS, BS, MS |
| Technical Skills | Principles of Construction | Electrical Technology I | Electrical Technology II | Practicum in Construction Technology | Industry-Based Certifications AS, BS, MS |
| Work-Based Learning | Guest Speakers Worksite Tours | Mock Interviews Authentic Projects | Job Shadowing Pre-Apprenticeship | Youth Apprenticeship | Electrician Apprenticeship |

c. **Describe how the eligible agency will—**

i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

**Programs of Study and Career Pathways**

Framework documents supporting each program of study have been created for use by counselors and administrators. These frameworks include courses by level which may be utilized for a program of study by LEAs. Courses may be assigned to a level different than what is listed on the counselor and administrator framework document, provided that all required course prerequisites are satisfied. The documents also include occupations

supported by the course sequence as well as postsecondary options for students, focusing on multiple entry and exit points.

Additionally, justification documents have been created for each career cluster to give further background information on programs of study including heat maps of total employees, new hires, and student enrollment by industry and career cluster. Postsecondary options are listed by training program and institution of higher education per Classification of Institutional Programs, or CIP code as aligned to programs of study. These documents, as well as labor market information provided to local education agencies by the TEA, are beneficial as schools determine the programs of study to best prepare their students for a local and statewide robust economy.

Documents for students and parents will be made available for each program of study. These documents are a more visual representation of the information included on the counselor and administrator framework documents. Included in this document is a fillable graduation plan that a middle school student may utilize to create a four-year plan for high school with support from a parent or counselor.
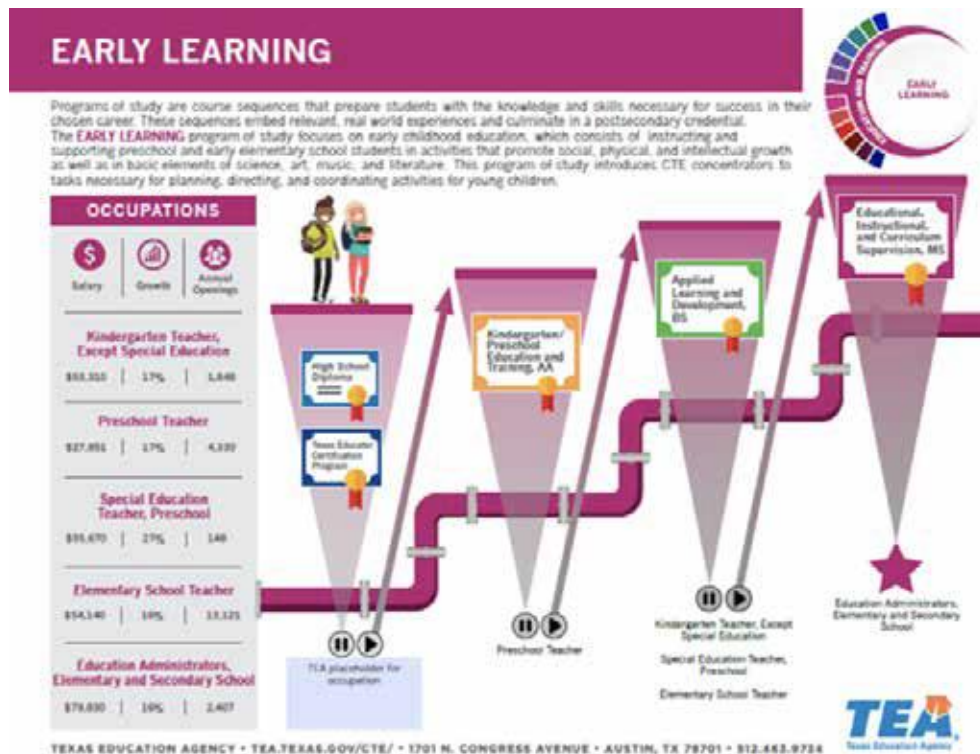


**FIGURE 6: STUDENT AND PARENT DOCUMENT PG. 1**
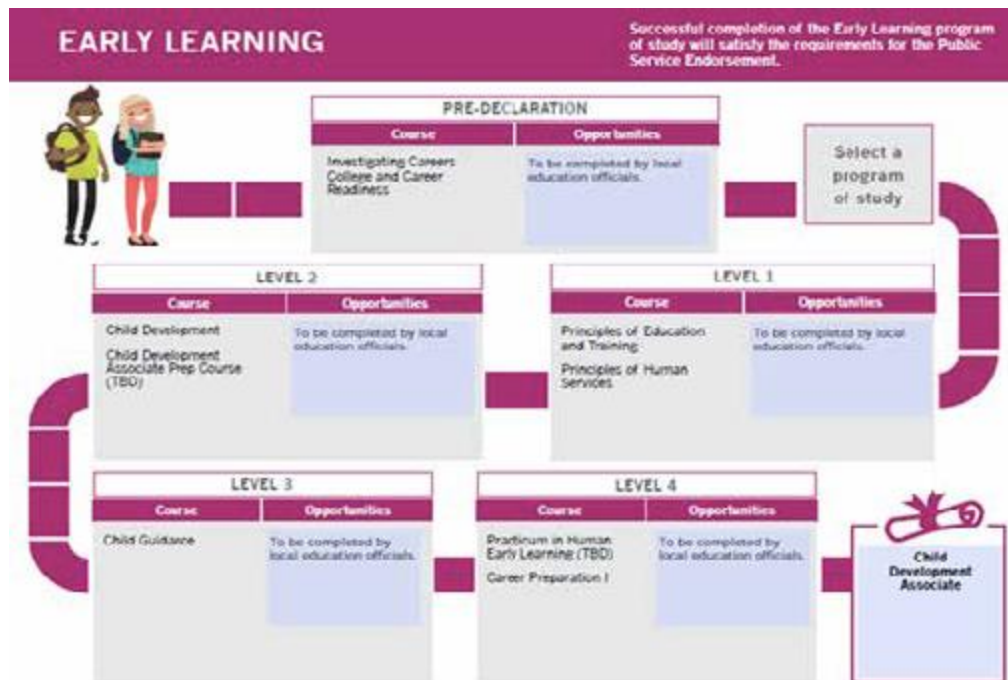
**FIGURE 7: STUDENT AND PARENT DOCUMENT PG. 2**

Hot Jobs one-page resources were created for each local workforce development board. These resources highlight the top five in-demand and high-wage occupations for each area and include information such as programs of study with which they are aligned, typical job responsibilities, whether the occupation is included in several industries or is concentrated in one or few industries, links to videos and ONET providing detailed information on the occupation, and median annual salary, projected ten-year growth, and projected annual openings.

**FIGURE 8: HOT JOB DOCUMENT**

A CTE newsletter and advanced academics newsletter are sent to CTE Listserv recipients periodically. Stakeholders receiving this newsletter include administrators, counselors, and teachers. Through this communication, information is made readily available on programs of study, work-based learning, advanced academics, and related resources.

The TEA CTE website houses information for CTE stakeholders, while the Texas CTE Resource Center includes more focused resources for administrators, counselors, and teachers.

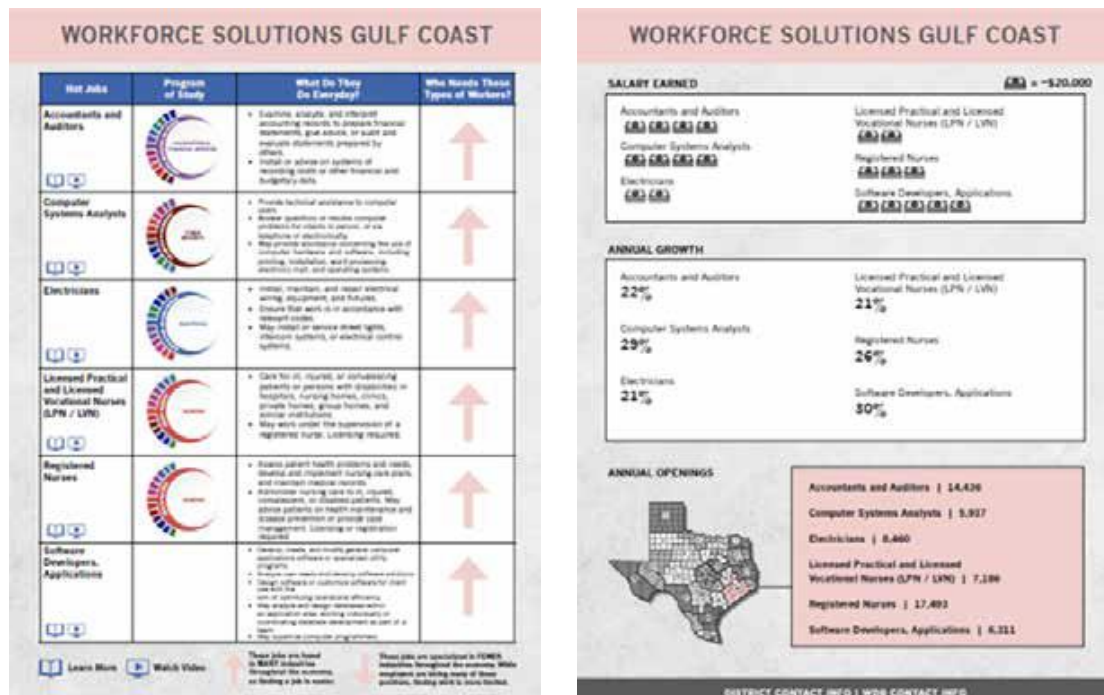Education Service Center CTE specialists are an integral link in the communication chain. There are 20 ESC CTE specialists across the state who provide technical assistance and training to LEAs in their region. Specifically, the ESC specialists offer trainings specific to Perkins V, programs of study, the comprehensive local needs assessment and the Perkins local application in each of the regions. This arrangement is part of expending Perkins leadership funds, which can be found in section 4d.

**Advising**

The Effective Advising Framework (EAF) will provide districts a blueprint for developing or improving a coordinated, high-impact CCR Advising program. The EAF will define key components of quality advising programs. The EAF will offer a diagnostic tool to assess the district's current program and scaffolded supports for increasing effectiveness.

In addition, the TEA's creation of resources for faculty, such as school counselors and career coordinators, informs the selection of a program of study that culminates in the completion of an industry-based certification and a work-based learning opportunity. school counselors in Texas will receive training on Perkins V updates and programs of study implementation procedures to improve the quality of advisement students receive at the secondary and middle school level.

**Work-Based Learning**
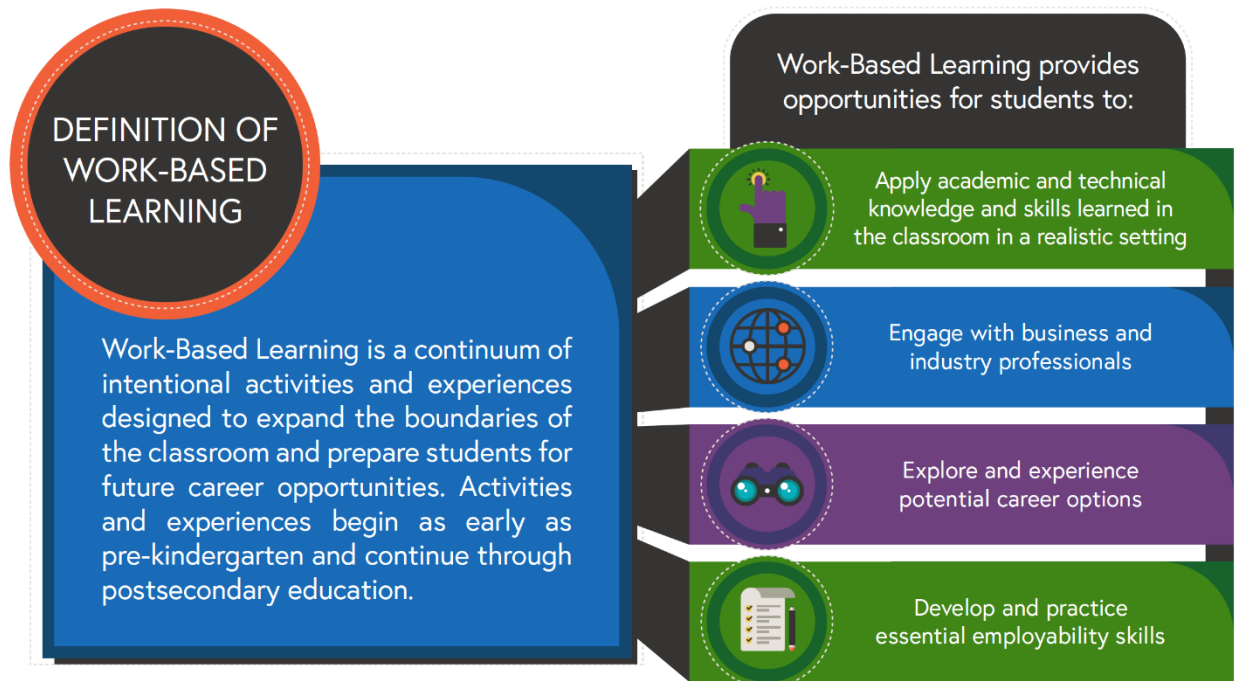
Texas is defining Work-Based Learning (WBL) as such:



**FIGURE 9: DEFINITION OF WORK-BASED LEARNING**

*Image Text:*

*Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.*

*Work-Based Learning provides opportunities for students to:*

- *Apply academic and technical knowledge and skills learned in the classroom in a realistic setting*
- *Engage with business and industry professionals*
- *Explore and experience potential career options*
- *Develop and practice essential employability skills*

Texas established that WBL needs to be a continuum of experiences across grade bands and that career awareness and exploration should happen in earlier grades. A program of study should culminate in a capstone work-based learning experience. Texas is defining a capstone work-based learning as a "sustained interactions with industry or community professionals in real workplace setting, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." Research indicates that for a capstone work-based learning experience to be high-quality, meaningful and impactful, four elements must be in place. Those elements include a partnership agreement, ensuring that the work experience is authentic, providing a structured learning component to the experience, and the experience should culminate with an assessment and recognition of skills.

In an effort to focus on earlier exposure to career exploration, Texas offers middle school CTE courses titled Investigating Careers and College and Career Readiness. In partnership with the University of Texas at Austin, Texas's Beyond Grad initiative is creating a middle school curriculum designed to expose students to career exploration, college and career readiness knowledge, employability skills, and skills for building personal agency. The middle school curriculum uses Texas Essential Knowledge and Skills, Texas College & Career Readiness Cross-Disciplinary Standards, and Student Competencies as defined by the Texas Model for Comprehensive School Counseling Programs. This middle school curriculum will be piloted in Texas GEAR UP districts initially, followed by a statewide pilot during the 2020-2021 school year. The final version of the curriculum will be loaded into an online platform freely accessible to educators, students, and families across the state.

The middle school curriculum integrates TX OnCourse online tool, Map My Grad, which guides students through course selection to prepare a personal graduation plan in line with programs of study and advanced academics.

See TEA Appendix 5 for the Work-Based Learning Framework and Employability Skills Rubric.

**College and Career Readiness School Models**

Texas has a robust landscape of College and Career Readiness School Models: Early College High Schools, Pathways in Technology Early College High Schools, and Texas STEM Academies. These models are open enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. Texas is proud to serve over 370 campuses implementing these models. Each CCRSM school model has a blueprint, which provide benchmarks for the campus to meet. These blueprints can be found in Appendix 6.

**Advanced Academics**

Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit. Texas supports the following initiatives as part of advanced academics:

- Advanced Placement
- Dual Credit
- International Baccalaureate
- ACT
- SAT
- Texas Success Initiative Assessment (TSIA)

Advanced Placement and dual credit courses are embedded within CTE programs of study and the College and Career Readiness School Models, which support career pathways.

THECB posts approved statewide program of study curricula to its website and maintains a searchable database of approved local programs of study as resources for the general public, including secondary and postsecondary representatives and students and parents.

THECB maintains three websites as a resource for students, parents, and the general public. These websites are a key method of communicating up-to-date, current information and

providing constant access to important tools and resources. The websites provide students and families with comprehensive and accurate information about how to enroll in college, how to select a college, how to pay for college, and how to ensure that a student's postsecondary choices are aligned with future career goals. THECB'S primary objective for the websites is to provide a reliable way to ensure the timely delivery of accurate information.

### Resource Websites Overview

| Website | Audience | Goal |
|---------|----------|------|
| College for All Texas | All Texans | Increase college enrollment and completion by guiding visitors through the higher education process, including help with the admissions process, residency requirements, college costs, and types of financial aid |
| GenTX (Generation Texas) | Texas High School Students | Increase direct college enrollment by creating meaningful connections with Texas' high school students and positively supporting their college-going decisions. |
| Texas CREWS (Texas Consumer Resources and Workforce Statistics | All Texans | Provide comparative information about Texas public 2-year and 4-year postsecondary institutions. |

THECB publicizes the following resources as part of its 60x30TX strategic plan for higher education:

- Texas Internship Challenge. The Texas Internship Challenge is a partnership among the Texas Workforce Commission (TWC), Texas Education Agency (TEA) and The Higher Education Coordinating Board (THECB), who challenge employers to offer paid internships and make it easy for students to search and apply for them. The Texas Internship Challenge addresses a workforce need for students to acquire workplace readiness skills that will help them be more competitive for full-time work. Internships provide students the opportunity to explore our state's in-demand occupations, gain professional experience, and make connections with professionals which can lead to a reference or a job. Internships provide employers the opportunity to explore talent, benefit from different and developing skill sets, and train candidates for fulltime positions.

- Texas WORKS. This is a centralized off-campus work-study program that will provide students with limited financial means an opportunity to pursue paid internships. The strength of the Texas economy and the wide range of Texas industries offer an opportunity to provide college students with paid internships or other concurrent work experiences to strengthen their marketable skills and support transition to the workforce. Texas WORKS (Working Off-campus: Reinforcing Knowledge & Skills) Internship Program will provide paid internship opportunities for full-time undergraduate students and advance the state's 60x30TX goals relating to marketable skills and student debt.

ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

Industry advisory committees were developed for creation of the statewide approved programs of study. Individuals from workforce development, industry, secondary education, and higher education were convened to work through occupational alignment to programs of

study, alignment to postsecondary education and training opportunities, and course sequencing within programs of study. These committees met from July through December 2018.

From December 2018 through May 2019, the TEA staff representing CTE, work-based learning, and STEM traveled to meet with 19 of the 20 ESCs on a listening tour. Information was shared concerning Perkins V planning and transition year, programs of study, and the developing work-based learning and STEM frameworks.
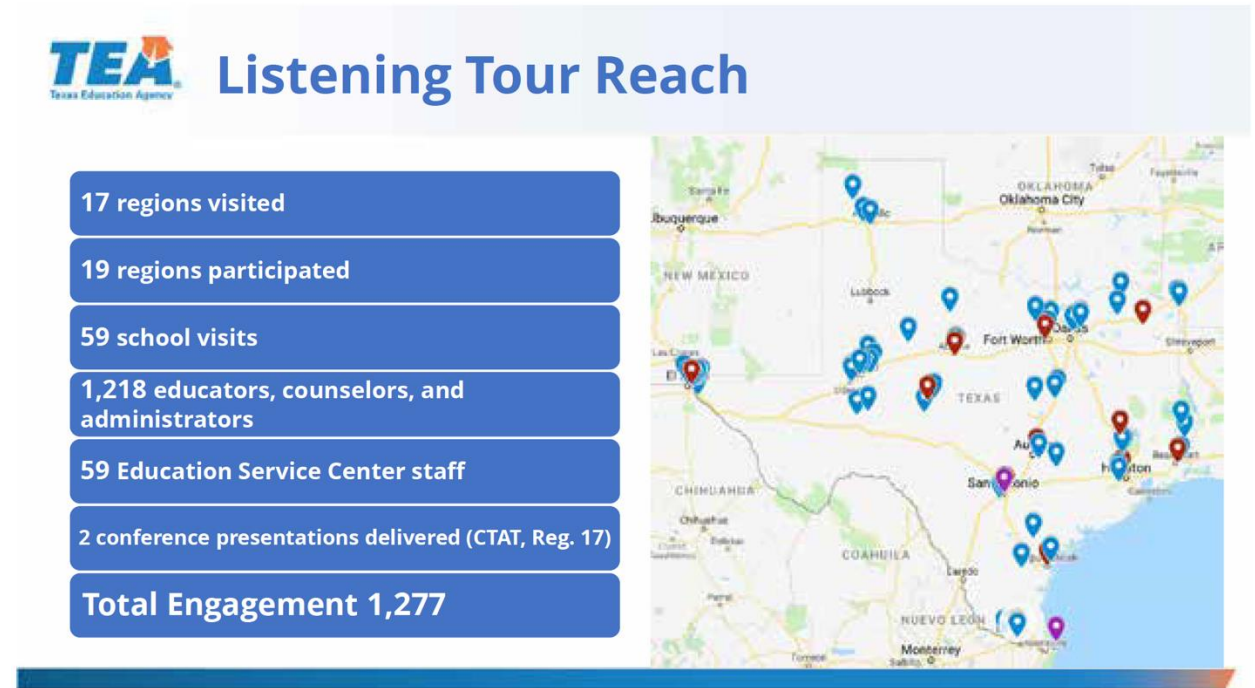


**FIGURE 10: COLLEGE, CAREER AND MILITARY READINESS LISTENING TOUR LOCATIONS**

*Image Text:*

*Texas Education Agency Listening Tour Reach:*

- *17 regions visited*
- *19 regions participated*
- *59 school visits*
- *1,218 educators, counselors, and administrators*
- *59 Education Service Center staff*
- *2 conference presentations delivered*
- *Total Engagement: 1,277*

Proposed statewide programs of study were released for public comment from June 3, 2019 through July 19, 2019. During this time, the TEA solicited feedback from LEAs, industry, parents, and any individual who wished to contribute. The feedback gathered during this time was considered by the TEA program specialists and incorporated into the final programs of study which were released on September 5, 2019. ESC CTE specialists were trained on all aspects of programs of study and the comprehensive local needs assessment. ESC CTE specialists then held trainings specific to programs of study and the comprehensive local needs assessment in their regions.

The TEA established a CTE statewide leadership committee comprised of administrators selected from each ESC region. This group meets via webinar and face-to-face throughout the year. Feedback is solicited from the committee regarding all areas of CTE, with specific emphasis on programs of study and the comprehensive local needs assessment. LEAs have the opportunity to apply for regional programs of study. The application process is open annually and regional programs of study are approved for an implementation period of four years. ESC CTE specialists are leaders within their region for facilitating this process. Through the Texas Regional Pathways Network, grantees are brought together as a region to plan for aligning CTE program offerings to regional labor market information. This is a facilitated process through regional convenings, state convenings, and regional asset mapping.

THECB develops postsecondary statewide programs of study through advisory committees comprising secondary and postsecondary representatives and workforce representatives. Each program of study is subject to a 30-day public comment period for feedback from secondary and postsecondary representatives, industry, students, and any other member of the public who wishes to contribute. Each advisory committee considers the feedback received and incorporates curricular modifications based on committee judgment prior to final approval by the Board.

Postsecondary institutions are required as a condition of receiving Perkins funds to develop memoranda of understanding with their constituent secondary school districts for collaboration in the delivery of dual credit career and technical education courses and programs, including programs of study.

iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

See response in section B.2.a and B.2.b. See CLNA in TEA Appendix .8 and THECB Appendix 4.

iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

The TEA uses leadership funds to solicit a contract designed to support students in special populations and assist the TEA in developing processes, procedures, and training to support equitable access across all programs of study. At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in the local application for funds to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers that exist for special population groups within the Comprehensive Local Needs Assessment. As a condition of receiving funding, postsecondary institutions must describe in the local application how special populations students will be provided equal access to career and technical courses, programs, and programs of study toward preparation for high-skill, high-wage, and in-demand occupations. Postsecondary institutions must additionally describe how they will address gaps in special populations performance identified in the Comprehensive Local Needs Assessment.

The TEA has a contract for a statewide CTE evaluation that will evaluate numbers of CTE participants and CTE concentrators at the career cluster level and will disaggregate the information based on the special population categories. The TEA will also partner with an

external group/consultant to ensure that there is training provided to the TEA staff and education service center CTE specialists. Data will be provided to LEAs so they can best address performance gaps in CTE programming through the Comprehensive Local Needs Assessment.

LEAs ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the public. Nondiscrimination statements are required in all district publications. As a recipient of federal financial assistance, postsecondary institutions, LEAs and charter schools are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. (District/campus) will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

THECB requires biannual progress reports from its 54 community, state, and technical colleges receiving Perkins formula funds. Reports must show progress on each activity in the approved Local Application or address impediments to progress and show how the local institution has responded. Beginning with the FY 2021 Local Application, institutions must commit Perkins formula funds to reducing special populations performance gaps identified in the Comprehensive Local Needs Assessment (CLNA) as a condition for receiving funds. Biannual reporting will document programmatic activity toward reducing special populations performance gaps.

Postsecondary institutions must publish continuous notice that they do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities, and provide the name or title, address, telephone number, and email address of the Coordinator(s) designated to oversee compliance with civil rights laws, including who to contact for complaints regarding Section 504. The notice must be prominently placed in each announcement, bulletin, catalog, application form, newsletter, magazine, website and any electronic publications, written materials distributed to students, notices posted on campus, and the local newspaper.

Postsecondary institutions must additionally provide public annual notification prior to the beginning of each school year that their career and technical education programs are offered without regard to race, color, national origin, sex, or disability. Annual notification must be made through media that reach the general public; include a brief summary of the program offerings and admissions criteria; and identify the name/title, address, and telephone number of the Title IX and Section 504 compliance coordinator(s). If there is a community of national origin minority persons with limited English language skills in the recipient's service area, the notice must be disseminated to that community in its language and must state that a lack of English language skills will not be a barrier to admission to and participation in career and technical education programs.

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the Department of Education's Office of Civil Rights (OCR) and conducts two site visits annually based on risk assessment outcomes.

**v.** **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

Workforce system partners own components and implementation of the State Board strategic plan (WIOA). The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) are responsible and accountable for strategies and objectives in goals 1, 2 and 3. Appendix 3 provides the vision, mission, and goals of the Texas Workforce System Strategic Plan which also includes specific activities as well as metrics for each goal. A part of this work was the program of study development mentioned in section B.2.a and B.2.b.

Additionally, the TEA partnered with the Texas Workforce Investment Council to align processes for validating industry-based certifications. This partnership created the process to establish criteria for industry-based certifications and provided an avenue to work with regional workforce development board executive directors to solicit feedback from employers on the value of the recommended industry-based certifications.

Texas also established the Tri-Agency partnership, a monthly convening and strategizing session among the Texas Workforce Commission, Texas Higher Education Coordinating Board, and the Texas Education Agency. This partnership is facilitated by the Texas Workforce Investment Council (the State's workforce board). Through the Tri-Agency partnership, an Education to Workforce Summit was held to strengthen education pathways into the workforce. This summit included representation from each of the 28 workforce boards and required regional teams who attended to include representation of the following: at least three secondary independent LEAs, institutions of higher education, employers, local workforce board members, education service center members, and community leaders.

All of the stakeholders mentioned in this section are partners in the Texas Regional Pathways Network. The Texas Regional Pathways Network (TRPN) builds regional talent pipeline that spur economic growth across the state and ensure that all Texans have the skills and credentials needed for economic advancement. It brings together state and regional leaders to build strong educational and career pathways that prepare Texans for careers in high-wage, in-demand industries. Leaders engaged in the TRPN represent multiple sectors, including K-12 education, postsecondary education, workforce and economic development, business and industry, government, and non—profit and community-based organizations.

To support the goals of 60x30TX, THECB established a regional targets initiative in 2017 organized around the ten higher education districts in the state. Designed to include all the postsecondary institutions in each region, teams were provided with funds to build regional infrastructure and programs, a "Regional Starter Kit" with key data on student outcomes, and coaching and guidance to develop a regional impact strategy and create a cross sector core team with secondary and workforce partners. Supportive webinars and convenings that feature updates on outcomes and sharing of best practices are planned through 2020.

**vi.** **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

Texas defines capstone work-based learning experiences to align with the definition provided in Perkins V legislation. This definition indicates that capstone work-based learning

experiences provide sustained interactions with industry or community professionals in real workplace settings, to the extent practical, or simulated environments at the educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. The TEA believes that work-based learning should start in early grades and progress through postsecondary education.



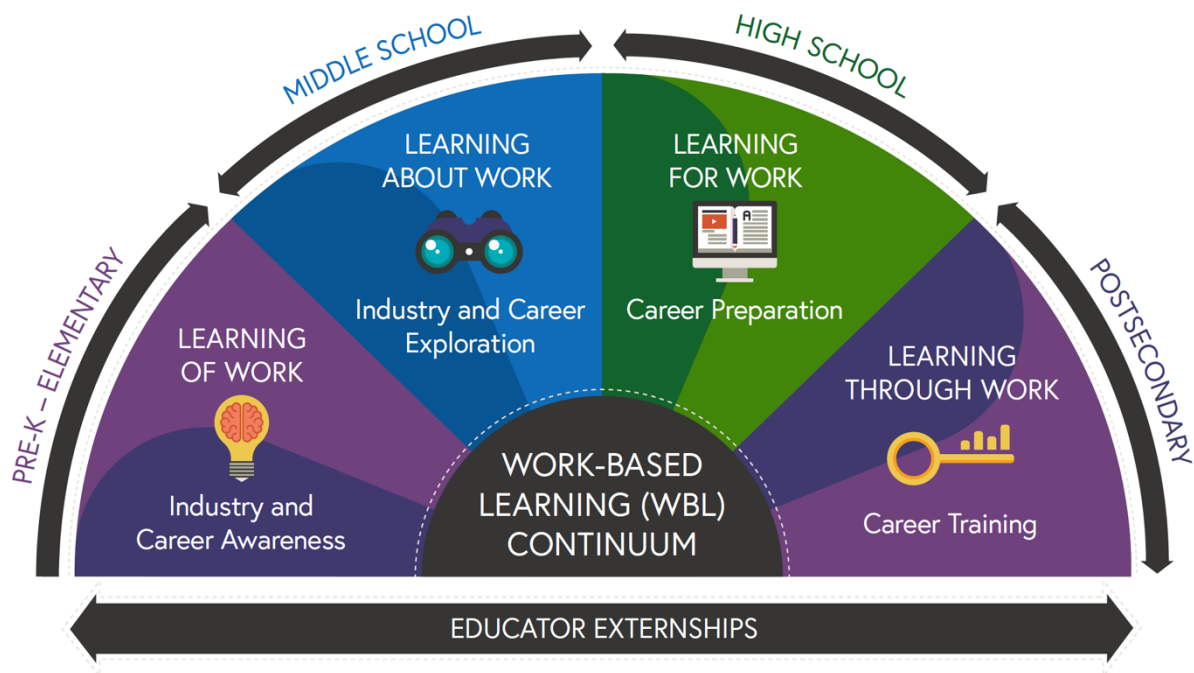**FIGURE 11: WORK-BASED LEARNING CONTINUUM**

*Image Text:*

*Work-Based Learning Continuum*

- *Pre-K-Elementary*
    - *Learning of Work*
    - *Industry and Career Awareness*
- *Middle School*
    - *Learning About Work*
    - *Industry and Career Exploration*
- *High School*
    - *Learning for Work*
    - *Career Preparation*
- *Postsecondary*
    - *Learning Through Work*
    - *Career Training*

| Industry and Career Awareness | Industry and Career Exploration | Career Preparation | Career Training |
|---|---|---|---|
| •In School Activities:<br>• "Career Day" events<br>•Career play centers<br>•Guest speakers<br>•Interest surveys<br>•Lunch and Learns<br>•Strengths finders<br>•Out of School Activities:<br>•College visit<br>•Field trips | •In School Activities:<br>•Aptitude assessments<br>•Armed Services Vocational Aptitude Battery Career Exploration Program<br>•Guided research projects<br>•Interest surveys<br>•Mentorship programs<br>•Project-based learning<br>•Strengths finders<br>•Out of School Activities:<br>•Explorer Club<br>•Interviewing professionals<br>•Job shadowing<br>•Supervised Agricultural Experience (Exploratory)<br>•Worksite tours | •In School Activities:<br>•Credential or license attainment<br>•Mock job interviews<br>•Simulated workplace programs<br>•Out of School Activities:<br>•Career Preparation<br>•Clinical rotations<br>•Career and Technical Student Organization competitions<br>•Explorer Post<br>•Internships<br>•Practicum<br>•Pre-apprenticeships \ Youth Apprenticeships<br>•Supervised Agriculture Experience (Production or Entrepreneurship) | •In School Activities:<br>•Associates Degree and/or Bachelors Degree<br>•Credential or license attainment<br>•Skill retraining<br>•Out of School Activities:<br>•Registered Apprenticeships<br>•Industry-Recognized Apprenticeships<br>•Internships |

**FIGURE 12: WORK-BASED LEARNING ACTIVITY EXAMPLES**

*Image Text:*

- *Industry and Career Awareness*
  - *In School Activities:*
    - *"Career Day" events*
    - *Career play centers*
    - *Guest speakers*
    - *Interest surveys*
    - *Lunch and Learns*
    - *Strengths Finders*
  - *Out of School Activities:*
    - *College visit*
    - *Field trips*
- *Industry and Career Exploration*
  - *In School Activities:*
    - *Aptitude assessments*
    - *Armed Services Vocational Aptitude Battery Career Exploration Program*
    - *Guided research projects*
    - *Interest surveys*
    - *Mentorship programs*
    - *Project-based learning*
    - *Strengths finders*
  - *Out of School Activities:*
    - *Explorer Club*

- - - *Interviewing professionals*
      - *Job shadowing*
      - *Supervised Agricultural Experience (Exploratory)*
      - *Worksite Tours*
- *Career Preparation*
  - *In School Activities:*
    - *Credential or license attainment*
    - *Mock job interviews*
    - *Simulated workplace programs*
  - *Out of School Activities:*
    - *Career preparation*
    - *Clinical rotations*
    - *Career and Technical Student Organization Competitions*
    - *Explorer Post*
    - *Internships*
    - *Practicum*
    - *Pre-apprenticeships/Youth Apprenticeships*
    - *Supervised Agriculture Experience (Production or Entrepreneurship*
- *Career Training*
  - *In School Activities:*
    - *Associates Degree and/or Bachelor's Degree*
    - *Credential or license attainment*
    - *Skill retraining*
  - *Out of School Activities:*
    - *Registered Apprenticeships*
    - *Industry-Recognized Apprenticeships*
    - *Internships*

In order to help students thoroughly understand all aspects of an industry, the TEA has engaged secondary, postsecondary and employers through industry advisory committees, CTE leadership committee, Tri-Agency partnerships, Texas Regional Pathways Network committee, and work-based learning advisory committee. These stakeholders have assisted with the development of the programs of study, and the alignment of industry-based certifications and work-based learning experiences.

The TEA will develop or procure a technology product which has the capabilities to collect, analyze, store, monitor, and report on work-based learning opportunities participated in by students across Texas. The TEA seeks a technology solution which will allow users at all levels (classrooms, training stations, schools, Education Service Centers, state agencies, etc.) to enter pertinent information related to work-based learning experiences. Intended outcomes from procuring and utilizing a statewide work-based learning data collection system include:

- Better identification of the types of work-based learning experiences available to students (internships, pre-apprenticeships, apprenticeships, etc.)

- Better identification of the employers engaged in supporting work-based learning experiences across the state

- Increased documentation of students' employability skills

- Facilitating connections between educational institutions and employers in order to establish work-based learning opportunities

- Improved development of work-based learning training plans

To facilitate the implementation of work-based learning at the local level, two primary strategies will be utilized. First, virtual tools will be identified to help students participate in virtual work-based learning experiences. This strategy will be highly important in the many rural areas of Texas. Second, an intermediary network will be piloted and scaled. Intermediaries are an essential element to the work- based learning delivery model. In a pilot program, work-based learning intermediaries will be placed in various regions of the state and tasked with coordinating alignment and efforts between local schools and employers. If the pilot program shows evidence of success, it will be scaled for greater impact.

The Texas Regional Pathway Network supports cross-sector teams of regional stakeholders who are building education and career pathways that align with labor market demand. It facilitates peer learning, strategic planning, and sharing of best practices, challenges, and lessons learned in pathways development. The TRPN convenes twice annually, and members also have access to an array of Tri- Agency and other state resources, including funding and technical assistance opportunities.

The Texas Regional Pathway Network provides technical assistance to grantees through the following activities:

| Possible Technical Assistance for Cross-Sector Partnerships |
| --- |
| Support for strategic planning and vision setting |
| Intermediary capacity building, including sustainability planning |
| Advising on the development of MOU's |
| Facilitation of regional pathways steering committee or planning team meeting of regional stakeholders |
| Facilitation of cross-district student pathways development and coordination |
| Development of fundraising and communications strategies |
| Advising on the use of data and metrics to support pathways development and continuous improvement |

| Possible Technical Assistance for Alignment with Labor Demand |
| --- |
| Development of reverse mapping process, including processes for employer engagement and feedback, and support its implementation |
| Support in understanding LMI and how to use it to design pathways |
| Skills mapping: work with employers and educators to identify technical and employability competentices that are in-demand in the regional labor market and can be used to information pathways design |

| Possible Technical Assistance for Links Between Secondary and Postsecondary Education |
| --- |
| Support in aligning programs of study from secondary to postsecondary, including convening working groups comprised of secondary and postsecondary educators |
| Advising on the development of bridge programs and other initiatives that support seamless transitions from secondary to postsecondary |

| **Possible Technical Assistance for Integration of Rigorous Academics and Career-Focused Learning** |
| --- |
| Support for CCRSM development |
| Advising on strategies for leveraging CCRSM's to support pathways |
| Advising on strategies for creating infrastructure, such as common planning time, to support teachers in CTE programs and core academic subjects in developing integrated approaches |

| **Possible Technical Assistance for College and Career Information and Advising** |
| --- |
| Development of college and career information and advising continuum |
| Support for familiarizing teachers and counselors with LMI resources |
| Support in identifying related out-of-school time programs and connecting them to pathways |

| **Possible Technical Assistance for Continuum of Work-Based Learning Opportunities** |
| --- |
| Development of WBL Continuum |
| Creation of tools and resources for educators and employers |
| Capacity building for intermediaries creating infrastructure to support WBL |

| **Possible Technical Assistance for Credentials with Value in the Labor Market** |
| --- |
| Development of processes for soliciting employer feedback on credentials |
| Support using LMI to identify promising credentials |

THECB requires that colleges comply with the Guidelines for Instructional Programs in Workforce Education (GIPWE) in developing CTE programs.

GIPWE requires that a college must provide at least one of the following for each approved award: a) capstone experience, b) eligibility for a credentialing exam, and/or c) an external learning experience. The experience should occur during the last semester of the student's educational program.

The capstone is a learning experience resulting in consolidation of a student's educational experience and certifies mastery of entry-level workplace competencies. Methods of providing a capstone experience include the following:

1. a comprehensive, discipline-specific examination prepared by the faculty of the workforce education program and administered at the conclusion of the program;

2. a course involving simulation of the workplace, case studies, portfolios, and employment scenarios; and

3. a discipline-specific project involving the integration of various teams of students performing activities to simulate situations that may occur in the workplace.

Credentialing exams are licensure, certification, or registration exams provided by state or national agencies or by professional organizations. An external learning experience, paid or unpaid, enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. The inclusion of an external learning experience in both certificate and applied associate degree plans is strongly recommended. The external learning experience allows a student to have practical, hands-on training and to apply learned concepts and

theories in a workplace setting. There are five types of external learning experiences: clinicals, internships, practica, cooperative education, and apprenticeships. Clinical and internship experiences provide workplace settings in which students learn and apply program theory and management of the workflow.

**vii.** **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

By using CTE course completer data, a true picture of performance gaps for all student populations will identify opportunities for districts to provide targeted assistance.

The TEA CCMP division will review the current model of differentiated supports for technical assistance and supports that are being used by Review and Support/RDA, such as Universal Supports, Targeted Supports, and Intensive Supports to see if additional resources for support are needed. For each level, LEAs could choose supports that would match the gaps and outcomes that they need to address.

Our special education department at TEA holds a policy roundtable to discuss key legislative issues and statewide needs related to special education. A CTE education specialist attends the roundtable to provide information and to gain an understanding of how CTE can assist with special education student needs. Additionally, the Review and Support department at TEA meets with the CTE team related to cross-functional projects and student needs.

THECB provided each of the state's 54 public postsecondary institutions with disaggregated special populations performance data as a component of its resources supporting the Comprehensive Local Needs Assessment. Data was provided to each institution by cluster or program at the two- or four-digit CIP code level to comply with FERPA. Postsecondary institutions are required to address identified performance gaps with Perkins funds as a condition for receiving a formula grant.

Postsecondary institutions are required to address identified performance gaps with Perkins funds as a condition for receiving a formula grant. Disaggregated performance results are monitored by THECB.

**d.** **Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Texas College and Career Readiness School Models include: Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH) and Texas Science, Technology, Engineering, and Mathematics (T-STEM) academies provide opportunities for students to bridge the gap between high school and college and career and earn credentials such as degrees and certifications. Specific requirements are outlined in the model specific Blueprints which includes Benchmark requirements and Outcomes-Based Measures (OBM) All three models must be:

- Open enrollment
- Provided to students at no cost
- Provide student supports including academic, social, and emotional
- Provide an opportunity to earn college credit
- Partner with Texas Institutions of Higher Education (IHEs) for courses to earn college credit (both academic and workforce)

- Provide flexible scheduling

ECHS Campuses specifically must provide:

- students the opportunity to earn an associate degree or up to 60 college credit hours prior to high school graduation
- up to 5 years to complete their associate degree and high school diploma

Both the P-TECH and T-STEM campuses must provide:

- Students grade 9 through 12 (P-TECH) and 6-12 (T-STEM) the opportunity to complete a course of study that combines high school and post-secondary courses.
- Enable students to earn a high school diploma, an associate degree, a two-year post-secondary certificate or industry certification, and complete work-based training
- Allow students to gain work experience through an internship, apprenticeship, or other job training programs.
- partner regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.
- 6 years to complete high school and earn credential (P-TECH)

ECHS, PTECH and T-STEM campuses are held accountable through the OBMs in each Blueprint. The OBMs are in the following areas:

- Access measures if the CCRSM campuses is serving all student populations with an emphasis on at-risk and underrepresented students
- Attainment measures if the students on the CCRSM campuses are reaching particular measure such as: earning a credential (degree and/or certification), completing work-based learning, completing college level courses etc.
- Achievement measures of the students on the CCRSM campuses are achieving certain measures such as meeting/masters level scaled scores on state achievement tests, college readiness on SAT/ACT/TSIA etc.

Programs of study development included alignment to postsecondary education as occupational groupings were determined. The Classification of Instructional Program (CIP) codes that align to each program of study were reviewed and additional occupations which share postsecondary training were considered. This gives an additional opportunity to focus students toward attaining skills that lead to high-wage, high-skill, and in- demand careers with multiple entry and exit points.

Beginning in the 2019-2020 school year, LEAs were eligible to be reimbursed for the administration of either the SAT, ACT, or TSI-A exam for students in their junior or senior year of high school. This opportunity allows more students the ability to pursue higher education as well as dual credit and concurrent enrollment at no cost to the student, their families or the LEA. Some CTE programs of study include advanced academics like AP where appropriate. For example, Cybersecurity includes AP Computer Science Principles and AP Computer Science A.

The Advanced Academics team at the TEA developed a website and newsletter for communication with the field. These tools allow for dissemination of information to LEAs which is concentrated and focused, allowing for additional touchpoints and guidance for school administrators, counselors, and other stakeholders.

Consistent with statewide stakeholder input and applicable state law, THECB and the TEA will continue and strengthen its support of dual credit enrollment programs. THECB and the TEA will seek through the Tri-Agency Partnership and the Texas Workforce Investment Council to align more closely the curricula of secondary and postsecondary programs of study, as described in Sec. B.2.a above.

- Establishment of a Dual Credit Memorandum of Understanding (MOU). THECB requires that dual credit partnerships operate through a MOU that details how the junior/community college will offer courses for dual credit to students enrolled at school districts/secondary schools. All dual credit MOUs must contain the following elements:

  1. Eligible Courses;
  2. Student Eligibility;
  3. Location of Class;
  4. Student Composition of Class;
  5. Faculty Selection, Supervision, and Evaluation;
  6. Course Curriculum, Instruction, and Grading;
  7. Academic Policies and Student Support Services;
  8. Transcription of Credit;
  9. Funding; and
  10. Defined Sequences of Courses, where applicable.

- Financial Incentives to Offer CTE Dual Credit Courses. THECB rules implement TEC 61.059, which allows public junior/community colleges to claim state formula funding for college CTE courses offered to high school students through dual credit partnerships. THECB further incentivizes the delivery of CTE courses to high school students through the Community College Success Points process. Public junior/community colleges can claim a percentage of legislatively allocated success point funding for high school students who complete course requirements for Board-approved Level 1 and Level 2 certificates and applied associate degrees.

e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

See response is section 2.c.ii for stakeholder involvement in the program of study development.

The TEA and THECB make use of industry advisory committees representing parents, academic and CTE teachers, administrators, counselors, and local businesses. In addition, TEA has established a CTE Leadership Committee which includes an administrator from an LEA in each of the 20 education service center regions. Education Service Center CTE specialists from each region provide training and technical assistance throughout the state and play a key role in CTE. Each of these groups meet regularly to inform the planning, development, implementation, and

evaluation of CTE at the state and local levels. These stakeholders provide a balanced geographic representation on all advisory committees.

The Career and Technical Association of Texas (CTAT) is the professional organization for CTE administrators in the state. Members include CTE directors, CTE teachers, counselors, and LEA administration. The partnership between CTAT and TEA helps to inform the planning, development, implementation, and evaluation of CTE. Throughout the development of the Perkins V State Plan, these stakeholder groups were asked to engage in the development and evaluation of the plan for Texas.

Throughout the development of the Perkins V State Plan, these stakeholder groups were asked to engage in the development and evaluation of the plan for Texas.

Statewide postsecondary program of study (POS) advisory committee members include representatives of secondary and postsecondary education, business and industry, other state agencies and licensing bodies as relevant, and other career and technical education experts. All proposed POS adopted by advisory committees are subject to a 30-day public comment period. Comments are reviewed and acted upon by a committee before a proposed POS goes to the board for approval.

WECM Advisory Committee membership includes representatives from public community, state, and technical college as well as representatives from the Texas Association of College Technical Educators (TACTE), the Texas Administrators of Continuing Education (TACE), and the Texas Association of College Registrars and Admissions Officers (TACRAO).

Agendas for advisory committee meetings are posted in the Texas Register at least 10 days in advance. Advisory committee meetings are open to the public and broadcast via the web. Advisory committee minutes are maintained in a form and location that is easily accessible to the public on THECB's website.

The Texas Association of Career and Technical Educators (TACTE) is the state's professional association for postsecondary CTE faculty and administrators. THECB partners with TACTE to receive field input on CTE issues and for dissemination Perkins information. TACTE maintains a Perkins page on its website and incorporates presentations by Perkins State Leadership programs its annual conference.

f.  **include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

    See TEA Appendix 7 for the Secondary Perkins V Local Application.

    See THECB Appendix 3 for the Postsecondary Perkins V Local Application

g.  **include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

    See TEA Appendix 8 for the Comprehensive Local Needs Assessment.

    See THECB Appendix 4 for the Postsecondary Perkins V Comprehensive Local Needs Assessment

h.  **Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Career and Technical Education (CTE) programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Act. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based upon their district high school enrollment numbers. The table below demonstrates the minimum number of programs of study required:

| High School Enrollment | Number of Programs of Study Offered |
| --- | --- |
| Less than 500 students | 1 program of study |
| 501-1,000 students | 2 programs of study |
| 1,001-2,000 students | 3 programs of study |
| 2,002-5,000 students | 4 programs of study |
| 5,001-10,000 students | 5 programs of study |
| 10,001+ students | 6 programs of study |

LEAs should provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits with at least one level three or four course within a single program of study.

Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Perkins V Act, providing support for special populations enrolled in CTE programs, providing procedures to continuously improve all aspects of programs, and including Career and Technical Student Organization participation. Postsecondary institutions must meet the criteria set forth in the Guidelines for Programs in Workforce Education (GIPWE) described in Section B.2.b above.

Beginning with the FY 2020-2021 program year, postsecondary institutions will be required as a condition of receiving Perkins funding to develop secondary/postsecondary program of study MOUs with one or more constituent high schools consistent with THECB-designated enrollment peer group designation:

| Enrollment Peer Group | Number of Secondary/Postsecondary Program of Study MOUs |
| --- | --- |
| Small | 1-3 |
| Medium | 3-5 |
| Large | 5-7 |
| Very Large | 7-9 |

3. **Meeting the Needs of Special Populations**
   a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**

   i. **will be provided with equal access to activities assisted under this Act;**

      Students in special populations may be a participant or participate in the following programs: Bilingual Education/English as a Second Language, Career and Technical Education, Every Student Succeeds Act and Special Education.

Special populations are defined as individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, pregnant and parenting students, out of workforce individuals, English learners, homeless and unaccompanied youth, youth in foster care, students with a parent or guardian who is an active-duty member of the Armed Forces, including full-time National Guard duty, and migrant students.

The TEA has a contract for a statewide CTE evaluation that will look at results of CTE participants and CTE concentrators at the career cluster level and will disaggregate the information based on the special populations categories. The TEA will also partner with an external group/consultant to ensure that there is training provided to the TEA staff and education service center CTE specialists. Data will be provided to CTE administrators to enable them to best address performance gaps in CTE programming through the Comprehensive Local Needs Assessment (CLNA).

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in the local application to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers that exist for special population groups within the Comprehensive Local Needs Assessment (CLNA).

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. If the admission, review, and dismissal (ARD) committee for secondary students with disabilities refers a student to a CTE sequence of courses, the committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

Postsecondary institutions use a variety of strategies for assisting special populations such as:

- providing outreach and recruitment information, including outreach and recruitment encouraging enrollment in nontraditional programs of study

- identifying and following up with special populations students;

- supporting special populations students with enhanced advisement services, tutoring services, success coaches, and career coaches

- determining special needs for accommodations so that students can succeed;

- providing in-service activities for CTE teachers, counselors, and administrators;

- providing special instructional materials as needed;

- providing Perkins funds for childcare, transportation, textbook loan programs, and credential testing vouchers.

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

- career exploration activities and resources that are free of gender bias; and incorporate Universal Design for Learning

- comprehensive career development for academic counseling and career guidance; that includes assistive technology, office of disability services information, and ADA/Section 504 requirements

- equitable access to quality work-based learning opportunities; and

- information on nontraditional training in high-skill, high-wage, or high-demand fields.

ii. **will not be discriminated against on the basis of status as a member of a special population;**

The Texas Education Results Driven Accountability (RDA) is a comprehensive evaluation system designed to improve student performance and program effectiveness to support Local Education Agencies (LEAs). The RDA framework is a data-driven system that utilizes performance indicators, data validation indicators, and other indicators of program compliance required by federal law. Specific program areas include: Bilingual Education or English as a Second Language (BE/ESL), Career and Technical Education (CTE), Every Student Succeeds Act (ESSA), and Special Education (SPED).

TEA monitors special population subgroups to ensure that there is no form of exclusion from CTE programs or a disproportionately high number of special population students in CTE programs. LEAs are evaluated in each program area and assigned an overall performance level (PL). The LEA will be assigned a PL0, PL1, PL2, PL3 or PL4 for each indicator and program. The PL is aligned to a specific level of support. The Review and Support staff at TEA will provide general supervision and progress monitoring of the Strategic Support Plan (SSP) and link LEAs to technical assistance for program-specific needs. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for ESSA indicators.

LEAs ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the public. Nondiscrimination statements are required in all district publications. As a recipient of federal financial assistance, LEAs are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. LEAs will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

During the Methods of Administration (MOA) review, the identification of campuses within districts is based on methodology that reviews the disproportionality of representation of student groups enrolled in CTE courses in comparison to the demographics represented on the campus. Additional consideration is also based on the number of years since the last on-site review and the student enrollment count on the campus. Campuses are selected for review based on the Texas Education Agency's targeting plan. The selection criteria in the targeting plan places emphasis on the provision of equitable opportunities for students to participate in CTE. Students representing identified special populations enrolled in a CTE course are compared to the general population enrolled in a CTE program of study.

Individuals who have complaints regarding program access issues may take their concern to their local school board or to the TEA.

Texas universities and community, state, and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations is gathered, reported, and analyzed through the THECB's accountability and reporting systems. To monitor civil rights compliance, THECB conducts a biannual risk assessment of public, two-year community, state, and technical colleges, using a targeting plan approved by the Department of Education's Office of Civil Rights (OCR). Four colleges are subject in each biennium to Methods of Administration (MOA) civil rights compliance site visits based on the risk assessment. THECB additionally submits a biannual report to the U.S. Department of Education Office for Civil Rights on findings made during the previous two years' MOA site visits and colleges' resolutions of violations identified. THECB staff conducting MOA site visits attend annual, required training provided the OCR.

iii.   **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

The Texas Education Results Driven Accountability (RDA) is a comprehensive evaluation system designed to improve student performance and program effectiveness to support LEAs. The RDA framework is a data-driven system that utilizes performance indicators, data validation indicators, and other indicators of program compliance required by federal law. Specific program areas include: Bilingual Education (BE) and English as a Second Language (ESL), Career and Technical Education (CTE), Every Student Succeeds Act (ESSA), and Special Education (SPED).

LEAs are evaluated in each program area and assigned an overall performance level (PL). The LEA will be assigned a PL0, PL1, PL2, PL3 or PL4 for each indicator and program. The PL is aligned to a specific level of support. Review and Support staff at TEA will provide general supervision and progress monitoring of the Strategic Support Plan (SSP) and link LEAs to technical assistance for program-specific needs. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for ESSA indicators.

Texas offers a single path to a graduation diploma for all students including students that fall within the special population categories. LEA's should provide:

- programs of study that lead to an endorsement

- career exploration and preparation activities, and resources that are free of bias and incorporate UDL strategies

- comprehensive career development for academic counseling and career guidance that includes assistive technology, office of disability services information, and ADA/Section 504 requirements

- equitable access to quality work-based learning opportunities and career development instruction

- information on nontraditional training in high-skill, high-wage, and high-demand fields

The Texas 21st Century Community Learning Centers (CCLC) program, also called the Texas Afterschool Centers for Education (Texas ACE), provides competitive grant funding to 83 grants serving students in 610 centers across the state. The program provides academics, academic enrichment, and other expanded learning opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools in order to help students meet state and local student standards in core academic subjects, such as reading and math, and meet other academic and related outcomes. Most grantees serve at least one campus implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and serving campuses with an at-risk population greater than the state average.

The activities provided reinforce and complement the regular academic programs of the schools attended by the students and are targeted to the students' academic needs. The TEA provides supports for local programs to conduct annual needs assessments and program evaluation that drive continuous program improvement and result in high quality programs that help students reach their academic goals. Activities that are common in Texas ACE programs include tutoring, homework help, nutritious snacks/meals, academic enrichment, college and career preparation, mentorship, team sports and physical activity, family engagement, family literacy, and more.

Texas partners with 28 local agencies that operate the Community in Schools programs. The mission of Communities in Schools (CIS) in Texas is to surround students with a community of support, empowering students to stay in school and achieve in life. The CIS model is designed to keep students persisting in education and ultimately graduate from high school. CIS partners with educators, students, and parents to identify needs of students who are at-risk of dropping out of school. Once the needs are identified, CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. CIS monitors student level data and tracks education outcomes for those students served. CIS in Texas has six components:

- Health and human services- including mental health and basic needs
- Supportive guidance and counseling- both individual and group, and crisis response
- Parental and family engagement- including home visits and consultation
- Academic enhancement and support- including tutoring and extended learning time
- College and career awareness- including preparation and transition
- Enrichment activities- including mentoring and school engagement activities

iv.    **will be provided with appropriate accommodations; and**

In Texas, a student's eligibility for special education services and most of the major decisions about a student's special education program are made by an admission, review, and dismissal committee. This group is also referred to as an individualized education program (IEP) team, which is the term used in federal law. CTE representatives are required to be included on this team when the child is placed in a CTE course. If the student is identified as an English learner, the ARD committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate entry and exit criteria for Bilingual Education or English as a Second Language program.

An ARD committee must be formed to review and determine whether a student is eligible for special education and related services. The ARD committee members include the following:

- the guardian;
- at least one regular education teacher of the student who must, when possible, be a teacher who is responsible for implementing a portion of the students IEP;
- at least one special education teacher or provider for the student;
- a representative of the school;
- a person who can interpret the instructional implications of the evaluation results;
- other individuals who have knowledge or special expertise regarding the student and are invited by either the guardian or the school;
- whenever appropriate, the student;
- to the extent appropriate, with guardian's written consent or, after the child reaches age 18, with the adult student's written consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- the ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in a career and technical education program.
- a professional staff member who is on the language proficiency assessment committee, if the child is identified as an English learner.

The ARD committee also includes, as applicable:

- a teacher who is certified in the education of students with auditory impairments, if the child has a suspected or documented auditory impairment;
- a teacher who is certified in the education of students with visual impairments, if the child has a suspected or documented visual impairment; or
- a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments, if the child has suspected or documented deafness-blindness.

In addition, the ARD committee must address special factors for some students, as follows:

- consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning;
- consider the language needs of the student as those needs relate to the student's IEP when the student qualifies as a student with limited English proficiency; provide for instruction in braille and the use of braille, unless the committee determines that instruction in braille or the use of braille is not appropriate for the student when the student is blind or visually impaired;
- consider the communication needs of the student, and for the student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of

needs, including opportunities for direct instruction in the student's language and communication mode; and

- consider whether the student needs assistive technology devices and services.

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the Department of Education's Office of Civil Rights (OCR) and conducts two site visits annually based on risk assessment outcomes.

v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Work-based learning is included in each program of study. The expectation from the TEA is that all students will have access to work-based learning experiences, including students with disabilities. LEA's (including the Texas School for the Blind and Visually Impaired and the Texas School for the Deaf) should provide professional development activities for CTE teachers, paraprofessionals, counselors, administrators, and special education teachers related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

The Workforce Innovation and Opportunity Act (WIOA) requires that pre-employment transition services, including work-based learning experiences, be made available to students with disabilities in need of such services who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. WIOA requires coordination of services to promote career readiness, secondary school completion, entry into postsecondary education, and postsecondary credentials aligned with in-demand industry sectors. In addition to WIOA funding, Texas LEA's are also able to access Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) funds to promote and implement CTE programs. Work- based learning experiences may include a continuum of experiences such as: in-school or after school opportunities, or experiences outside the traditional school setting (including internships), summer and year-round employment, pre-apprenticeship, on-the-job training, job shadowing, or simulated experience.

Partnerships with State agencies, including State educational agencies and State VR agencies, schools, worksites, businesses, families and community organizations, and communities can create opportunities to develop transferrable skills to prepare for postsecondary education and employment. Work-based learning experiences with appropriate site-based supervision provide opportunities for assessing abilities and strengths outside the classroom. Participation in job-related tasks provides a chance to explore how to communicate disability-related work support and accommodation needs, if necessary. This information can be referenced in the Federal Partners in Transition- What to know About Work-Based Learning Experiences document found in TEA Appendix 9.

4. **Preparing Teachers and Faculty**
   a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that**

**provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The TEA Career and Technical Education department provides supports at the state leadership level to assist LEAs with the recruitment of CTE teachers which is evident in the broad approach by which the agency assists with routes to hire qualified candidates. This process aligns with the overall agency philosophy as expressed in strategic priority one: recruit, support, and retain teachers and principals.



**Figure 13: TEA Strategic Priorities**

*Image Text:*

***Every child, prepared for success in college, a career or the military***

*Strategic Priorities:*

- *Recruit, support, and retain teachers and principals*
- *Build a foundation of reading and math*
- *Connect high school to career and college*
- *Improve low-performing schools*

*Enablers:*

- *Increase **transparency, fairness**, and **rigor** in district and campus academic and financial performance*
- *Ensure **complianc**e, effectively **implement legislatio**n, and **inform** policymakers*
- *Strengthen **organizational foundation**s (resource efficiency, culture, capabilities, partnerships)*

Within the State's specific action items to achieve priority one, several intertwine with the CTE departments efforts to recruit CTE teachers. This is accomplished by strengthening the teacher pipeline every step of the way and supporting the development of principals through the following initiatives:

- Build a robust pipeline of effective teachers in hard-to-staff regions by incentivizing districts and ESCs to pursue innovative "Grow Your Own" teacher recruitment initiatives.

Districts implementing "Grow Your Own" strategies will ensure the quantity, quality, and diversity of teacher pipelines for generations to come.

- The TEA redesigned the teacher certification framework with a focus on increasing the rigor, relevancy, reliability, and validity of the certification assessments by introducing assessments that place a greater emphasis on valid, authentic practice (especially in content pedagogy). A more rigorous certification assessment and process will help ensure an excellent teacher in every classroom by facilitating the transformation of teacher preparation programs to meet this new higher, more relevant standard.

- The TEA completed a comprehensive redesign of the principal certification framework with a focus on instructional leadership and competency-based indicators. Similar to the intent of the teacher certification redesign, a more rigorous principal certification assessment will have the effect of ensuring a world-class principal in every school by accelerating the transformation and continuous improvement of principal preparation programs to meet this standard which is more grounded in what we know is required from administrators to improve student outcomes.

- Created the Trades and Industrial Workforce Training: Grades 6-12 certificate due to the condensed number of preparation hours for teacher candidates. The TEA staff worked with a standards advisory committee to narrow and prioritize the standards for beginning teachers. In addition, TEA staff and the advisory committee sought to further prioritize the standards needed to meet the needs of students in trade and industrial education courses and consider the entry point of teacher candidates.

- Allowed career and technology teachers employed for at least 50% of the time in an approved career and technology position to count up to two years of work experience for salary increment purposes if the work experience was required for career and technology certification.

Other statewide initiatives that impact the recruitment of CTE teachers allow districts the autonomy to meet local instructional needs by providing a pathway for the hiring of candidates with industry experience. Within the "District of Innovation" state legislative act, an allowable exemption by district application is the flexibility to develop an educator certification process independent of state requirements. The School District Teacher Permit also allows districts to autonomously hire individuals with industry experience to teach CTE courses. District of Innovation and the School District Teaching Permit requires candidates to have:

1. Relevant college/university coursework in the subject area taught

   Or

2. Relevant experiences related to the subject area to be taught.

The development of CTE specific recruitment strategies of qualified candidates will be enhanced with the establishment of collaborative relationships with industry partners, professional industry organizations, and military organizations within the state. The TEA encourages LEAs to engage professional organizations by listing the opportunities available in secondary education through the organization's communications mediums. Promoting the organizations involvement in the career pipeline in the K-12 environment as an opportunity to enhance professional standards through improved instruction by industry experts which leads to increased entry level skill attainment. The recent passage of House Bill 3 included a teacher incentive allotment that will

assist with teacher recruitment and retainment that will provide funding based upon additional teacher credential attainment.

Military recruitment engagement activities include providing access to military spouses who are education professionals and aligning military occupational specialties of veterans exiting service with teaching careers in Texas and promoting the information at armed forces alumni centers. Recruitment activities with the "Troops to Teachers" program which trains retiring veterans, will inform this highly qualified population about CTE teacher positions in Texas.

Teacher preparation, once qualified candidates have been successfully recruited, determines the depth and breadth of a CTE teacher's career. Working with educator preparation programs, LEAs, and teacher organizations to identify best practices for initial training, first year supports, and sustained support of CTE teachers the state agency will guide the dissemination of the selected strategies. New teacher training that provides the basic elements of being a new CTE teacher to include teaching strategies for special needs students, differentiating learning, engaging instructional strategies, and employability skills will be developed offered to districts by using a regional distribution delivery model.

Administrative leadership in CTE is comprised of two distinct categories, CTE administrators and campus/ district administrators who work in consort to guide CTE programs. The TEA gathered the input of school principals and LEA administrators by conducting a statewide listening tour that offered direct messaging and feedback sessions with agency members. Professional development training on best practices for completing local needs assessments, supportive strategies for program sustainment, resources to use for master scheduling and long-term planning, and metrics to determine program success by student sub-population will be provided by agency leadership. The TEA CTE team will facilitate development of an administrative tool kit that will be available as a virtual module and in-person training session.

The TEAs creation of resources for faculty, such as counselors and career coordinators, informs the selection of a program of study that culminates in the completion of an industry-based certification or a work-based learning opportunity.

School counselors in Texas will receive training on Perkins V updates and programs of study implementation procedures to improve the quality of advisement students receive at the secondary and middle school level.

The development of training modules for support personnel to provide a perfunctory knowledge of the CTE course in which support is offered provides an expansion of accessibility to special population students. Support personnel are not expected to have the content expertise of the classroom teacher; however, adequate supports can be provided with a working knowledge of project goals and student expectations. The TEA CTE department will provide virtual training modules which will increase access and availability to Texas LEA support personnel.

Teacher, counselor, administrator, and support personnel preparation which includes instructional strategies for special population students, providing resources for counselors to inform the selection of a career pathway by special population students and their families, training the support personnel needed for individual student success, and developing a professional development system that maintains and improves upon the knowledge and skills required to work with special populations is an instructional environment designed for the success of all students. The TEA is contracting with an outside entity to work professional development for CTE teachers and administrators. The CTE 101 training module will review the standard elements of a CTE program and incorporate training on equity and access. The work- based learning toolkit will

provide guidance on conducting an effective extended learning experience for students, high-quality implementation strategies, and the roles and responsibilities of school administrators and staff.

**College, Career and Military Readiness Professional Development**

| Professional Development | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|
| CTE Administrator | Content Development | Training Rollout | Resources Available | Resources Available |
| Counselor | Content Development | Training Rollout | Resources Available | Resources Available |
| CTE Educator | Content Development | Training Rollout | Resources Available | Resources Available |
| CTE Special Populations | Content Development | Training Rollout | Resources Available | Resources Available |
| CTE Work-Based Learning | Training Rollout | Resources Available | Resources Available | Resources Available |
| CTE Special Education | Content Development | Content Rollout | Ongoing Support and Updates | Ongoing Support and Updates |
| STEM | Content Development | Content Development | Training Rollout | Ongoing Training |
| CCRSM Advisor | Content Development | Training Rollout | Ongoing Training | Ongoing Training |
| CCRSM Blueprint Tool Kit | Training Rollout | Ongoing Training | Ongoing Training | Ongoing Training |
| P-TECH Leadership Training | Content Development | Training Rollout | Ongoing Training | Ongoing Training |
| CCRSM Administrator and Teacher Postsecondary Rigor Training | Ongoing Training | Ongoing Training | Ongoing Training | Ongoing Training |
| TRPN Cross Planning Time Training | Training Rollout | Ongoing Training | Ongoing Training | Ongoing Training |
| Career Readiness Middle School Curriculum Training | Training Rollout | Training Implementation Monitoring | Training Implementation Monitoring | Training Implementation Monitoring |
| Effective Advising Framework Training | Training Rollout | Ongoing Training | Training Implementation Monitoring | Training Implementation Monitoring |

Postsecondary institutions budget Perkins formula funds for professional development for career and technical education faculty and student support staff. Professional development supports ongoing faculty disciplinary training to maintain curricula and required certifications. For faculty and student support staff, professional development reinforces the knowledge and skills needed to improve instruction, enhance advisement and support, mitigate barriers for special populations students.

## C.      FISCAL RESPONSIBILITY

**1.  Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**

**a.   each eligible recipient will promote academic achievement;**

Eligible applicants whose grant allotment is equal to or greater than $15,000 must submit a Perkins V local application to receive federal funds. An eligible applicant whose grant allotment is less than $15,000 may still participate in the grant allotment by forming a consortium/shared services arrangement (SSA) with other LEAs or a regional education service center to meet the minimum grant requirement of $15,000. (See Shared Services Arrangements.) An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:

- The TEA reserves the right not to award a grant to an eligible applicant that is identified by the TEA as a high-risk grantee.

- The applicant must be in compliance with submitting the annual audit to the TEA, as described in the General and Fiscal Guidelines.

Each LEA will complete a Comprehensive Local Needs Assessment (CLNA) that will inform the local application for funding biennially.

See TEA Appendix 7 for the Perkins V Local Application. and TEA Appendix 8 for the CLNA.

THECB requires that its 54 eligible postsecondary institutions submit a Perkins V Local Application to receive federal funds. The Local Application requires that institutions identify specific activities for meeting each core indicator or performance. Each institution submits biannual progress reports that show progress on each activity or, for activities with no progress, how the institution plans to respond for improvement. All programs of study supported with Perkins funds meet the requirements of THECB's Guidelines for Programs in Workforce Education (GIPWE) described in Section B.2.b.

For the 2020-2021 program year, institutions will perform a Comprehensive Local Needs Assessment (CLNA). Institutions report findings to THECB in a CLNA report, summarize those findings in the Local Application, and address findings through the targeted used of Perkins formula funds as a condition of receiving Perkins formula funding as a condition of receiving Perkins formula funding.

**b.   each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

All state-recognized programs of study will lead to a postsecondary credential or degree. Program of study frameworks located on the [TEA website](#) demonstrate the multiple entry and exit points for credential attainment. The TEA tracks credential attainment through PEIMS reporting as well as data sharing agreements with THECB. These reports are currently made available in the Texas Academic Performance Reports (TAPR) system.

Additionally, the State's accountability plan for ESSA aligns with college and career readiness benchmarks providing credit to districts who have students who earn one of the measures listed below. LEAs and schools receive A-F grades. One factor evaluated is their score on college and career readiness, and these grades are reported publicly.

- meet criteria of 3 on AP or 4 on IB examinations

- meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics

- complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)

- earn an associate degree

- complete an OnRamps course

- earn an industry-based certification

- graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)

- enlist in the United States Armed Forces

- earn a level I or level II certificate

- graduate under an advanced degree plan and be identified as a current special education student

To incentivize LEA's to promote academic and skill attainment, the CCMR outcomes bonus allows districts to earn additional funds for preparing graduates for college, a career, or the military. CCMR outcomes bonuses will be paid for each annual graduate above a certain threshold. The bonuses apply to the following populations:

- Economically Disadvantaged: $5,000 for each CCM-Ready economically disadvantaged annual graduate above a threshold.

- Non-Economically Disadvantaged: $3,000 for each CCM-Ready non-economically disadvantaged annual graduate above a threshold.

- Special Education: $2,000 for each CCM-Ready annual graduate enrolled in special education.

The CCMR bonus uses a more rigorous standard for CCMR than the academic accountability system:

**College:**
- Texas Success Initiative (TSI) score on SAT/ACT/TSI Assessment (TSIA) and

- Earned an associate degree prior to graduation or enrolled in college by the fall immediately after high school graduation

**Career:**
- TSI score on SAT/ACT/TSIA and

- Received an industry-based certification / Level I / Level II certificate

**Military:**
- Armed Services Vocational Aptitude Battery (ASVAB) passing score and

- Enlisted in U.S. Armed Forces after graduation

The purpose is to further the goal set under the state's plan for higher education developed under Texas Education Code (TEC) §61.051 for at least 60 percent of all adults aged 25 to 34 in

Texas to achieve a postsecondary degree or workforce credential by 2030. House Bill 3 CCMR incentives are directly aligned with the Texas Education Agency strategic plan that every child is prepared for success in college, career, or the military.

All postsecondary programs of study supported with Perkins funds will meet the requirements of THECB's Guidelines for Programs of Study in Workforce Education (GIPWE) described in Section B.2.b. GIPWE requires the following program development and maintenance conditions to ensure technical skills attainment for students:

- Documentation of a robust job market;

- Alignment of curricula with the requirements of accrediting entities;

- The incorporation of work-based learning/capstone experiences; and

- Ongoing consultation with an industry advisory committee.

c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Texas defines high-wage as $35,339, the annual median salary for Texas in 2017 based on the Texas Workforce Commission's workforce projections as well as real time labor data from Emsi through the 2020- 2021 school year.

In secondary education, Texas defines high-skill as a program of study demonstrating multiple entrance and exit points into careers including industry-based certifications, postsecondary level one and level two certifications from a technical college or community college, an associate degree, and a bachelor's degree to ensure program of study sequences are continual and not job terminal.

Texas defines in-demand as having greater than 17% annual growth (2017 Texas median growth) based on the Texas Workforce Commission's workforce projections as well as real time labor data from Emsi.

Statewide labor market data does not support offering all CTE course sequences at every high school across Texas. Each year, local education agencies with labor market data to support regional programs of study may apply for additional course sequences. The application will require the submission of labor market data that validates the occupations and course sequence of the proposed program of study being aligned with regional needs for high-wage, high-skill, and in-demand careers.

In spring of 2020 for the 2020-2021 school year, LEAs will submit a Comprehensive Local Needs Assessment (CLNA) per the Perkins V process. This is to describe LEA CTE offerings, student benefits of CTE offerings and results of CTE offerings.

LEAs will be trained on how to complete the Perkins V local application for funding and the comprehensive local needs assessment during the fall of 2019 and spring of 2020 to support the submission of their application. Eligible recipients must biennially submit a Perkins V local application to receive Perkins funds. Local applications for secondary and postsecondary institutions must meet all the elements required in the Perkins Act. Eligible recipients must complete an online application and provide all information required prior to funding approval. Each application is reviewed to determine compliance with all legal requirements.

The local applications for both secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational opportunities are identified through the analysis of statewide and regional data provided by the local workforce development boards and/or through labor market and career information made available through TWC. The TEA will provide regional labor data dashboards defining where the region has high-wage, in-demand occupations as a resource for completing the CLNA.

THECB's guidelines, template, and supportive resources for the postsecondary Comprehensive Local Needs Assessment (CLNA) require that institutions consult regional employers and industry groups to identify regional workforce needs. Institutions must also independently document workforce needs through state, regional, or local labor market data. THECB has provided labor market data resources to institutions.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on the number of CTE students served at the secondary and postsecondary level. The Texas State Board of Education (SBOE) approved the Texas state plan for Career and Technical Education, with a funding split of seventy percent for secondary programs and thirty percent for postsecondary programs. Texas uses Title I, Part B funds as follows: at least eighty five percent will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); ten percent will fund state programs and state leadership projects, and no more than five percent will fund administration of the state plan. Fifteen percent of the distributed formula allocation will be set aside for Perkins Reserve Grants.

Texas distributes funds supporting state programs and leadership projects through the request for application (RFA) process. Texas awards funds through the SAS to the Texas Juvenile Justice Department and the Windham LEA, which operate CTE programs in correctional institutions. In 2019-2020, the Texas School for the Deaf and the Texas School for the visually impaired were funded from the 1.5 percent set aside for institutions. Boys Ranch ISD is awarded funds through the SAS. THECB supports the Southwest College for the Deaf, a campus of Howard College, through a Perkins formula funding grant to Howard College.

THECB requires each eligible postsecondary recipient to submit a local application that develops a detailed description of a college's local program and how it will meet the requirements of Section 134(a) and (b). The postsecondary local application includes an evaluation plan that sets forth a college's activity plan for each core indicator, including measurable, locally determined performance targets for each activity.

b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The required elements for local Perkins plans related to consortia (called Shared Service Agreements in Texas) are integrated into the Perkins eGrant application, enabling consortia to complete the Comprehensive Local Needs Assessment (CLNA) and Perkins V local application through electronic submission. Consortia members are required to complete four sections of the CLNA (sections 1,2,4, and 7). The fiscal agent is required to complete the remaining sections (sections 3,5, and 6). Fiscal agents apply to the TEA for security clearance to submit a consortium application and are provided a username, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. The TEA Grants Administration review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where the TEA staff may include negotiation notes or comments about the consortium application and plan. When the TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide final approval of the application, and his electronic signature appears on the notice of grant award (NOGA) that is available electronically to the school district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins V requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at http://burleson.tea.state.tx.us/GrantOpportunities/forms/ GrantProgramSearch.aspx.

Districts that are eligible for a federal Perkins allocation of less than $15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts with a total combined consortium allocation of $15,000 or greater. The consortium determines a fiscal agent, which could be an ESC CTE specialist, school district or an institution of higher education that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single LEA. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other LEAs that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually-beneficial programs and purposes that Perkins funds will support. Members will describe the purposes and programs in the formula grant application. The TEA only approves the grant application after the allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70% for secondary programs and 30% for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. The estimated formula amount for secondary and postsecondary for 2020-2021 will be $96,576,587.75 with the Perkins Reserve amount of 15% at $14,486,488.16.

THECB funds to eligible postsecondary subrecipients are determined via an allocation process that calculates each subrecipient's Pell-eligible, full-time student equivalents (FTSE) as a percentage of the state's total number.

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

Local Education Agencies and public, two-year community, state, and technical colleges will be eligible for federal Perkins funds upon completion of the Comprehensive Local Needs Assessment and the Perkins Local Application. LEAs that are eligible for the Perkins allocation in 2020-2021 will receive an estimated amount of $57,463,069.71. Postsecondary institutions will receive an estimated amount of $24,627,029.88

Additionally, 1.5% of Perkins funds are set aside for eligible institutions as follows:

| Eligible Institution | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|
| Texas Juvenile Justice System | $184,120.00 | $319,070.12 | $319,070.12 |
| Texas School for the Deaf | $31,104.00 | $39,706.80 | $39,706.80 |
| Texas School for the Visually Impaired | $0 | $15,000.00 | $15,000.00 |
| Windham LEA | $837,388.00 | $1.300,258.04 | $1,300,285.04 |
| Boys Ranch ISD | $15,500.00 | $15,500.00 | $15,500.00 |

The state institutions use Perkins funds to provide CTE programming to assist students in building careers through quality instruction, preparation for industry-based certifications, and development of career connections. For example, the Windham School District tailors CTE programs to provide relevant and marketable employability skills to its students, taking into consideration the impact a previous felony conviction has on the ability of residents to secure certifications, licensure, and employment.

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in LEA boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(2) of Perkins V)**

Each year, Texas adjusts district allocations to reflect the changes that occurred in district enrollment due to charter schools opening or closing in the district's geographical boundaries.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

   a. **include a proposal for such an alternative formula; and**

   b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds based on poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

   **Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

   a. **include a proposal for such an alternative formula; and**

   b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

      **Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

      No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

8. **If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

   The Texas Education Agency will distribute reserve grant funds to eligible LEAs through an application process. Awarded funds must be used as described in the Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, Section 135 (local uses of funds). Eligible recipients must meet at least one of the criteria below:

   - Local career and technical education (CTE) programs in rural areas.

   - CTE programs with high numbers of CTE concentrators or participants. An LEA with 200 or more CTE concentrators in Grades 9–12 is considered an LEA with high numbers of CTE students.

   - CTE programs with high percentages of CTE concentrators or participants. An LEA with 25 percent or more of the total student population in Grades 9–12 who are CTE concentrators is considered a high percentage LEA.

   - CTE programs in areas with disparities or gaps in performance as described in the Strengthening Career and Technical Education Act of 2018, Section 113 (b)(3)(C)(ii)(II).

   Texas faces a significant challenge in helping students become career and college ready in ways that address both current and future workforce needs. Preparing students to enter community colleges and universities and supporting them through the completion of certificates and degrees will help support social and economic mobility for all Texans. Partnerships with institutions of higher education can be used to provide opportunities for students to acquire dual credit, industry-based certifications, and degrees in high-wage and in-demand occupations in regional industry sectors. In addition to partnerships with technical colleges, community colleges and/or universities, LEAs should also work with industry and local stakeholders to assess local workforce needs and coordinate with these partners to promote postsecondary success. LEAs can make a greater effort to establish public/private partnerships, and increase the opportunities for paid internships, apprenticeships, and mentorships, especially focusing on jobs in information technology, manufacturing, health care, construction, transportation distribution and logistics, and other high-wage and in-demand fields (from Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future: The Tri-Agency Report to the Office of the Governor from the Texas Education Agency, Texas Higher Education Coordinating Board, and the Texas Workforce Commission).

The grants will be awarded in two focus areas:

**Focus Area 1 - Texas Regional Pathways Network**

The purpose of Texas Regional Pathways Network (Focus Area 1) is to assist regions with providing high quality college and career pathways that are aligned with regional workforce needs. This grant is designed to support regional teams in planning and implementing high-quality college and career pathways aligned to regional workforce needs. Successful applicants will join the Texas Regional Pathways Network, which provides support to regions across the state that are developing college and career pathways. Regions in the Texas Regional Pathways Network commit to developing pathways that include the seven key components of high-quality college and career pathways.

1. Alignment with high wage, in-demand labor market information (greater than $35, 339 annual salary and greater than 17% growth for the state)
2. Links between secondary and postsecondary education with multiple entry and exit points
3. Credentials and degrees with value in the labor market
4. Integration of rigorous academic and career-focused learning
5. Strong college and career advising and counseling supports
6. Continuum of work-based learning experiences
7. Cross-sector partnerships

Applicants must include a regional team consisting of the following individuals to be qualified for the grant:

- An intermediary which will convene the above stakeholders as well as community and regional stakeholders who are crucial to implementing the key component of the Texas Regional Pathways Network
- A minimum of three LEAs in the region;
- A minimum of one public institution of higher education;
- A minimum of two employers in areas aligned to regional labor market data;

The pathways should help accelerate completion of training in high wage, in-demand fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with institutions of higher education in the region. A list of postsecondary programs of study can be found here. LEAs should ensure the courses count toward certificate or degree programs. (demonstrating multiple entrance and exit points into postsecondary and the workforce). Grant funds may be used to support regionally aligned college and career pathways by collaborating between intermediaries, LEAs, institutions of higher education, industry partners or other non- profits to conduct activities to:

- dedicate personnel intermediary support aligned to regional cross-sector partnerships and operational priorities
- dedicate personnel to support development of inter-district career and technical, advanced academic, advising, financial, and transportation partnerships
- select approved technical assistance partners to support implementation of fidelity of implementation rubric
- ensure high quality CTE programs of study reflect regional labor market information

- provide agreements and/or inclusion of advanced academics within the pathway such as dual credit, AP, IB, etc.
- purchase equipment for CTE programs of study which have been aligned to regional labor market information
- conduct industry-led regional labor market analyses and reverse curriculum mapping
- dedicate personnel to expand employer partnerships tied to work-based learning and career exploration
- provide or expand parent and student facing resources to increase student awareness of in-demand industries

Applicants must include an analysis of regional labor market information (aligned with the Texas Workforce Commission's Workforce Development Board Areas) and provide plans for how they are ensuring alignment between labor market information and secondary CTE program of study offerings.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. TEA staff will conduct regular program update meetings with grantees, for review and planning associated with grant activities. Grantees will be required to submit interim reports, developed by TEA, detailing the progress of the project. Grantees will also be required to attend 1-2 in-person conferences aimed at providing robust technical assistance, peer resource sharing and networking, and regional team planning time. Grantees permitted to use grant funds to assist in the travel costs associated with these events.

### Focus Area 2 - Texas Regional Pathways Network Implementation Grant

The purpose of focus area 2 is to expand participating LEAs partnering to provide CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high wage and in-demand occupations identified by the local regional workforce board. The applicant must expand CTE programs of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high wage and in-demand occupations identified by the local regional workforce board.

9. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The state-level maintenance of effort (MOE) for Perkins federal funding is listed below. Data sources used are the TEA Statewide Summary of Finance Report (FSP), and aggregate expenditure data and student counts provided by the Texas Higher Education Coordinating Board (THECB). The calculation is made annually in mid- February when THECB makes their data available to TEA. See chart below for prior year data:

| Perkins MOE Determination Calculation* | Aggregate | Per Capita |
|---|---|---|
| FY 2015 | $2,481,897,225 | $1,598 |
| FY 2016 | $2,674,508,268 | $1,658 |
| FY 2017 | $2,802,287,986 | $1,688 |
| FY 2018 | $2,932,779,038 | $1,718 |

| Perkins MOE Determination Calculation* | Aggregate | Per Capita |
|---|---|---|
| FY 2019 | $3,084,815,322 | $1,781 |

* Funds made available based on TEA and THECB data. Note: Calculation conducted in the subsequent year, e.g., FY 2018 determination calculated in February 2019.

Texas utilized the MOE reset of 5% for the 2019-2020 fiscal year.

## D.  ACCOUNTABILITY FOR RESULTS

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality—**

   a. **the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**

   b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**

   c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

   Texas chose indicator A above which calculates the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. The decision to use this indicator was based on results from public comments and survey results in which 66% of respondents favored this indicator.

   A recognized postsecondary credential can be an industry-based certification from the industry-based certification list for public school accountability, Level 1 and Level 2 certificates, along with an associate's or baccalaureate degree earned through institutions of higher education.

   The 4S1 indicator will be measure by taking Annual graduates who were concentrators and obtained an industry-based certification, Level 1 or Level 2 certificates, an Associate Degree, or a Baccalaureate Degree (P-TECHs) divided by Annual graduates who were concentrators (using annual graduate definition).

   **Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other program quality measure(s) is optional for States.**

   An additional measure that Texas will include for secondary data is the percentage of CTE students who meet the definition of a program of study completer. The Texas definition for a CTE completer is a student who completes three or more CTE courses for four or more credits, including one state-determined level 3 or 4 advanced level CTE course. The calculation for the completer measure is the number of completers in a program of study/ number of CTE concentrators in that program of study's career cluster x 100.

   For example, if there were 100 completers in the Entrepreneurship program of study and 500 concentrators in the Business, Marketing, and Finance career cluster, the percentage of completers for the program of study in would be 20%.

$$\frac{\text{Number of Completers by Program of Study}}{\text{Number of CTE Concentrators in a Career Cluster}}$$

$$\frac{\text{100 Completers of Entrepreneurship Program of Study}}{\text{500 Concentrators in the Business, Marketing, and Finance Cluster}}$$

**Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.**

5S1 Program Quality- Attained Recognized Postsecondary Credential

5S4 Program Quality- CTE Completer: Number of completers by program of study/Number of CTE concentrators in a career cluster x 100. For example, if there were 100 completers in the Entrepreneurship program of study and 500 concentrators in the Business, Marketing, and Finance career cluster, the calculation of completer for the program of study in this instance would be 20%.

A list of definitions for each quality indicator is available in Section V of this plan.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

Updated Perkins V definitions for CTE Concentrators and CTE Completers have been applied to previous collections of CTE student course completion records to establish a baseline level of data.

3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
   a. **description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**

   CTE Stakeholders in Texas had many opportunities to provide feedback through public comment on the development of State determined levels of performance, both in person at Perkins V input meetings held around the state (Listening Tour) and through electronic surveys and emails. The TEA and the THECB solicited wide ranging input on this topic and many others related to implementing the provisions of Perkins V. Development of State determined levels of performance came from the results of the input described above. Also, as part of the state plan approval process, the agency is providing public comment opportunities to gather further input and feedback. The public comment process is an opportunity for any interested person to submit data or views on a proposed rule. The opportunity for public comment is required by state law,

   Texas Government Code, §2001.029. The public comment period on a rule begins when the rule is published as proposed in the Texas Register. For State Board of Education (SBOE) rules, such as the Perkins V state plan, the comment period is at least 31 days and lasts through the next regular SBOE meeting where the SBOE will take second reading action and the public can also provide testimony. All proposed rules of the SBOE are posted on the TEA website after filed as proposed with the Texas Register. The TEA compiles the public comments received during a proposed rule's public comment period and provides those summaries of and responses to the public comments to the appropriate rulemaking body—in this case, the SBOE--for consideration. Texas Government Code, §2001.033, requires the summary of a comment to include the name of

the group or association that commented and whether it was for or against the adoption of the rule. Comments from individuals will also be included in the summary of public comments, but individuals will not be named. Texas Government Code, §2001.033 also requires that if the rulemaking body disagrees with the comment, the response to the comment must include the reasons why the rulemaking body disagreed. If the rulemaking body agrees with the comment, it could result in a change to the proposed rule. The summaries of and responses to public comments are included with the adopted rule published in the Texas Register. Working on the baseline data and the planning for data auto-coding that will be used to determine state-determined performance levels has been a team of TEA staff members, including employees from Performance Reporting, College and Career and Military Preparation, CTE, Research and Analysis, and IT. The entire team has worked diligently to make sure that these measures align with the goals and outcomes found in ESSA.

See section D.1.c. for Performance Indicator 5S1 description

See THECB Appendix 2: Postsecondary Statewide Stakeholder Consultation Outcomes

b. **an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**

c. **a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

**As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

The TEA has developed an auto-coding process that will calculate student participation in CTE programs as participants, explorers, concentrators, or completers, based on course completion. The procedure for determining a baseline for the State determined levels of student performance began with a careful review of the most recent data available on the performance measures found in Perkins V requirements going back to the sixth-grade year. In future years, growth in student achievement will be set measuring progress against the baseline data. When conducting the baseline data for core indicators of performance, TEA worked with their Information Technology team, the ESSA accountability team (performance reporting), and the data research and analysis team to ensure alignment between state ESSA requirements and the college, career, and military readiness measures within ESSA.

Updated Perkins V definitions for CTE concentrators and CTE completers have been applied to previous collections of CTE student course completion records to establish a baseline level of data. A CTE concentrator is a student who completes at least two courses for two credits within a program of study. A CTE completer is a student who completes three or more CTE courses for four or more credits, including one state- determined level 3 or 4 (advanced or upper level) CTE course within a program of study. The calculation for the completer measure is the number of completers in a program of study/number of CTE concentrators in that program of study's career cluster x 100.

THECB staff conducted a multi-year analysis of certified postsecondary performance data using model Perkins V core indicator criteria. This analysis guided the development of state-determined performance levels for the Perkins V postsecondary core indicators of performance.

A CTE completer at the postsecondary level is a CTE concentrator who earned a recognized postsecondary credential or exited a community or technical college district and is not found at that community or technical college district in the following fall.

4. **Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

No responses received regarding the State determined performance levels.

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

No changes were made to the State determined performance levels as a result of public comment.

5. **Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).**

The TEA will address disparities or gaps in performance in each of the plan years by first reviewing student performance data across the state and district by district. The TEA evaluates and monitors the academic achievement of secondary CTE student concentrators through the state Results Driven Accountability (RDA) system. LEAs are required to analyze performance data, research effective integration strategies, and develop a plan to improve CTE students' academic performance. Improvement plans must include strategies to increase CTE students' academic performance. Examples of effective program improvement strategies include reinforcing rigorous English Language Arts, Mathematics, and Science instruction in CTE curricula; increasing instructional planning time for academic and CTE teachers; and Sheltered Instruction training for academic and CTE teachers to better serve students who are English Learners.

In addition, the TEA will gather additional information about the depth and quality of its CTE programs through the results that come from the CTE Statewide Evaluation project currently underway. The evaluation will provide an analysis of current CTE programs offered around the state focused on student outcomes. The evaluation will include coordinated data files of CTE programs in all Texas LEAs and data analysis of those files. CTE programs will be analyzed by LEA and the findings should explain:

   a. alignment of CTE programs with regional and local workforce needs (e.g., in-demand job opportunities),
   b. outcomes of CTE programs (e.g., course completion, postsecondary enrollment, industry-based credentials earned),
   c. CTE-student preparation for postsecondary opportunities (e.g., college readiness, dual credit completion).

THECB will require postsecondary institutions to address disparities or gaps in performance identified in the Comprehensive Local Needs Assessment (CLNA). The state's 54 community, state, and technical colleges will be required to report findings to THECB in a CLNA report, summarize those findings in the Local Application, and address findings through the targeted used of Perkins formula funds as a condition of receiving Perkins formula funding. Institutions may use Perkins funds to provide

mentoring, success coaching elder/childcare services, textbooks, transportation, tutoring, career coaching, access to assistive technology, and other services to reduce performance gaps.

THECB will analyze disaggregated core indicator performance data at the state and institutional level and will both incentivize institutions and provide technical support to reduce performance gaps. Examples of incentives include statewide recognition of high-performing institutions and merit-based distribution of reallocation funds for successful reduction of performance gaps. Technical assistance to institutions may include statewide training in evidence-based approaches to improving equitable access and individualized assistance to institutions on request or as needs are identified by THECB.

THECB requires biannual progress reports from its 54 community, state, and technical colleges receiving Perkins formula funds. Reports must show progress on each activity in the approved Local Application or address impediments to progress and show how the local institution has responded. Beginning with the FY 2021 Local Application, institutions must commit Perkins formula funds to reducing special populations performance gaps identified in the (CLNA). Biannual reporting will document programmatic activity toward reducing special populations performance gaps.

THECB will respond to statewide stakeholder input about access and equity with the creation of a discrete award category in its State Leadership program to address disparities or gaps in student performance. THECB awards State Leadership grants to postsecondary institutions through a competitive RFA process to provide general support for reducing performance gaps, including development of innovative curricula, statewide professional development, identification of effective teaching strategies, and scaling of approaches that mitigate barriers to success. The creation of a discrete category targeted on special populations' success will support the development of researched, scalable approaches to improving access and equity to reducing these students' performance gaps.

**As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),8 the eligible agency could indicate that it will analyze data on      the core indicators of performance to identify gaps in performance, explain how they will use evidence- based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.**

Support and technical assistance to local districts will come in part as a result of the Comprehensive Local Needs Assessment process. LEAs will be required to evaluate their learners' performance on federal accountability measures, through the review of aggregate and disaggregated student data by race, gender, migrant status, and special populations groups, which are found in Perkins V Section 3(48).

TEA evaluates and monitors the academic achievement of secondary CTE student concentrators through the state RDA accountability system. LEAs are required to analyze performance data, research effective integration strategies, and develop a plan to improve CTE students' academic performance. Improvement plans must include strategies to increase CTE students' academic performance. Examples of effective program improvement strategies include reinforcing rigorous English Language Arts, Mathematics, and Science instruction in CTE curricula; increasing instructional planning time for academic and CTE teachers; and as it pertains to second language acquisition, Sheltered Instruction training for academic and CTE teachers to better serve students who are English Learners.

# III. ASSURANCES, CERTIFICATIONS AND OTHER FORMS

## A.     STATUTORY ASSURANCES

- The eligible agency assures that:

  1. It made the State plan publicly available for public comment9 for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

  2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

  3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

  4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

  5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

  6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V.


## B.     EDGAR CERTIFICATIONS

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

  1. It is eligible to submit the Perkins State plan.

  2. It has authority under State law to perform the functions of the State under the Perkins program(s).

  3. It legally may carry out each provision of the plan.

  4. All provisions of the plan are consistent with State law.

  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

7. The entity has adopted or otherwise formally approved the plan.

8. The plan is the basis for State operation and administration of the Perkins program.

## C.     OTHER FORMS

- The eligible agency certifies and assures compliance with the following enclosed forms:

   1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040)

   2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013)

   3. Certification Regarding Lobbying (ED 80-0013 Form)

   4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005)

# IV. BUDGET

## A. BUDGET FORM

**State Name: Texas**
**Fiscal Year (FY): 2020-2021**

| Line Number | Budget Item | Percent of Funds | Amount of Funds |
|---|---|---|---|
| 1 | Total Perkins V Allocation | Not applicable | $113,619,515 |
| 2 | State Administration | % | $5,680,975 |
| 3 | State Leadership | % | $11,361,951 |
| 4 | • Individuals in State Institutions | % | $1,704,292 |
| 4a | - Correctional Institutions | Not required | $1,300,258 |
| 4b | - Juvenile Justice Facilities | Not required | $319,070 |
| 4c | - Institutions that Serve Individuals with Disabilities | Not required | $54,706 |
| 5 | • Non-traditional Training and Employment | Not required | $60,000 |
| 6 | • Special Populations Recruitment | % | $13,619 |
| 7 | Local Formula Distribution | % | $96,576,587 |
| 8 | • Reserve | % | $14,486,488 |
| 9 | - Secondary Recipients | % | $10,140,541 |
| 10 | - Postsecondary Recipients | % | $4,345,946 |
| 11 | • Allocation to Eligible Recipients | % | $82,090,099 |
| 12 | - Secondary Recipients | % | $57,463,069 |
| 13 | - Postsecondary Recipients | % | $24,627,029 |
| 14 | State Match *(from non-federal funds)* | Not applicable | $ |

# V. STATE DETERMINED PERFORMANCE LEVELS

## Core Indicators of Performance

| Indicator Descriptions Secondary Level | Indicator Codes | Indicator Names | Numerator and Denominator |
|---|---|---|---|
| The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965) | 1S1 | Four-Year Graduation Rate | Concentrators who started high school 4 years prior to expected 4-year graduating year and graduated high school in four years/Cohort of concentrators who dropped out, graduated, or left; started high school 4 years prior to expected 4-year graduating year |
| The percentage of CTE concentrators who graduate high school, as measured by extended year adjusted cohort graduation rate defined in such section 8101. | 1S2 | Extended Graduation Rate | Concentrators who started high school 4 or 5 years prior to expected 5-year graduating year and graduated high school within five years/ Cohort of concentrators who dropped out, graduated, or left; started high school either 4 or 5 years prior to expected 5-year graduating year |
| CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act. | 2S1 | Academic Proficiency in Reading/Language Arts | Annual graduates, dropouts, and other leavers who are concentrators and whose best score met or exceeded grade on English II/ Annual graduates, dropouts, GEDs and other leavers who are concentrators and who took (have a scored answer document) both English I and English II |
| CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act. | 2S2 | Academic Proficiency in Mathematics | Annual graduates, dropouts, and other leavers who are concentrators and whose best score met or exceeded grade level on Algebra I/ Annual graduates, dropouts, GEDs, and other leavers who are concentrators and who took (have a scored answer document) Algebra I |
| CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act. | 2S3 | Academic Proficiency in Science | Annual graduates, dropouts, GEDs and other leavers who are concentrators and whose best score met or exceeded grade level on Biology/ Annual graduates, dropouts, GEDs and other leavers who are concentrators and who took (have a scored answer document) Biology |
| The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed. | 3S1 | Post-Program Placement | Annual concentrators who left secondary education and either: intended to enlist in the military, are employed or, are enrolled in postsecondary education/ Annual concentrators who left secondary education (see definition) |

| Indicator Descriptions Secondary Level | Indicator Codes | Indicator Names | Numerator and Denominator |
|---|---|---|---|
| The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[1] | 4S1 | Non-traditional Program Concentration | Annual concentrators who left secondary education and took and passed in a non-traditional course following the business rules/ Annual concentrators who left secondary education |
| The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. | 5S1 | Program Quality – Attained, Recognized Postsecondary Credential | Annual graduates who were concentrators and obtained an industry-based certification, Level 1 or Level 2 certificates, an Associate Degree, or a Baccalaureate Degree (P-TECHs)/ Annual graduates who were concentrators (using annual graduate definition) |
| The percentage of graduates who were able to reach completer status for an approved state or regional Program of Study. | 5S4 | Program Quality – CTE Completers | Annual graduates who were completers at time of exit/ Annual graduates who were concentrators at time of exit |

| Indicator Descriptions Postsecondary Level | Indicator Codes | Indicator Names | Numerator and Denominator |
|---|---|---|---|
| The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S. C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment. | 1P1 | Post-Program Placement | Numerator: Number of CTE Concentrators who, in the 2nd quarter after completion (4th quarter/Fall), are found: 1) enrolled in a higher education institution in TX; 2)employed in TX; 3) in advanced training; 4) in the military; or 5) in a service program. Denominator: Number of CTE Concentrators who earn a credential or exit an institution/district (are not found in that institution/district in the Fall of the next year) |

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[1] The eligible agency must include at least one program quality indicator — 5S1, 5S2, or 5S3 — and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.

| Indicator Descriptions Postsecondary Level | Indicator Codes | Indicator Names | Numerator and Denominator |
|---|---|---|---|
| The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. | 2P1 | Earned Recognized Postsecondary Credential | Numerator: Number of CTE Concentrators who, within the fiscal year or one year after: 1) earn a certificate or degree; 2) earn certificate of completion of apprenticeship; 3) pass a state-recognized licensure exam; or 4) pass an industry-recognized certification exam. Denominator: Number of CTE Concentrators who earn a credential or exit an institution/district (are not found in that institution /district in the Fall of the next year) |
| The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. | 3P1 | Non-traditional Program Concentration | Numerator: Number of CTE Concentrators from underrepresented gender groups who are enrolled in a CTE program that leads to non-traditional field. Denominator: Number of CTE concentrators enrolled in a program that leads to employment in nontraditional fields during the reporting year. |

## A.     STATE DETERMINED PERFORMANCE LEVELS (SDPL) FORM

State Name: Texas

### Secondary Indicators

| Indicators | Baseline Level | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---|---|---|---|---|
| 1S1: Four-Year Graduation Rate | 97.02% | 97.02% | 97.02% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 1S2: Extended Graduation Rate | Processing | 2019 baseline | 2019 baseline | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 2S1: Academic Proficiency in Reading Language Arts | 58.13% | 58.13% | 58.13% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 2S2: Academic Proficiency in Mathematics | 47.27% | 47.27% | 47.27% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 2S3: Academic Proficiency in Science | 59.62% | 59.62% | 59.62% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 3S1: Post-Program Placement | 71.21% | 71.21% | 71.21% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 4S1: Non-traditional Program Concentration | 49.68% | 49.68% | 49.68% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 5S1: Program Quality — Attained Recognized Postsecondary Credential | 8.16% | 8.16% | 8.16% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 5S2: Program Quality — Attained Postsecondary Credits | N/A | N/A | N/A | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 5S3: Program Quality — Participated in Work-Based Learning | N/A | N/A | N/A | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |
| 5S4: Program Quality — CTE Completers | 31.91% | 31.91% | 31.91% | ≥ one standard deviation above baseline | ≥ one standard deviation above baseline |

### Postsecondary Indicators

| Indicators | Baseline Level | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---|---|---|---|---|
| 1P1: Post-Program Placement | 82.8% | 83.0% | 83.2% | 83.4% | 83.6% |
| 2P1: Earned Recognized Postsecondary Credential | 50.6% | 50.8% | 51.0% | 51.2% | 51.4% |

| Indicators | Baseline Level | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---|---|---|---|---|
| 3P1: Non-traditional Program Concentration | 16.7% | 17.0% | 17.1% | 17.2% | 17.3% |

**Provide any additional information regarding SDPLs, as necessary:**

Based on Perkins V definition changes, TEA conducted a top to bottom review of definitions, sought feedback on core indicators of performance through the statewide listening tour and determined definitions for each core indicator of performance. In section D) 1) a) we discuss the decision on the program quality metrics and why we chose to add an additional measure of 5S4. Since Perkins V significantly changed the definition of a CTE concentrator and because TEA conducted a top to bottom restructure of CTE programs of study which go into effect in the 2020-2021 school year, TEA is proposing two years of baseline data to determine new thresholds for performance growth. Hence, the chart for state determined performance levels reflects two years of baseline data with growth of at least one standard deviation above the baseline starting in year 2021-2022. TEA believes that the auto-coding process now provides a robust data set from which to work; however, this is a shift for districts in how they are sequencing courses as well as the impact that these course sequences and the change in the definition of a CTE concentrator. The two-year hold on baseline data allows districts to focus on fidelity of implementation and start students on new course sequences.

# Appendix

**TEA APPENDIX 1:**
**Perkins V Stakeholder Engagement Meetings**

**Perkins V Regional Stakeholder Engagement**

| Education Service Centers/Regions | Audience/Host Institution | Date |
|---|---|---|
| ESC 1 – Edinburg | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | February 27-28, 2019 |
| ESC 2 – Corpus Christi | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | April 16-17, 2019 |
| ESC 3 – Victoria | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | Did not visit during listening tour. Stakeholders participated in Zoom meetings facilitated by ESC 2. |
| ESC 4 – Houston | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | April 29-30, 2019 |
| ESC 5 – Beaumont | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | February 5-6, 2019 |
| ESC 6 – Huntsville | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | February 19-20, 2019 |
| ECS 7 – Kilgore | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | Did not visit during listening tour. Stakeholders participated in meetings facilitated by ESC 8. |
| ESC 8 – Mount Pleasant | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | April 2-3, 2019 |
| ESC 9 – Wichita Falls | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | Did not visit during listening tour. |
| ESC 10 – Richardson | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | March 5-6, 2019 |
| ESC 11 – Fort Worth | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | March 7-8, 2019 |
| ESC 12 – Waco | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | May 7-8, 2019 |
| ESC 13 – Austin | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | April 25-26, 2019 |
| ESC 14 – Abilene | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | January 22-23, 2019 |
| ESC 15 – San Angelo | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | December 11-12, 2018 |
| ESC 16 – Amarillo | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | March 28-19, 2019 |
| ESC 17 – Lubbock | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | 1-day session on December 12, 2019. Stakeholders were also invited to participate in meetings facilitated by ESC 16 |
| ESC 18 – Midland | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | March 26-27, 2019 |
| ESC 19 – El Paso | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | January 17-18, 2019 |
| ESC 20 – San Antonio | School District Educational Professionals, Education Service Center Staff, Higher Education Professionals and Parents | December 4-5, 2018 |

| Education Service Centers/Regions | Audience/Host Institution | Date |
|---|---|---|
| Southeast | Angelina College | August 22-23, 2019 |
| Central | Austin Community College | September 9, 2019 |
| High Plains/Northwest | Clarendon College | September 11, 2019 |
| Metroplex | Tarrant County Community College | September 19-20, 2019 |
| South | Del Mar College | September 26, 2019 |
| West | Midland College | October 2-3, 2019 |
| Gulf Coast | San Jacinto College District | October 1-15, 2019 |
| Upper East | Tyler Junior College | October 17-18, 2019 |

## Perkins V Stakeholder Engagement

| Stakeholder | Stakeholder Type | Date |
|---|---|---|
| Texas Workforce Coalition | Business and Industry | November 18, 2019 |
| Texas Association of Manufacturers | Business and Industry | November 18, 2019 |
| Texas Business Association | Business and Industry | October 25, 2019 |
| Metro 8 Chambers of Commerce | Business and Industry | October 31, 2019 |
| Texas Association of Workforce Boards | Business and Industry | December 17, 2019 |
| Texas Chemical Council | Business and Industry | November 18, 2019 |
| Texas Oil and Gas Association | Business and Industry | November 18, 2019 |
| National Federation of Independent Business | Business and Industry | November 18, 2019 |
| Association of Electric Companies of Texas | Business and Industry | November 18, 2019 |
| Associated Builders and Contractors of Texas | Business and Industry | November 18, 2019 |
| Associated General Contractors – Texas Building Branch | Business and Industry | November 18, 2019 |
| Texas Association of Builders | Business and Industry | November 18, 2019 |
| Texas Construction Association | Business and Industry | November 18, 2019 |
| Independent Electrical Contractors of Texas | Business and Industry | November 18, 2019 |
| Texas Hospital Association | Business and Industry | November 18, 2019 |
| Texas Medical Association | Business and Industry | November 18, 2019 |
| Texas Restaurant Association | Business and Industry | November 18, 2019 |
| Texas Motor Transportation Association | Business and Industry | November 18, 2019 |
| Texas Pipeline Association | Business and Industry | November 18, 2019 |
| Association of Chemical Industry of Texas | Business and Industry | November 18, 2019 |
| Texas Food & Fuel Association | Business and Industry | November 18, 2019 |
| Texas Independent Producers and Royalty Owners Association | Business and Industry | November 18, 2019 |
| The Advanced Power Alliance | Business and Industry | November 18, 2019 |
| Texas Association of Realtors | Business and Industry | November 18, 2019 |
| Texas Bankers Association | Business and Industry | November 18, 2019 |

| Stakeholder | Stakeholder Type | Date |
|---|---|---|
| Mechanical Contractors Association of Texas | Business and Industry | November 18, 2019 |
| National Electrical Contractors Association of North Texas | Business and Industry | November 18, 2019 |
| National Electrical Contractors Association of Southeast Texas | Business and Industry | November 18, 2019 |
| National Electrical Contractors Association of Red River Valley | Business and Industry | November 18, 2019 |
| Plumbing-Heating-Cooling Contractors of Texas | Business and Industry | November 18, 2019 |
| Texas Air Conditioning Contractors Association | Business and Industry | November 18, 2019 |
| Texas Structural Steel Institute | Business and Industry | November 18, 2019 |
| Texas Masonry Council | Business and Industry | November 18, 2019 |
| Permian Basin Petroleum Association | Business and Industry | November 18, 2019 |
| Texas Board of Nursing | Business and Industry | November 18, 2019 |
| Federal Reserve Bank | Business and Industry | January 17, 2019 |
| Apprenticeship and Training Advisory Council | Business and Industry | June 14, 2019 |
| United Way | Community Partners | January 2020 |
| Texas Coalition of Veterans Organizations | Community Partners | August 1, 2019 |
| Military Child Education Coalition | Community Partners | August 1, 2019 |
| Texas Homeless Network | Community Partners | August 1, 2019 |
| Boys and Girls Club of Central Texas | Community Partners | August 1, 2019 |
| Texas Alliance of Child and Family Services (Foster Youth) | Community Partners | August 1, 2019 |
| Texas Parent to Parent (advocacy group for people with disabilities) | Community Partners | August 1, 2019 |
| AHEAD in Texas (students with disabilities) | Community Partners | August 1, 2019 |
| Texas Women's Foundation | Community Partners | August 1, 2019 |
| National Association for Women in Construction (Fort Worth) | Community Partners | August 1, 2019 |
| Children's Commission | Community Partners | August 1, 2019 |
| Texas Rio Grande Legal Aid (Foster Youth) | Community Partners | August 1, 2019 |
| Texas Regional Pathways Steering Committee | Education | February 2020 |
| Presentation to CTE Administrators at CTAT | Education Conference | February 13, 2019 |
| Presentation to CTE Administrators at CTAT | Education Conference | July 16, 2019 |
| Education Service Center Region 4 Conference Presentation to CTE administrators, teachers, and counselors | Education Conference | November 7, 2019 |
| Texas Public Policy Foundation | Legislative | October 3, 2019 |
| Office of the Governor | Legislative | December 10, 2019 |
| Office of the Lieutenant Governor | Legislative | December 10, 2019 |
| Office of the Speaker of the House | Legislative | December 10, 2019 |
| Legislative Staff | Legislative | December 10, 2019 |
| Texas Association of Community Colleges | Postsecondary Education | November 18, 2019 |
| Texas State Technical College System | Postsecondary Education | November 5, 2019 |

| Stakeholder | Stakeholder Type | Date |
|---|---|---|
| Texas Association of College Technical Educators | Postsecondary Education | August 1, 2019 |
| Texas Community College Teachers Association | Postsecondary Education | August 1, 2019 |
| Texas College Counseling Association (Part of Texas Counseling Association) | Postsecondary Education | August 1, 2019 |
| Texas Association of College and University Student Personnel Administrators | Postsecondary Education | August 1, 2019 |
| National Association of Student Affairs Professionals Texas | Postsecondary Education | August 1, 2019 |
| Texas Association of Student Financial Aid Administrators | Postsecondary Education | August 1, 2019 |
| Texas Association of College Registrars and Admissions Officers | Postsecondary Education | August 1, 2019 |
| Texas Community College Instructional Administrators | Postsecondary Education | August 1, 2019 |
| Texas Administrators of Continuing Education | Postsecondary Education | August 1, 2019 |
| Community College Association of Texas Trustees | Postsecondary Education | August 1, 2019 |
| Texas Association of Secondary School Principals | Secondary Education | November 21, 2019 |
| Career and Technical Association of Texas | Secondary Education | December 17, 2019 |
| Lone Star State School Counselor Association | Secondary Education | December 3, 2019 |
| FFA | Secondary Education | November 4, 2019 |
| Vocational Agriculture Teachers Association of Texas | Secondary Education | November 4, 2019 |
| Texas Council of Administrators of Special Education | Secondary Education | October 24, 2019 |
| CTE Leadership Committee | Secondary Education | October 25, 2019 |
| Education Service Centers | Secondary Education | Monthly from November 2018 |
| Students with Military Families | Secondary Education | November 14, 2018 |
| State Board of Education | Secondary Education | January 28-31, 2020 |
| Texas School Counselors Association | Secondary Education | December 12, 2019 |
| SkillsUSA | Secondary Education | April 5, 2019 |
| Family Career and Community Leaders of America | Secondary Education | May 31, 2019 |
| Educators Rising | Secondary Education | June 10, 2019 |
| Technology Student Association | Secondary Education | December 19, 2019 |
| HOSA | Secondary Education | July 26, 2019 |
| Future Business Leaders of America | Secondary Education | December 11, 2019 |
| DECA | Secondary Education | December 11, 2019 |
| Business Professionals of America | Secondary Education | December 11, 2019 |
| Texas FFA Foundation | Secondary Education | November 4, 2019 |
| Texas Association of School Administrators | Secondary Education | January 2020 |
| Texas Association of School Boards | Secondary Education | January 2020 |
| Mexican American School Board Association | Secondary Education | February 2020 |
| Family and Consumer Sciences Teacher Association of Texas | Secondary Education | July 22, 2019 |
| Career and Technical Association of Texas | Secondary Education | July 8, 2019 |

| Stakeholder | Stakeholder Type | Date |
|---|---|---|
| Hospitality Educators Association of Texas | Secondary Education | November 3, 2019 |
| Texas Industrial Vocational Association | Secondary Education | January 15, 2019 |
| Hospitality Educators Association of Texas | Secondary Education | July 31, 2019 |
| LSPCS | Secondary Education | June 19, 2019 |
| Chief Academic Officer Council | Secondary Education | October 4, 2019 |
| Presentation to CTE teachers at Vocational Agriculture Teachers Association of Texas Conference | Secondary Education | July 30,2019 |
| ELL Association TESOL | Secondary Education | TBD |
| Council of Rural Schools | Secondary Education | February 2020 |
| Texas Workforce Commission | State Agency | Monthly from October 2018 |
| Texas Higher Education Coordinating Board | State Agency | Monthly from October 2018 |
| Texas Education Agency | State Agency | Monthly from October 2018 |
| Texas Railroad Commission | State Agency | November 21, 2019 |
| Texas Department of Criminal Justice and Windham | State Agency | June 14, 2019 |
| Texas Health and Human Services Commission | State Agency | July 3, 2019 |
| Texas Juvenile Justice Department | State Agency | June 14, 2019 |
| Texas Department of Family and Protective Services | State Agency | February 2020 |
| Vocational Rehabilitation Council | State Agency | February 2021 |
| Texas Economic Development Council | State Agency | February 2022 |
| Texas Veteran's Commission | State Agency | February 2023 |
| Texas Workforce Investment Council | State Workforce Board | Monthly from October 2018 |
| Charter School Summit | Secondary Education | June 7, 2019 |

## CCMP Presentations 7/2018-Present

| Date | Conference Name | Presenter | Topics Covered | Audience Makeup | Audience Number |
|------|----------------|-----------|----------------|-----------------|-----------------|
| 5/17/18 | ESC 4-Fiscal Compliance and Funding Conference | L. Torres | Essa, Perkins Transition Plan | Compensatory Funds Administrators | 20 |
| 6/15/18 | ESC 1-CTE Summer Conference | L. Torres | Proposed Programs of Study | CTE Administrators | 100 |
| 7/8-12/18 | I3CTE 18 Innovate, Ignite, Inspire | D. Fowler, A. Brantley | POS, IBC | AC Teachers | 125 |
| 7/14-15/18 | SkillsUSA BOD | A. Brantley | Participant Recruitment for POS IAC | A+C, Mfg., AAVTC Teachers, Industry Partners | 20 |
| 7/16/18 | Hospitality Educators Assoc. of Texas (HEAT) BOD | D. Wieland | POS, IBC, HT Enrollment | HT Teachers and Industry Partners | 30 |
| 7/17/18 | Texas Vocational Association (TIVA) Summer PD | L. Torres | Proposed POS; Energy and Industrial Based Certifications | TIVA ISD Membership | 150 |
| 7/20/18 | TIVA CIPPS | D. Wieland | POS, IBC | Cosmetology Teachers | 160 |
| 7/24/18 | TAFE BOD Webinar | D. Wieland | POS | ET Teachers, TAFE Student Officers, Postsecondary Partners | 30 |
| 7/24-25/18 | CTAT Summer PD | ALL | POS, Perkins V, IBC | CTE Administrators, CTE Teachers, CTE vendors | 700 |
| 7/25/18 | THOA (Health Science Teachers Assoc.) | R. Whitson | | | |
| 7/30-8/3/18 | Family & Consumer Sciences Teachers Association of Texas (FCSTAT) | D. Wieland | POS, IBC, FCS Enrollment, CTSO Participation | FCS Teachers | 500 |
| 7/31-8/3/18 | Vocational Agriculture Teachers Assoc. | R. Whitson | | | |
| 8/29/18 | ESC 20 Quarterly CTE Update | D. Fowler | Perkins V, POS, IBC | CTE Directors | 100 |
| 9/10/18 | FFA BOD | A. Brantley | IBC | AFNR Teachers, Student State Officers, CTE Administrators, AFNR Industry Partners | 25 |
| 9/17/18 | FCCLA BOD | D. Wieland | POS, IAC, IBC | FCS Teachers, FCCLA Student Officers, Industry Partners, Parents | 30 |
| 11/8/18 | Texas Regional Pathways Network Convening | A. Brantley, R. Merritt | LMI | WDA, School District, IHE Partners | 250 |
| 11/9/18 | Career Cluster Advisory Summit | ALL | Perkins V, POS, IBC | Teachers, School Administrators, Industry Partners | 250 |

| Date | Conference Name | Presenter | Topics Covered | Audience Makeup | Audience Number |
|---|---|---|---|---|---|
| 11/12-15/10 | New CTE Teacher Conference | ALL | Perkins V, POS, IBC | New CTE Teachers | 200 |
| 11/13/18 | Hospitality Educators Association of Texas Conference | A. Brantley | Perkins V, POS, IBC | HT Teachers | 50 |
| 11/20/18 | Texas FFA Legislative LEAD | A. Brantley, R. Merritt | Interacting/Working with the TEA | AFNR Teachers | 30 |
| 11/28-12/1/18 | ACTE Vision | R. Merritt | | | |
| 12/12/18 | ESC 17 | R. Merritt | | | |
| 1/7/19 | Texas FFA BOD | A. Brantley | POS, IBCs, Listening Tour | AFNR Teachers, Student State Officers, Administrators, AFNR Industry Partners | 25 |
| 1/8/19 | Texas FFA Foundation BOD | A. Brantley | POS, IBCs, Listening Tour | Ag Teachers, Student State Officers, Administrators, Ag Industry Reps | 25 |
| 1/11/19 | FFA Area XII Midwinter Teacher Professional Development | A. Brantley | IBC, POS | Ag Teachers | 60 |
| 1/15-17/19 | TIVA Midwinter | A. Brantley | IBC, POS | CTE Teachers | 40 |
| 1/17-18/19 | FCSTAT Midwinter Lubbock (Webinar) | D. Wieland | POS, IBC | FCS Teachers and CTE Administrators | 160 |
| 1/24/19 | FCSTAT Midwinter McAllen | D. Wieland | POS, IBC | FCS Teachers | 75 |
| 1/28/19 | HEAT Board Meeting | D. Wieland | POS, IBC | HT Teachers and Industry Partners | 30 |
| 2/8/19 | Fort Hood Education Summit | D. Wieland, S. Smith | POS, IBC | Military Partners, Teachers, Superintendents | 50 |
| 2/11-13/19 | Winter CTAT | ALL | | | |
| 2/18/19 | FCCLA BOD | D. Wieland | POS, IAC, IBC | FCS Teachers, FCCLA Student Officers, Industry Partners, Parents | 40 |
| 2/28-3/1/19 | TAFE BOD at TAFE Teach Tomorrow Summit | D. Wieland | POS, IBC, EdTPA | ET Teachers, TAFE Student Officers, Postsecondary Partners | 30 |
| 3/26/19 | ESSA Institute | L. Torres | ESSA and Perkins V | Compensatory Funds Administrators | 25 |
| 3/24-25/19 | Texas FFA BOD | A. Brantley | POS, IBCs, Listening Tour | AFNR Teachers, Student State Officers, Administrators, AFNR Industry Partners | 25 |

| Date | Conference Name | Presenter | Topics Covered | Audience Makeup | Audience Number |
|---|---|---|---|---|---|
| 3/26/19 | Texas FFA Foundation BOD | A. Brantley | POS, IBCs, Listening Tour | AFNR Teachers, Student State Officers, Administrators, AFNR Industry Partners | 25 |
| 4/4-6/19 | SkillsUSA State Conference | A. Brantley | | | |
| 4/5-6/19 | FCCLA State Leadership Conference | D. Wieland | Perkins V, POS, IBC, World Food Championships | FCS Teachers | 500 |
| 4/24/19 | ACET Spring | L. Torres | Perkins V Transition | Compensatory Funds Administrators | 25 |
| 5/31/19 | FCCLA BOD | D. Wieland | POS, Perkins V, IBC | FCS Teachers, FCCLA Student Officers, Industry Partners, Parents | 40 |
| 6/10/19 | TAFE BOD | D. Wieland | POS, IBC | ET Teachers, TAFE Student Officers, Postsecondary Partners | 30 |
| 6/11-13/19 | GYO Teacher Institute | D. Wieland | POS, IBC | ET Teachers, School Administrators and Counselors, Superintendents | 200 |
| 6/13/19 | TASSP | A. Barrera | IBC Evaluation Process and Updated List | School Principals | 75 |
| 6/17/19 | Texas Regional Pathways | L. Torres | Gulf Coast Pipeline Project | Sheldon ISD, Dayton ISD, Channelview, San Jacinto CC, Lee College | 10 |
| 6/17/19 | Texas Regional Pathways Network Convening | A. Brantley, L. Torres | Group Facilitation — POS and TRPN Stakeholders | School Districts, ESCs, Industry | 100 |
| 6/18-19/2020 | CCRSM Leadership Summit | A. Brantley, R. Merritt | POS | ECHS, PTECH, TSTEM, ICIA School Districts | 350 |
| 6/19/19 | Law, Public Safety, Corrections, and Security Teacher Conference | D. Fowler | POS | LPSCS and Forensic Science Teachers | 100 |
| 6/19/19 | THLA Education Foundation Committee Meeting | D. Wieland, A. Barrera | POS, IBC | HT Industry Partners | 30 |
| 6/25/19 | Region 10 CTE Conference | A. Brantley, R. Merritt | POS, IBCs | Counselors, Teachers, Administrators | 80 |
| 7/7/19 | CTAT – Breakout Session | L. Torres | Energy Program Implementation | LEAs | 41 |
| 7/22/19 | TEXO Foundation | A. Brantley, R. Merritt | POS, IBCs | LEAs and Industry Partners | 40 |
| 7/22-23/19 | FCSTAT | D. Wieland | POS, Perkins V, IBCs | FCS Teachers | 500 |
| 7/29-31/19 | VATAT Conference | A. Brantley | New Teacher, POS, IBCs | AFNR Teachers | 100 |

| Date | Conference Name | Presenter | Topics Covered | Audience Makeup | Audience Number |
|---|---|---|---|---|---|
| 7/31/19 | Region 13 Accountability Summit | A. Barrera | IBC Evaluation Process and Updated List | Region 13 School District Staff | 75 |
| 8/20/19 | CyberTexas Foundation | L. Torres | Cybersecurity POS Implementation | LEAs | 20 |
| 9/18/19 | DECA Advisors | D. Fowler | POS, IBC | DECA Chapter Advisors | 50 |
| 9/25/19 | Texas Travel Summit | D. Wieland | POS, IBC, Industry Partnerships, HT Enrollment Numbers | Industry Partners; Primarily CVB and Travel Industry | 300 |

**TEA APPENDIX 2:**

**Public Comment Highlights**

**DATE:** **August 30, 2019**

**SUBJECT:** **Final CTE Programs of Study**

Texas Education Agency (TEA) conducted a public comment period on proposed Career and Technical Education (CTE) statewide programs of study. Formal feedback was received from over 950 district and campus level administrators, CTE coordinators, CTE teachers, counselors, and industry representatives.

In-person feedback was also collected from over 1,000 stakeholders through information sessions at multiple summer conferences including the Career and Technical Association of Texas, College and Career conferences held at education service centers, and the College and Career Readiness School Models Leadership Summit. The draft versions were also discussed with the Texas CTE Leadership Committee, made up of representatives from all twenty education service centers and members of the Career and Technical Association of Texas, in order to gather regional feedback from CTE leaders.

A significant number of comments focused on concerns related to embedding STEM related courses into other career clusters, adding general courses to every program of study, and questions regarding flexibility within course sequences. The largest number of comments centered around adding additional CTE courses in fashion design to a course sequence. Positive letters were received in support of the new Energy career cluster and requests were made to allow energy sequences to count as a STEM endorsement.

The following table covers the highlights of significant changes based upon public comment while maintaining the methodology used to develop the statewide programs of study:

| Highlights of Changes to Programs of Study Based on Public Comment |
|---|
| • STEM career cluster will remain in place and STEM related programs of study have been organized under the cluster to better align with current endorsement rules |
| • Technology Application courses have been added to programs of study as a result of recent legislation |
| • Engineering courses sequences were adjusted to align with Project Lead the Way guidelines |
| • Principles of Health Science and Medical Terminology courses are now included in five out of the six course sequences in Health Science |
| • Fashion II/Lab was added to the Design & Multimedia program of study |

These revisions have been made to the statewide programs of study documents and the final versions have been vetted through the CTE Leadership Committee. Plans are in place to publish the statewide programs of study on Thursday, September 5, 2019. Once the statewide course sequences have been released, an application process will begin for districts to apply for regional programs of study.

| Stakeholder Type | Section of State Plan for feedback | Page numbers of section for feedback | Secondary or Postsecondary Feedback | Feedback on the Perkins V State Plan for Texas | Public Comment Response |
|---|---|---|---|---|---|
| Business & Industry Representative | B2-Implementing Career and Technical Education Programs and Programs of Study | Pg. 123; Electrical Program of Study Chart | Secondary | As a stakeholder in the Perkins v. State Plan, the Independent Electrical Contractors of Texas believes the chart on the page is inaccurate. Under certificate/license on Electrical Apprenticeship Certificate Level 1, the student will receive a Texas State issued apprenticeship license as a high school student and be able to work in the field and be paid while in school. The certificate will be earned at the end of their senior year, but they will still be licensed and able to work and complete the other 3 years of the electrical program and prepares them to earn a journeyman license. The student will have a state issued license and a job and that is not listed on the chart. | The Electrical program of study included in the appendix provides examples of industry certifications, licenses and degree options for secondary and postsecondary students. TEA will revisit additions and changes to specific sections on the program of study framework. |
| Business & Industry Representative | B2-Implementing Career and Technical Education Programs and Programs of Study | Pg. 26. programs of study must | Secondary | The Independent Electrical Contractors of Texas' Electrical Apprentice Certificate Level 1 Industry-Based Certification meets all 7 requirements under HB 2628 and should have the end date on the program removed. | The end date on the 2019-2020 List of Industry-based certifications for public school accountability indicates that the certification did not meet one of the five evaluation criteria. TEA has been in contact with the vendor and communications about inclusion in the next round of revisions for industry-based certifications are under way. |
| Business & Industry Representative | B1-State's Vision for Education and Workforce Development | 17, 19, 35, 54 | Secondary | On behalf of Project Lead The Way, I thank you for the opportunity to comment on Texas's state plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Project Lead The Way (PLTW) is a nonprofit organization that provides a transformative learning experience for PreK-12 students and teachers across the U.S. through more than 14,000 programs in approximately 11,500 schools.

PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through our pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. PLTW was proud to provide programs to more than 85,000 students through over 1,000 programs in Texas during the 2019 – 2020 academic year. It is our hope that all PLTW students become highly-qualified individuals who are in demand in today's workforce.

PLTW has become a leader in achieving the goals and outcomes championed by Perkins. In response to the President's budget proposal released last month, PLTW's President and CEO, Vince Bertram, provided the following statement to the U.S. Department of Education, "America's global competitiveness requires a highly skilled workforce, and the opportunity to pursue the American Dream can be realized if our students develop the knowledge and skills necessary to thrive in our rapidly evolving economy. Investing today in America's students and career and technical education is an essential investment in our nation's future."

We applaud the Texas Education Agency (TEA) on the time and forethought that was put into the development of the Perkins V state plan, and we ask that you consider the following recommendations:

**Page 17** – Development of a STEM framework in secondary education. As the provider of a number of courses that are classified under the STEM program of study, PLTW would love to serve as a thought partner on this initiative. Note that would not include the advocacy of our programs alone, rather a resource in the planning process. PLTW representatives have served as resources through participating on state education and workforce development councils in various states, including California and Florida. In Texas, we are currently a member of the Computer Science for Texas (CS4TX) coalition for the advancement of computer science education. On the federal level, PLTW's President and CEO, Dr. Vince Bertram, was appointed to the Congress-Authorized Science, Technology, Engineering, and Mathematics (STEM) Education Advisory Panel by the National Science Foundation back in 2018.

**Page 17 and 35** – Work-Based Learning. PLTW has successfully demonstrated the connection between classroom and career as highlighted through our partnerships with companies like Toyota and Lockheed Martin. We will continue to work in the arena with state departments of education and workforce across the country to make work | TEA submitted additional areas for consideration of the STEM endorsement to the State Board of Education. This includes many of the items specifically identified in the response. Vendors will be able to submit their materials for instructional material review as CTE courses are revised through the State Board of Education process. |
| Business & Industry Representative | B1-State's Vision for Education and Workforce Development | 22 | Secondary | College Board is pleased to see that the state is clear that districts must offer a specific number of programs of study based on district high school enrollment numbers, and that these programs of study align to statewide graduation endorsements.

We hope that Texas uses Perkins V to further innovate their CTE programs and provide additional pathways for students. Texas could further expand their CTE programs of study by integrating rigorous Advanced Placement (AP) courses in the statewide approved programs of study that do not include AP. AP is only available in the Networking System program of study in the Information Technology Cluster and the Cybersecurity and Programming and Software Development programs of study in the STEM Cluster.

Perkins V encourages states to support accelerated learning programs, defined as AP, IB, or dual-credit programs, and state plans must outline opportunities for students to earn college credit in high school. In fact, AP fits into many different CTE programs of study. Advanced CTE, College Board, and CTE directors from multiple states teamed up to publish a report articulating how AP courses connect to the 16 Career Clusters listed in the National Career Cluster Framework.

AP and CTE courses can, and should, work in tandem to support career readiness by encouraging the development of the academic knowledge and technical skills that are—together—increasingly important to students' overall employability. AP and CTE courses complement and supplement each other by allowing students to explore coursework and develop relevant skills focused on career areas in which they aspire to work. Moreover, integrating AP and CTE courses gives students the opportunity to leverage the investments Texas has made in support of AP as part of its overall 60x30 goals.

We hope to work with you to expand access to rigorous advanced coursework for your CTE students. link to report referenced above: https://careertech.org/resource/ap-cte-working-together | TEA will continue to review programs of study and relevant/applicable advanced academics courses such as advanced placement. The programs of study will be revised every two years to coincide with updated labor market projections. |

| Stakeholder Type | Section of State Plan for feedback | Page numbers of section for feedback | Secondary or Postsecondary Feedback | Feedback on the Perkins V State Plan for Texas | Public Comment Response |
|---|---|---|---|---|---|
| Business & Industry Representative | B1-State's Vision for Education and Workforce Development | 9-21 | Secondary | The College Board looks forward to working with the TEA and other partners as they execute their vision for increasing student access to CTE so that all students have a fair shot at preparing for high skill and high- wage jobs.<br><br>College Board is especially interested in ensuring that students are informed of both college and career opportunities, and have equal access to quality tools and dashboards as part of this decision-making process. That is why we are pleased to see that the TEA will use Perkins State Leadership funds to develop and strengthen career exploration activities such as curriculum on college and career prep for middle school; counselor and advisor training; and student dashboards that include data on high- skill, high-wage, and in-demand occupations.<br><br>College Board, as part of our mission to clear a path for students to own their future, partnered with Roadtrip Nation® to create Career Finder™, a unique online tool that lets students explore majors and careers that align with their personal interests and connects them to compatible schools on BigFuture™. We believe that Career Finder aligns with some of the items Texas plans to develop as part of Perkins V and encourage the TEA and its partners to consider Career Finder as an option as part of overall efforts to increase student access to valuable jobs data. We look forward to working with you to ensure students have access to this valuable tool.<br><br>Benefits for Students:<br><br>•    Personalized major and career recommendations, plus course and activity ideas<br>•    Seamless connections to college planning with BigFuture<br>•    Access to videos featuring insights from successful professionals<br><br>Benefits for Counselors:<br><br>•    Actionable information for conversations with students about relevant colleges and careers<br>•    Course-planning ideas for students based on their career roadmaps<br>•    Simple, engaging course and career-planning tool using the power of storytelling<br><br>Benefits for Texas and School Districts<br><br>•    Student career and course planning based on their passions and interests<br>•    Easy-to-use counselor and administrator resource to monitor student college and career planning<br>•    Personalized college and career action plans for students | Instructional materials review will be adopted as a part of CTE TEKS review per the State Board of Education process. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | 22-25 | Secondary | The Programs of Study format and documentation, as displayed on pages 23 and 24, present the information clearly and in a concise manner. The format is strong and serves as an excellent planning and guidance tool as students are advised over their potential Program of Study and future career. Page 25 also displays the new formatted webpage as it applies to the Programs of Study and highly useful. Future documents should reflect the same framework to maintain consistency and integrity. | Thank you for sharing your comment with the Texas Education Agency. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | | Secondary | The Perkins V approved programs of study for Programming and Software Development under the STEM pathway does not include Robotics I and II. These two courses could be considered programming, but they are placed under the Advanced Manufacturing and Machinery Mechanics program of study. I would like to see Robotics I and II duplicated in the STEM Programming and Software Development program of study. | Thank you for sharing your comment with the Texas Education Agency. TEA will continue to review programs of study and we appreciate the information shared. |
| School District | A-Plan Development and Consultation | Whole Document | Secondary | In future versions, I think it would be helpful to have separate sections for Secondary vs Postsecondary to ensure requirements and guiding entities are clear.<br><br>But overall, the plan is very comprehensive and gives a great picture of what is happening with CTE in the state of Texas. Thanks! | Thank you for sharing your comment with the Texas Education Agency. |
| School District | B2-Implementing Career and Technical Education Programs and Programs | 32 | Secondary | I love the Pathway samples for the Programs of Study. The inclusion of the Academic Knowledge and WBL all on one page is so important! | Thank you for sharing your comment with the Texas Education Agency. |
| School District | A-Plan Development and Consultation | Texas | Secondary | In spite of claims that TEA will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, to the contrary, TEA mandates have become more extensive, cumbersome and dictatorial than in years past<br><br>The public input that TEA claims to have sought on multiple occasions and from multiple sources, is exaggerated and was totally controlled by TEA. Transparency was minimal at best and TEA representatives were not available to answer questions. Site visits were carefully selected and not extensive in nature.<br><br>Needs assessment is extensive and most of the information is unnecessary. I would hate to do the amount of work required to have it rejected because TEA does not think the answers are complete. The needs assessment goes out in Feb and the actual application should go out in June, but if the application runs as everything else, we won't have Fed funds before the next year begins | Thank you for sharing your comment with the Texas Education Agency. We would welcome specifics as to where your questions or comments were not addressed. |

| Stakeholder Type | Section of State Plan for feedback | Page numbers of section for feedback | Secondary or Postsecondary Feedback | Feedback on the Perkins V State Plan for Texas | Public Comment Response |
|---|---|---|---|---|---|
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | 20-42 | Secondary | State leadership will facilitate Board of Director training related to roles and responsibilities, Perkins 5 and programs of study. Training will be implemented annually.<br><br>3.1Pg 20 – State CTE staff will facilitate a Landscape Analysis for CTSO state performance measurements.<br><br>1CTSOs are guided by the national organizations and although they are considered "co-curricular" in the state of Texas, the CTSOs are the student organizations that POS<br><br>support. State CTE staff should not be serving on these boards<br><br>1CTSO board members do not speak for districts regarding program offerings, local policy, or the local LEA mission and vision. State CTE staff should not be providing training to CTSO board members because they (for the most part) are teachers, not directors and work with the students in the district- they do not set policy, procedures, or design programs and services. Districts are not required to have CTSOs and many do not offer all of the CTSOs available.<br><br>1Not sure what is meant by "Landscape Analysis" but appears to be a in conflict with what is currently measured through programs. Quarterly report from Texas Workforce Commission provides partnership opportunities with business and industry.... Really? The only reports we get from Interlink. All other information must be secured through the Workforce Boards and it is virtually impossible to find anyone that can assist you with questions or concerns. Furthermore, many, if not all of the opportunities for students through mentorships, internships and summer programs are targeted to specific districts and are not inclusive. Professional Development opportunities may be available, but the information is not relevant or timely and there is no real instructional benefit.5.1ESC will participate in the review of the Comprehensive Local Needs Assessment for LEAs within their district. If TEA approves, the district can apply for funds. Another barrier to simplifying the process of progress with CTE. The application (including the needs assessment) has doubled in size and information requirements.<br><br>6.1Pg 28- Process for Regional Programs of Study- Once again, making the process for offering programs that are needed and in-demand within your region difficult to achieve. TEA dictates who can and who cannot offer programs based on their data sources and could take an extensive amount of time to meet with advisory boards and workforce boards to finalize the application. LEAs are dependent on Regional Service Centers to process requests in a timely manner- something that did not happen this first year.<br><br>7.1Pg 41- TEA will develop or procure software to collect, analyze, store, monitor and report on work-based learning opportunities that students have participated in  across Texas based on information submitted through LEAs. The thought being that TEA can facilitate connections between educational institutions and employers. We don't need TEA to facilitate, we need TEA to provide funding to support local positions to achieve this goal. We do not need more government interventions through intermediaries around the state. Look at the Workforce Boards- they work for some, but not all school districts. Texas is too big for TEA to try and control what opportunities are available in each community. 8.1Data to be submitted- not sure how this will impact funding. If CTE students do not meet baseline data, will district not receive funds? Postsecondary data- looks as if they are tracking students after graduation. How will this work?9.1Middle school courses- it appears that TEA is writing modules for the College and Career Readiness course and the Investigating Careers course. Does this mean that districts will no longer be able to focus on various POS through Investigating Careers? Still not funded?<br><br>10.1Training- ESCs are to provide training for counselors, administrators and parents. I feel that the general overview of the state plan will be okay, but again, districts | Thank you for sharing your comment with the Texas Education Agency. Revisions related to comments on Career and Technical Student Organizations have been reflected in the state plan to address this concern. Important to note is the definition of size, scope, and quality, where Career and Technical Student Organizations are a part of the definition of a quality program. The Comprehensive Local Needs Assessment (CLNA) is a requirement of the Perkins V legislation. TEA released regional labor market information to every district and made this available on the website to assist in receiving this information and not having to go through a workforce board to receive the information. Additionally all district data was sent to districts so they did not need to compile this information to respond to the CLNA. This was done in conjunction with a CLNA guide to assist districts in fulfilling this new requirement. Districts are encouraged to innovate and submit new programs of study through the regional program of study process, TEA was pleased to approve 8 of those regional programs of study for districts to offer in 2020-2021. This process will continue every year to provide districts the opportunity to meet the needs of their community. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | Texas | Secondary | As an educator and parent of a student in high school I am firmly against the requirement of students following pathways. Yes they should be offered but students should be allowed to explore all the different options to find out what they are truly interested in. We say we want the students to minimize the debt they take on in postsecondary education but how many students change their majors once if not multiple times as they try to find their way in life? All that is doing is causing them to take on more debt that could have been avoided if we had encouraged students to explore architecture, computer programming, A/V, etc. | Thank you for sharing your comment with the Texas Education Agency. We agree that career exploration is vitally important for our students. This is reflected in the middle school career exploration curriculum as well as in work-based learning career awareness and exploration activities that are encouraged to take place in earlier grades and not wait until high school. Students are still allowed to change their program of study and are not required to complete a program of study. |

| Stakeholder Type | Section of State Plan for feedback | Page numbers of section for feedback | Secondary or Postsecondary Feedback | Feedback on the Perkins V State Plan for Texas | Public Comment Response |
|---|---|---|---|---|---|
| Business & Industry Representative | B1-State's Vision for Education and Workforce Development | | | Adobe appreciates having this opportunity to provide input on the Texas Department of Education's Perkins Career and Technical Act (Perkins V) plan. We strongly support the state's Essential Knowledge and Skills for Career Development, including the expectation that high school students are able to apply critical- and creative-thinking skills to solve complex problems and middle school students are able to use problem-solving models and critical-thinking skills to make informed decisions. As a global technology leader, we need creative, collaborative employees who can solve problems and communicate effectively with each other and our customers. We deeply value these competencies. We also recognize the growing worldwide demand for them by other leading private and public sector employers and the communities they serve. Career and technical education experiences and activities should recognize these workplace needs and align with the work and life experiences students will encounter after graduation. As your agency completes Texas's plan for implementing Perkins V, we respectfully encourage you to consider using Perkins V's performance based learning provisions as a tool to expand the state's career development leadership. Performance based learning is one of the most effective and engaging way for career and technical education students to acquire, at their own pace, the deep content knowledge and an array of essential skills they will need to thrive as workers, community members, and lifelong learners. This approach includes providing opportunities for students to use technology to maximize their creative contributions and impact and demonstrate the knowledge and skills they are acquiring through CTE courses. Consistent with this vision, we respectfully urge you to consider adding the following ideas to Texas's long term Perkins V plan.

INVEST IN CAREER AND TECHNICAL EDUCATION TEACHERS AND COUNSELORS

Adobe strongly supports the Texas Perkins V Transition plan's emphasis on training career and technical education teachers, including training "CTE teachers as licensed instructors in specific industry certifications and/or become a testing site." Evidence shows that teachers and school leaders play the most important role in promoting student achievement, including in career and technical education. Teachers and school leaders are also best positioned to establish learning environments that will cultivate the next generation of creative workers and citizens. Given the critical importance of highly effective teachers to CTE programs, we encourage Texas to include language in the Perkins V plan encouraging school districts to provide professional development opportunities for teachers, school leaders, and other CTE professionals to build their capacity to use competency-based models and other performance based learning practices. For example, Perkins funding could be used to help Texas CTE teachers develop and use high quality performance assessments that better illustrate CTE student's knowledge and skills; effectively use student data gathered through portfolios and other innovative assessments to support personalized learning; and integrate technology to support rich CTE instruction, experiences, and assessments of learning. Adobe also urges Texas to ensure that all school counselors in the state are encouraged and equipped to help students understand the value of acquiring creative literacy, critical thinking, collaboration and communication skills, consistent with the Texas Essential Knowledge and Skills for Career Development. Counselors should also encourage CTE students to seek work based learning opportunities and help students seek out CTE courses that use performance based learning models. This recommendation aligns directly with Perkins V's permitted state level investment in "improv[in] career guidance and academic counseling programs", which can include helping students recognize the value in cultivating their creativity, critical thinking, communication, and collaboration skills.

ENCOURAGE ELIGIBLE RECIPIENTS TO PROMOTE CTE INNOVATION | Thank you for sharing your comment with the Texas Education Agency. In response to invest in CTE Teachers and Counselors, please see the section on uses of leadership funds. In this section, there are specific activities designed to support CTE teachers in terms of training and certification alignment. There are also activities specifically supporting the training of counselors. In response to promoting innovation, we will be looking to add some of these categories into the Perkins Reserve Grant in future years. We are excited to already begin promoting CTE TEKS with specific knowledge and skills related to what students need to know and be able to do as well as creating our work-based learning framework to start to address how to work with employers to provide robust opportunities for students to get hands on real world application. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | TX | Secondary | I feel student participation and success in CTE student organizations should carry as much weight as Industry Certifications toward district's accountability. Currently the list on industry certifications is very limited due to student age and hours of training required to obtain certifications. | Thank you for sharing your comment with the Texas Education Agency. Please note that we added a component to the size, scope, and quality definition to include Career and Technical Student Organizations as a component of a quality program. Please also note that the list of industry-based certifications has grown from the original list of 73 to now 245 recognized industry-based certifications. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | | Secondary | Although area employment data is certainly a key point of consideration, there is the risk of becoming too restrictive in our programming if we tie all of our offerings to local employment information. Although we certainly want our students to have opportunities to become well-equipped employees, we need to think more broadly. Balancing student interests, national and international trends, along with local employability data should all be considered. The pace of change increases exponentially and becoming too restrictive in our programming is not a risk we can not endure when it comes to the futures of our students... whether they stay with us or move on. In addition to local employment data, we should also be working with projection analysts to help us understand our needs 10-15 years down the road, as well as national

trends that could quickly impact our local areas. | Thank you for sharing your comment with the Texas Education Agency. We agree that national trends and preparing students for skills that will be required of future occupations is vitally important. Please let us know if there are specific data sets or skills you would like to see included. |

| Stakeholder Type | Section of State Plan for feedback | Page numbers of section for feedback | Secondary or Postsecondary Feedback | Feedback on the Perkins V State Plan for Texas | Public Comment Response |
|---|---|---|---|---|---|
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | TX | Secondary | The intention of Programs of Study were to identify local/regional employment opportunities and create course pathways for career preparation. The POS that TEA developed do not meet the local / regional / workforce demand in our area. It is ok for our district to offer Hospitality POS but there is genuinely not any good CAREER opportunities (for a high wage, high demand job) in this area. Its again a case of trying to be prescriptive and applying the same medicine to every case. We submitted a request for a Regional POS and it was shot down. Districts are tasked with ensuring we know what our community needs and being able to substantiate it, but when we requested a regional POS to support that, it was not approved.<br><br>The programs of study are too specific with their course options. The career clusters worked well to give districts the ability to create pathways that really did meet their local needs. The POS do not.<br><br>In a district that gives students the opportunity to earn 28 credits over 4 years, the expectation that 4 credits of a program of study be met is unreasonable. | Thank you for sharing your comment with the Texas Education Agency. There are currently 3 different programs of study within Hospitality and Tourism. These programs offer more than four courses within each sequence designed to be flexible for district to offer. Regional programs of study would need to reflect different coursework that is related to regional labor market information demonstrating high wage and in-demand occupations. These requirements are taken from Perkins V requirements and the definition of a program of study.<br><br>Please note that 4 credits within a program of study is not required but rather a demonstration of a student who completes a program of study. Graduation requirements in relation to endorsements still provide districts with flexibility in how they structure their course sequences for graduation and earning an endorsement. The statewide programs of study provide a sequence that meets endorsement requirements, but is not required for graduation. |
| School District | B2-Implementing Career and Technical Education Programs and Programs of Study | manufacturing template p.6 | Secondary | For CTSO/Exploration Activities I noticed only Skills USA being mentioned for the Welding Cluster. I am a Welding instructor for Tyler ISD's CTC, and my students participate in TSA (Technology Student Association). I am an Advisor for TSA as well, TSA offers a comprehensive amount of industry based/STEM based learning experiences not only to build in, but compete in as well, and I invite TEA to review TSA's state rule book to see what all categories are offered to compete in and attend a TSA State competition to view the many different projects that vary from Welding projects, engineering projects, all the way to robotics, and anything else imagined plus anything in between. | Thank you for sharing your comment with the Texas Education Agency. Districts have the flexibility in choosing a Career and Technical Student Organization that best represents the needs of their students. |

**TEA APPENDIX 3:**

**Texas Workforce System Strategic Plan Excerpts**

# THE TEXAS WORKFORCE SYSTEM
# STRATEGIC PLAN

# FY 2016—2023

## VISION

**An innovative, world-class Texas workforce system ensures success in the dynamic global economy.**

## MISSION

**The mission of the Texas workforce system is to position Texas as a global economic leader by:**

- **Growing and sustaining a competitive workforce**

- **Aligning programs with employer needs**

- **Integrating system services**

- **Leveraging partnerships**

**Goal Area 1: Focus on Employers**

By improving access to critical education and labor data sets, employers can better find and plan for skilled workers to meet their needs in both the immediate timeframe and the future. Through greater engagement with employers, education and training providers can better design career and technical education content and delivery options that are more aligned with industry needs. Providers can make adjustments in program content to benefit employers and students, as well as address both state and regional economic needs.

| System Partner Strategy | Agency | System Objective | System Goal |
|---|---|---|---|
| Expand outreach programs to employers to assist veterans to find quality employment | TVC | Increase business and industry involvement | *Focus on employers* |
| Involve business and industry in Texas Essential Knowledge and skills review and programs of study | TEA | Increase business and industry involvement | *Focus on employers* |
| Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements | TWC TEA THECB TVC TDCJ | Expand licensure and industry certification | *Focus on employers* |
| Align career and technical education program content and outcomes with third-party, industry-based certifications | TEA THECB | Expand licensure and industry certification | *Focus on employers* |

## System Objective
Increase business and industry involvement.

**Strategy**
Expand outreach programs to employers to assist veterans to find quality employment.

**Partner Agency**
Texas Veterans Commission

| Action | Start Date | End Date |
|---|---|---|
| Integrate with Texas Workforce Commission business service units across the state. | Ongoing | FY 2019 |
| Partner with employers and veteran service organizations on hiring events. | Ongoing | FY 2019 |
| Participate in corporate events, panel discussions, and presentations. | Ongoing | FY 2019 |
| Partner with employer organizations, the Society for Human Resource Management, and chambers of commerce. | Ongoing | FY 2019 |
| Conduct semi-annual employer satisfaction surveys, analyze survey data, and evaluate ways to improve outreach programs to employers. | Ongoing | FY 2019 |

**Performance Measure**

- Rate of employer satisfaction

**Strategy**
Involve business and industry in Texas Essential Knowledge and Skills review and programs of study.

**Partner Agency**
Texas Education Agency

| Action | Start Date | End Date |
|---|---|---|
| Involve business and industry representatives on committees for the review and revision of the Texas Essential Knowledge and Skills (TEKS) for career and technical education (CTE). | Initiate next review cycle | Date set by the State Board of Education |
| Solicit informal feedback and public comment on drafts of TEKS for career and technical education from specific business and industry representatives. | Initiate next review cycle | Date set by the State Board of Education |
| Identify and review relevant industry-based certifications and incorporate examples into the revision of programs of study content. | Ongoing | FY 2019 |
| Request assistance from the Texas Workforce Commission in soliciting business and industry input on revised programs of study. | Ongoing | FY 2019 |

**Performance Measure**

• Percentage of revised career and technical education programs of study reviewed by business and industry

## System Objective
Expand licensure and industry certification

### Strategy
Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

### Partner Agency
Texas Workforce Commission

| Action | Start Date | End Date |
|---|---|---|
| Expand training strategies and options to increase industry-based certifications offered in response to employer-defined needs by working through local workforce boards to identify certifications that support local employers and building capacity to provide those certifications. | FY 2016 | FY 2017 |

### Performance Measure

- Type and number of third-party, industry-based certifications successfully completed by program participants

Expand licensure and industry certification

**Strategy**
Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

**Partner Agency**
Texas Education Agency

| Action | Start Date | End Date |
|---|---|---|
| Collect third-party, industry-based certification information on the Perkins annual performance evaluation report. | Ongoing | FY 2019 |
| Identify and include third-party, industry-based certifications, as relevant, as examples in revised programs of study. | Ongoing | FY 2019 |

**Performance Measures**

- Type and number of third-party, industry-based certifications successfully completed by program participants
- Certification success rate: total successfully completed certification assessments divided by total attempted certification assessments

Expand licensure and industry certification

**Strategy**

Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

**Partner Agency**

Texas Higher Education Coordinating Board

| Action | Start Date | End Date |
|---|---|---|
| Identify and incorporate industry-based certifications as milestones in programs of study. | FY 2016 | FY 2019 |
| Consider industry-based certifications as potential success points in formula/performance funding. | FY 2019 | FY 2019 |
| Revise existing Workforce Education Course Manual course review process to include discipline-specific professional development to encourage statewide adoption and use of industry-based certifications. | FY 2016 | FY 2019 |

**Performance Measure**

- Type and number of third-party, industry-based certifications successfully completed by program participants

## System Objective
Expand licensure and industry certification

## Strategy
Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

## Partner Agency
Texas Veterans Commission

| Action | Start Date | End Date |
|---|---|---|
| Work with regulatory agencies to use the Texas Department of Licensure and Regulation's primer for developing service credit for occupational licensing as a guide for accurately evaluating military service credit by developing standardized training for other regulatory agencies to adopt and tailor for their specific agency. | Ongoing | FY 2019 |
| Work with regulatory agencies to establish a process for a military service member or veteran to submit an application for a license or apprenticeship and to obtain credit for verified military experience, service, training, or education. | Ongoing | FY 2019 |
| Work with regulatory agencies to post those Military Occupational Standard classifications or designators that correspond to licensed occupations to establish a clear support system to ensure as many veterans as possible are aware of job options. | Ongoing | FY 2019 |

## Performance Measure

- Type and number of third-party, industry-based certifications successfully completed by program participants

Expand licensure and industry certification

**Strategy**

Use third-party, industry-based certifications where relevant as an education or training outcome to connect graduate competencies to job skill requirements.

**Partner Agency**

Windham School District (Texas Department of Criminal Justice)

| Action | Start Date | End Date |
|---|---|---|
| Continue to develop and maintain partnerships between industry and the Windham School District in order to provide certifications to students that will fulfill job requirements in the current workforce market. | FY 2016 | FY 2016 |
| Expand the number of career and technical education classes providing industry standard certifications. | FY 2016 | FY 2019 |
| Expand the career and technical education programs offered by Windham School District and evaluate program effectiveness. | FY 2016 | FY 2019 |

**Performance Measures**

- Type and number of third-party, industry-based certifications successfully completed by program participants
- Certification success rate: total successfully completed certification assessments divided by total attempted certification assessments

**Strategy**
Align career and technical education program content and outcomes with third-party, industry-based certifications.

**Partner Agency**
Texas Education Agency

| Action | Start Date | End Date |
|---|---|---|
| Align Texas Essential Knowledge and Skills to industry-based certifications, where relevant. | Ongoing | FY 2019 |
| Include industry certifications as examples in programs of study and college and career planning guides. | Ongoing | FY 2019 |
| Identify industry certifications offered by Early College High Schools. | Ongoing | FY 2019 |
| Design processes for career and technical education programs of study that identify relevant industry certifications and licenses and incorporate related career and skill information into program content where appropriate. | Ongoing | FY 2019 |

**Performance Measure**

Not applicable—qualitative

**Strategy**

Align career and technical education program content and outcomes with third-party, industry-based certifications.

**Partner Agency**

Texas Higher Education Coordinating Board

| Action | Start Date | End Date |
|---|---|---|
| Develop discipline-specific statewide advisory groups to provide input concerning skills, certifications, and licenses required by business and industry. | Varies by program disciplines | FY 2019 |
| Construct processes to develop and revise programs of study that identify relevant industry-based certifications and licenses, as well as the occupational information that can be incorporated into those programs. | FY 2016 | FY 2019 |
| Provide statewide professional development workshops, by discipline, to share best practices and improve student outcomes. | FY 2018 | FY 2019 |

**Performance Measure**

Not applicable—qualitative

## Goal Area 2: Engage in Partnerships

Through collaborative and transparent processes, workforce system partners focus on outcomes that improve the employability of all program participants—from across a wide spectrum of capabilities and experiences—to meet employer needs. The leveraging of partnerships to enhance system alignment and outcomes depends on trust, a culture of collaboration both within and external to the workforce system, deep working relationships, and technical capacity to communicate to share needs, data, and information. Partnerships can provide for common planning, intake, and reporting on outcomes, as well as ensuring a "no wrong door" approach to the provision of workforce programs and services.

| System Partner Strategy | Agency | System Objective | System Goal |
|---|---|---|---|
| Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers | TWC | Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes | *Engage in partnerships* |
| Create greater access and effective services by promoting collaboration and regional planning | TWC | Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes | *Engage in partnerships* |
| Increase access to, referral between, and outcomes of adult education programs and services | TWC THECB | Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes | *Engage in partnerships* |
| Establish and leverage regional employer partnerships to benefit students pre- and post-release | TDCJ | Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes | *Engage in partnerships* |

Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes

**Strategy**
Improve rehabilitation employment outcomes by establishing additional partnerships with secondary and postsecondary entities, and employers.

**Partner Agency**
Texas Workforce Commission

| Action | Start Date | End Date |
|---|---|---|
| Develop and expand partnerships with system partners, including independent school districts, educational service centers, community and technical colleges, stakeholders, and employers to increase the availability and coordination of integrated work-based learning opportunities such as work experience, pre-apprenticeship, apprenticeship, internship, job shadowing, and on-the-job training. | FY 2016 | FY 2018 |
| Develop and implement a coordinated approach to serving employers through collaboration with local workforce boards and workforce centers. | FY 2016 | FY 2019 |
| Expand collaboration with state and federal partners to increase engagement of employers, including federal contractors, to promote awareness, recruitment, hiring, and retention of qualified individuals with disabilities. | FY 2016 | FY 2017 |
| Expand partnerships with federal, state, and local partners, such as the Veterans Administration and community mental health service providers, to enhance collaboration and coordination of services for veterans with disabilities. | FY 2016 | FY 2019 |

**Performance Measure**

- Percentage of consumers participating in integrated work-based learning activities

## System Objective
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes

## Strategy
Create greater access and effective services by promoting collaboration and regional planning.

## Partner Agency
Texas Workforce Commission

| Action | Start Date | End Date |
|---|---|---|
| Conduct regional identification and planning in cooperation with local workforce boards, in accordance with the Workforce Innovation and Opportunity Act. | FY 2016 | FY 2017 |
| Conduct planning in cooperation with vocational rehabilitation services, in accordance with the Workforce Innovation and Opportunity Act. | FY 2016 | FY 2016 |
| Collaborate with the Texas Higher Education Coordinating Board and the Texas Education Agency on initiatives to increase access to consumer information and to develop, implement, and support effective education and training models. | FY 2016 | FY 2019 |

## Performance Measure

- Percentage of individuals co-enrolled in vocational rehabilitation and workforce programs

Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes

**Strategy**
Increase access to, referral between, and outcomes of adult education programs and services.

**Partner Agency**
Texas Workforce Commission

| Action | Start Date | End Date |
|---|---|---|
| Enhance collaboration between federally funded adult education and literacy grantees and local workforce boards. | FY 2016 | FY 2019 |
| Improve the capacity of community-based providers not receiving adult education and literacy funds to provide adult education and literacy services and to effectively coordinate services with federally funded adult education and literacy grantees. | FY 2016 | FY 2017 |
| Develop and implement a student referral system between federally funded adult education and literacy providers and community and technical colleges to assist individuals seeking adult education services find a program responsive to their needs. If deemed appropriate, consider integration of community-based providers into the referral system. (Referral system measure to be developed prior to implementation.) | FY 2016 | FY 2019 |

**Performance Measure**

• Percentage of individuals co-enrolled in adult education and workforce programs

Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes

**Strategy**
Increase access to, referral between, and outcomes of adult education programs and services.

**Partner Agency**
Texas Higher Education Coordinating Board

| Action | Start Date | End Date |
|---|---|---|
| Increase the number of community and technical colleges providing targeted adult education services that transition students into higher education. | FY 2016 | FY 2019 |
| Provide statewide program support and professional development to improve targeted adult education services provided through community and technical colleges. | FY 2016 | FY 2019 |
| Increase the number of community and technical colleges partnering with local adult education and literacy providers to support the transition of students into and through higher education. | FY 2016 | FY 2019 |
| Develop and implement a student referral system between federally funded adult education and literacy providers and community and technical colleges to assist individuals seeking adult education services find a program responsive to their needs. If deemed appropriate, consider integration of community-based providers into the referral system. (Referral system measure to be developed prior to implementation.) | FY 2016 | FY 2019 |

**Performance Measures**

- Educational attainment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges
- Entered employment rate of students successfully completing Accelerate TEXAS programs at community and technical colleges

## System Objective
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes

## Strategy
Establish and leverage regional employer partnerships to benefit students pre- and post-release.

## Partner Agency
Windham School District (Texas Department of Criminal Justice)

| Action | Start Date | End Date |
|---|---|---|
| Develop partnerships with employers and implement pre-employment career and technical education programs to meet needs of employers for potential student employment. | FY 2016 | FY 2019 |
| Expand opportunities for offenders, pre- and post-release, through career expos and reentry job fairs to access service providers and employment in order to reenter society successfully. | FY 2016 | FY 2019 |
| Continue to provide access and develop awareness of employment opportunities, service providers, and employer surveys on the Windham School District website. | FY 2016 | FY 2019 |
| Establish semi-annual employer survey on pre-employment career and technical education activities and hiring experiences. | FY 2016 | FY 2019 |

## Performance Measure

- Rate of employer satisfaction

**Goal Area 3: Align System Elements**

By improving transitions, aligning programs, and ensuring portability and transferability, Texas improves access and the ability of all students to complete programs of study, earn credentials, transition to further education, and gain critical employability skills. Through the implementation of a common technical core curriculum that is recognized statewide, programs of study can enhance delivery efficiency, dual-credit effectiveness, and improve student outcomes and transitions. Texas employers are better positioned to find and hire the employees they need through an enhanced education and training pipeline.

| System Partner Strategy | Agency | System Objective | System Goal |
|---|---|---|---|
| Develop and implement programs of study in community and technical colleges and align with secondary programs of study | TEA THECB | Improve and enhance services, programs, and policies to facilitate effective and efficient transitions | *Align System Elements* |
| Enhance transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment | TWC | Improve and enhance services, programs, and policies to facilitate effective and efficient transitions | *Align System Elements* |
| Ensure consistent credit transfer based on programs of study and common technical core curriculum | THECB | Develop and implement policies and processes to ensure portable and transferrable credit and credentials | *Align System Elements* |
| Expand career and technical education courses to provide additional opportunities for dual credit | TJJD | Develop and implement policies and processes to ensure portable and transferrable credit and credentials | *Align System Elements* |

## System Objective
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions

## Strategy
Develop and implement programs of study in community and technical colleges and align with secondary programs of study.

## Partner Agency
Texas Education Agency

| Action | Start Date | End Date |
| --- | --- | --- |
| Collaborate with the Texas Higher Education Coordinating Board to develop and implement programs of study to facilitate secondary to postsecondary student transition. | Ongoing | FY 2019 |
| Align secondary and postsecondary programs of study systems by working with the Texas Higher Education Coordinating Board. | Ongoing | FY 2019 |
| Collaborate with the Texas Higher Education Coordinating Board to develop and adopt policies and procedures that facilitate consistent credit transfer from secondary to postsecondary-based programs of study. | Ongoing | FY 2019 |
| Enhance programs of study by including statewide-articulated, Advanced Technical Credit, and Workforce Education Course Manual courses. | Ongoing | FY 2019 |
| Provide training to secondary administrators, counselors, and teachers in the proper use of programs of study. | Ongoing | FY 2019 |
| Collaborate with relevant state agencies to align policies related to workforce education. | Ongoing | FY 2019 |

## Performance Measure

- Percentage of grade twelve secondary students who receive career and technical education dual credit, enroll in a two-year institution, and receive credit at the institution

## System Objective
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions

## Strategy
Develop and implement programs of study in community and technical colleges and align with secondary programs of study.

## Partner Agency
Texas Higher Education Coordinating Board

| Action | Start Date | End Date |
|---|---|---|
| Develop and adopt programs of study that provide a coordinated non-duplicative sequence of secondary and postsecondary academic and career and technical education courses designed to help students transition seamlessly from high school to a public community or technical college. | FY 2016 | FY 2019 |
| Expand and support program of study initiatives and adoption rate of a common group of Workforce Education Course Manual courses per discipline. | FY 2017 | FY 2017 |
| Align secondary and postsecondary programs of study systems by working with the Texas Education Agency. | FY 2018 | FY 2019 |
| Facilitate consistent credit transfer from secondary to postsecondary based on programs of study by working with the Texas Education Agency to develop and adopt relevant policies, procedures, and rules. | Ongoing | FY 2019 |

## Performance Measure

- Career and technical education time to degree

**Strategy**
Enhance transition services for students and youth with disabilities to competitive integrated employment or to postsecondary education and training followed by competitive integrated employment.

**Partner Agency**
Texas Workforce Commission

| Action | Start Date | End Date |
|---|---|---|
| Evaluate, identify, and implement revisions to vocational rehabilitation program policy, procedures, and staffing strategies to improve consistency and effectiveness in the delivery of transition services for students and youth with disabilities. | FY 2016 | FY 2016 |
| Develop and deploy a core group of subject matter experts to assist in implementation of program improvements in transition services, including the development and coordination of training and guidance to increase staff capacity to assist students and youth with disabilities. | FY 2016 | FY 2017 |
| Collaborate with other states, providers, and system partners to develop policy, curriculum, resources, and staff capacity to enhance provision of transition services for students and youth with disabilities. | FY 2016 | FY 2019 |
| [Transition services include but are not limited to career exploration, work-based learning experiences, counseling on opportunities for postsecondary education and training, job readiness skills training, and self-advocacy instruction.] | | |

**Performance Measures**

- Percentage of students and youth with disabilities who participated in transition services and subsequently enrolled in postsecondary education and training
- Percentage of students and youth with disabilities who participated in transition services and subsequently entered competitive integrated employment

## System Objective
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions

## Strategy
Ensure consistent credit transfer based on programs of study and common technical core curriculum.

## Partner Agency
Texas Higher Education Coordinating Board

| Action | Start Date | End Date |
|---|---|---|
| Solicit input from business and industry in the identification of essential knowledge, skills, and abilities required for each program of study. | Ongoing | FY 2019 |
| Conduct discipline-specific workshops with faculty to identify common program-level learning outcomes and common sequences of courses. | FY 2016 | FY 2019 |
| Publish statewide programs of study on the Texas Higher Education Coordinating Board's websites, distribute widely to other state agencies, and link to other career and technical education and workforce activities. | FY 2016 | FY 2019 |
| Revise existing rules, policies, and protocols to include adoption of programs of study. | FY 2016 | FY 2016 |
| Reduce number of Workforce Education Course Manual courses offered at only one or two colleges. | FY 2018 | FY 2019 |

## Performance Measure

- Percentage of community and technical college students who receive program of study-based course credit who transfer to another two-year institution and have that credit recognized

## System Objective
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions

## Strategy
Expand career and technical education courses to provide additional opportunities for dual credit.

## Partner Agency
Texas Juvenile Justice Department

| Action | Start Date | End Date |
|---|---|---|
| Contact local community colleges and technical schools to broker working relationships and begin discussions regarding dual credit opportunities. | FY 2016 | FY 2016 |
| Meet with community college and technical school representatives to outline requirements needed to assess dual credit opportunities. | FY 2016 | FY 2016 |
| Gather and provide teacher credential and other information and material request. | FY 2016 | FY 2016 |
| Coordinate and host meetings between instructors of eligible career and technical education programs and college or technical school representatives to address curriculum and data reporting. | FY 2016 | FY 2016 |
| Implement dual credit courses for eligible students | Timeline: Upon completion of instructor accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. | Timeline: Upon completion of instructor accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. |

## Performance Measure

- Percentage of career and technical education programs approved for dual credit
- Percentage of students successfully completing dual credit career and technical education courses

**TEA APPENDIX 4:**

**Statewide program of Study Overview and Framework Documents**

**Programs of Study Overview**

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

The proposed programs of study go into effect for the 2020-2021 school year and will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

**Highlights of Programs of Study Initiative**

- Include occupations that meet labor market criteria to include projected job growth, annual job openings, and the state median wage

- Ensure course sequences provide district and campus flexibility in program offerings

- Lead to postsecondary education and training opportunities

- Expand opportunities for students to engage in STEM related occupations

- Include one-page resources to assist in scheduling as well as career planning conversations with students

- Allow districts to request regional programs of study supported by regional workforce data

- Align programs of study to endorsements

**Benefits of Programs of Study Initiative**

- Align education to the diverse needs of the Texas' economy to increase opportunities for students

- Improve data collection and reporting of CTE concentrators for districts

- Inform future TEKS revisions through gap analysis between course standards and job skills

- Ensure alignment of teacher certifications to the updated programs of study

**Programs of Study Implementation Considerations**

- Course sequences within each program of study will be used for federal reporting of CTE concentrators CTE completers:
  - New federal definition for a CTE concentrator, as outlined in Perkins V, is the completion of two courses (for two or more credits) within a program of study.
  - Proposed definition for a CTE completer to be the completion of three or more courses for four or more credits including one level 3 or level 4 course.

- Perkins funds can be used to support statewide or approved regional programs of study.

- Current CTE courses not included in the updated programs of study will remain available for districts to offer and can be supported with State CTE funds.

# Programs of Study Overview

## Programs of Study Definition

Perkins V describes a program of study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

## Changes to Career Clusters:

Labor market analysis identified several areas where occupations and postsecondary training overlap across career clusters. The areas of overlap include Business, Marketing, and Finance as well as Law, Public Safety, Corrections, and Security and Government and Public Administration. A new Energy career cluster was created to address Texas' diverse economic landscape. Changes to the career clusters are summarized below:

| Career Cluster | Change to career cluster |
|---|---|
| Agriculture, Food, & Natural Resources | No Change |
| Architecture & Construction | No Change |
| Arts, A/V Technology, & Communications | No Change |
| Business Management & Administration | Combined with Marketing and Finance |
| Government & Public Administration | Combined with Law and Public Safety |
| Education & Training | No Change |
| Finance | Combined with Marketing and Business |
| Health Science | No Change |
| Hospitality & Tourism | No Change |
| Human Services | No Change |
| Information Technology | No Change |
| Law, Public Safety, Corrections, & Security | Combined with Government |
| Manufacturing | No Change |
| Marketing | Combined with Business and Finance |
| STEM | No Change |
| Transportation, Distribution, & Logistics | No Change |

**Programs of Study Overview**

**Programs of Study Methodology**

The TEA conducted a process to identify high wage, high demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the Texas Workforce Commission, Texas Workforce Investment Council, and the Texas Higher Education Coordinating Board. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.), to secondary education and triangulated data sources for the best results of labor projections alongside real-time labor data.

Phase I: Foundation occupations were identified utilizing median growth rate of 17%, median annual salary of $35,339, and a minimum annual openings floor of 500, each based on the data from all occupations in Texas. Occupations that were related to the foundation occupations were identified to form groupings of occupations and initial focus for programs of study.

Phase II: Groupings of occupations were formed based on: similarities in detailed work activities; directly or closely related postsecondary training and education programs; or directly or closely related through standard occupational classification by ONET. These groupings of occupations were compared to the median data of all occupations in Texas.

Data sources include EMSI data (real-time labor market information), labor projections, Local Workforce Boards Targeted Occupations, and the Bureau of Labor Statistics.

**Considerations for Endorsement Alignment**

The statewide programs of study contain course sequences that lead to endorsements. This initiative does not replace endorsements but adds additional support to ensure students have access to CTE programs that lead to in-demand, high-skills, and high-wage occupations. Recommended endorsements are identified on the programs of study resource documents. It remains important for districts to advise students on earning an endorsement. While current rules are in place, future recommendations will be made to the SBOE regarding the following items:

- Allow for additional STEM focused programs of study to qualify for the STEM endorsement
- Allow for innovative courses to serve as the final course in a sequence to earn an endorsement
- Allow for the proposed Practicum in Entrepreneurship course to meet endorsements across multiple career clusters

Accessible versions of all Programs of Study are available on the TEA Website.

# TEA APPENDIX 5:

# Statewide Work-Based Learning Framework and Employability Skills Rubric

# TEXAS WORK-BASED LEARNING FRAMEWORK



The Texas Education Agency developed the Texas Work-Based Learning Framework to support school districts and charter schools in the development and improvement of their work-based learning efforts. The framework establishes statewide objectives, provides a definition of work-based learning and a delineation of capstone experiences, demonstrates that work-based learning activities should occur beginning in early grades and continue through postsecondary education, explains the theory of work-based learning, and outlines the pillars of work-based learning success.
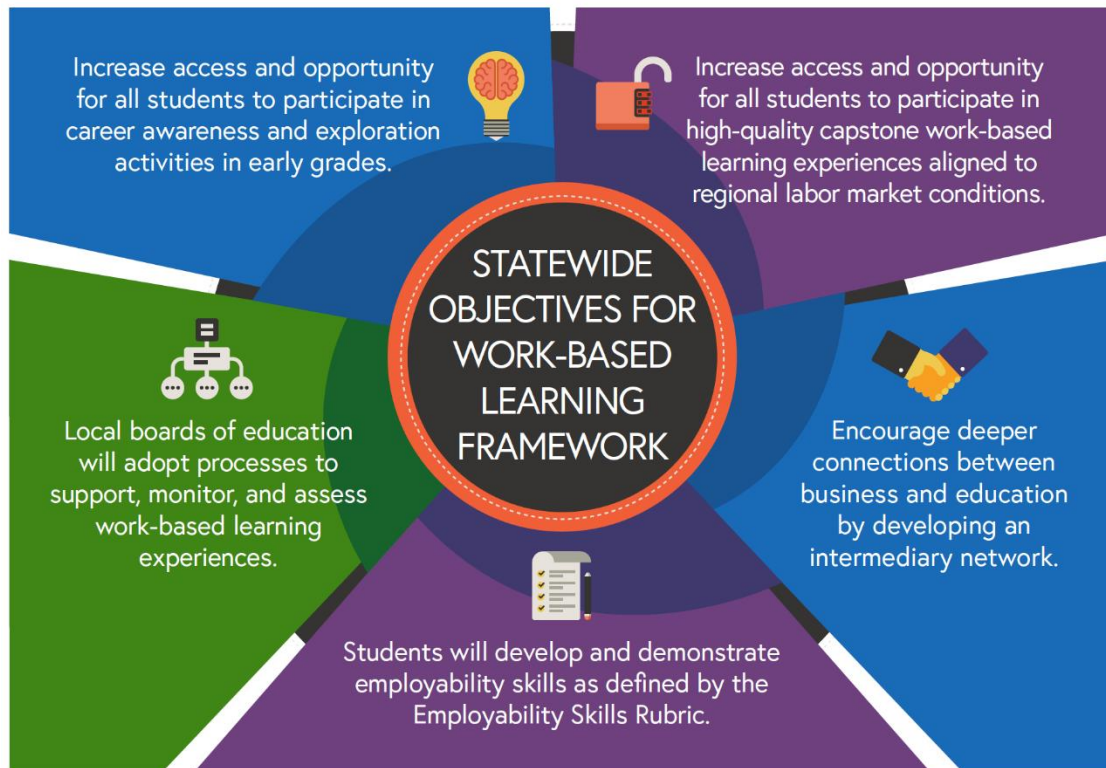
**Figure 14: Statewide Objectives for Work-Based Learning Framework**

*Image Text:*

- *Increase access and opportunity for all students to participate in career awareness and exploration activities in early grades.*
- *Increase access and opportunity for all students to participate in high-quality capstone work-based learning experiences aligned to regional labor market conditions.*
- *Encourage deeper connections between businesses and education by developing an intermediary network.*
- *Students will develop and demonstrate employability skills as defined by the Employability Skills Rubric.*
- *Local boards of education will adopt processes to support, monitor, and assess work-based learning experiences.*
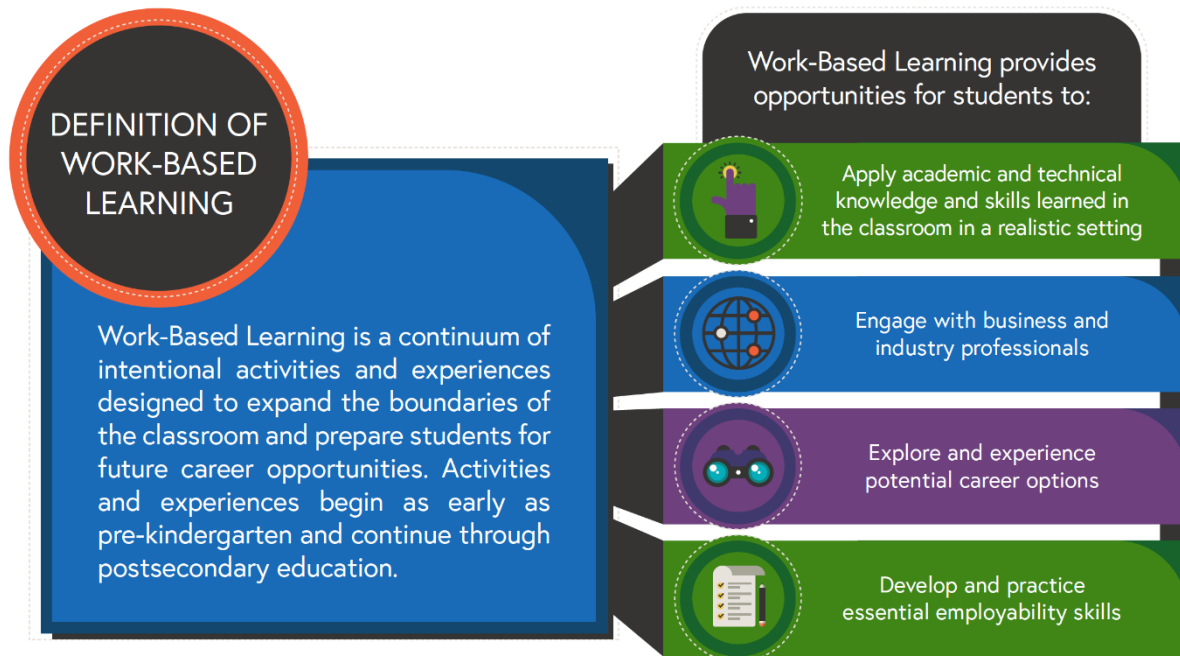
**Figure 15: Definition of Work-Based Learning**

*Image Text:*

*Definition of Work-Based Learning:*

*Work-Based Learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.*

*Work-Based Learning provides opportunities for students to:*

- *Apply academic and technical knowledge and skills learned in the classroom in a realistic setting*
- *Engage with business and industry professionals*
- *Explore and experience potential career options*
- *Develop and practice essential employability skills*
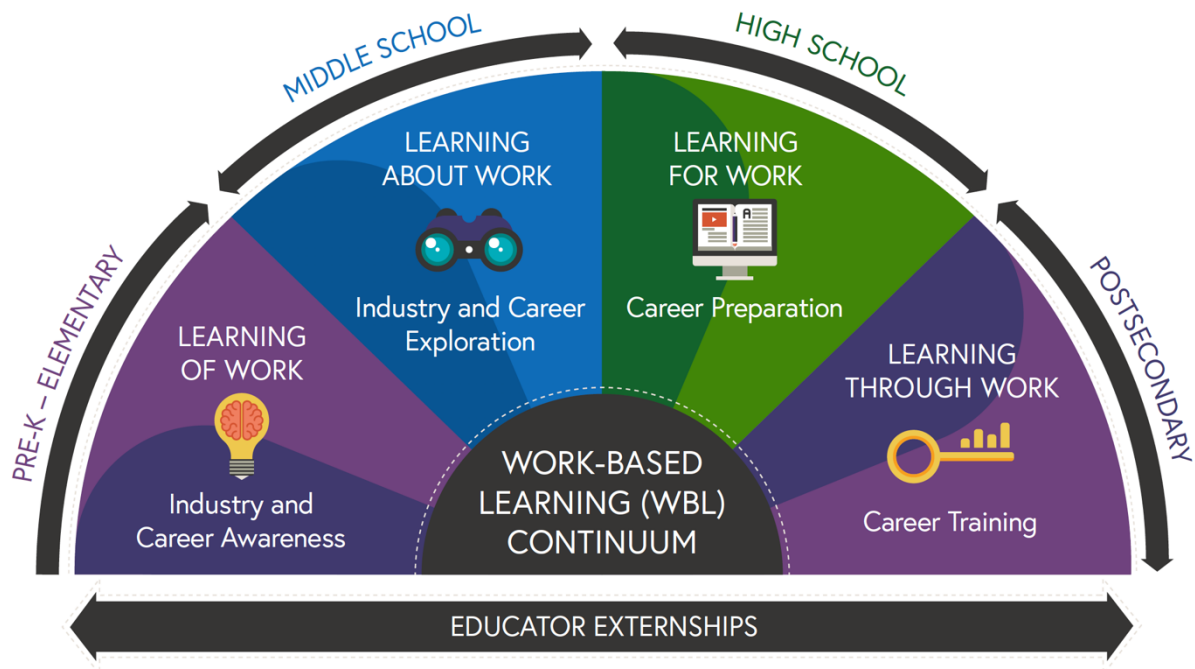
**Figure 16: Work-Based Learning Continuum**

*Image Text:*

*Work-Based Learning Continuum*
- *Pre-K-Elementary*
  - *Learning of Work*
  - *Industry and Career Awareness*
- *Middle School*
  - *Learning About Work*
  - *Industry and Career Exploration*
- *High School*
  - *Learning for Work*
  - *Career Preparation*
- *Postsecondary*
  - *Learning Through Work*
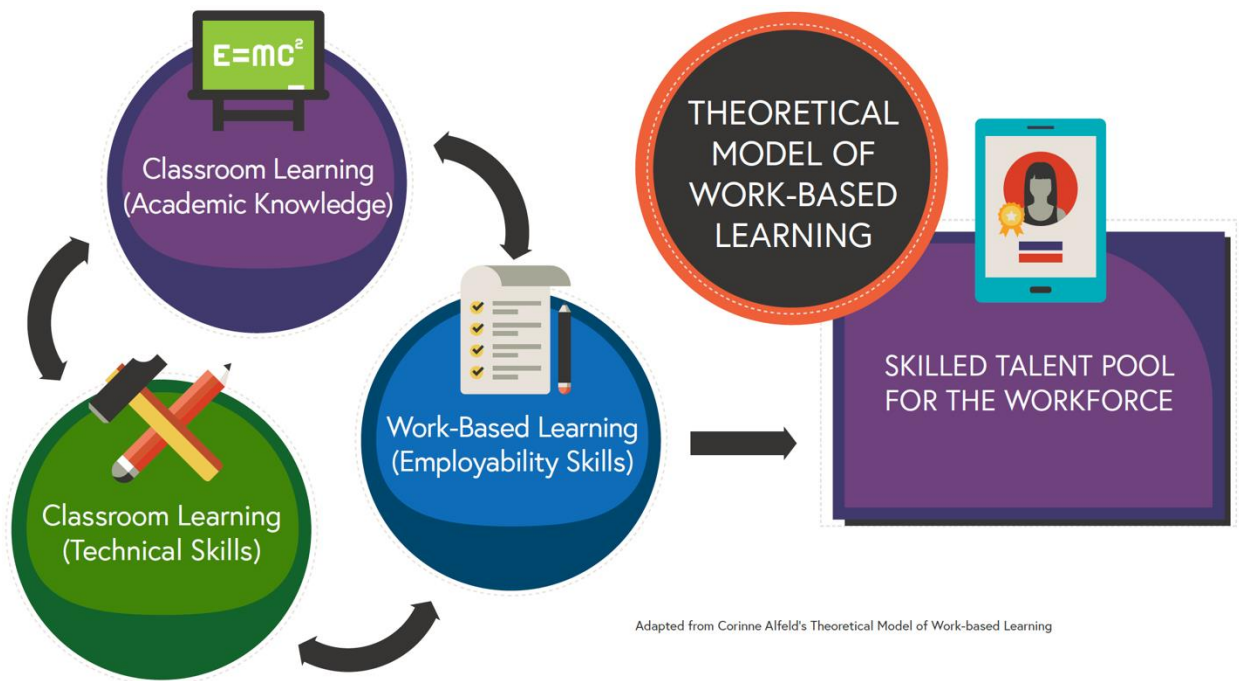  - *Career Training*

**Figure 17: Theoretical Model of Work-Based Learning**

*Image Text:*

*Theoretical Model of Work-Based Learning*

- *Classroom Learning (Academic Knowledge), and*
- *Classroom Learning (Technical Skills), and*
- *Work-Based Learning (Employability Skills) lead to*
- *Skilled Talent Pool for the Workforce*
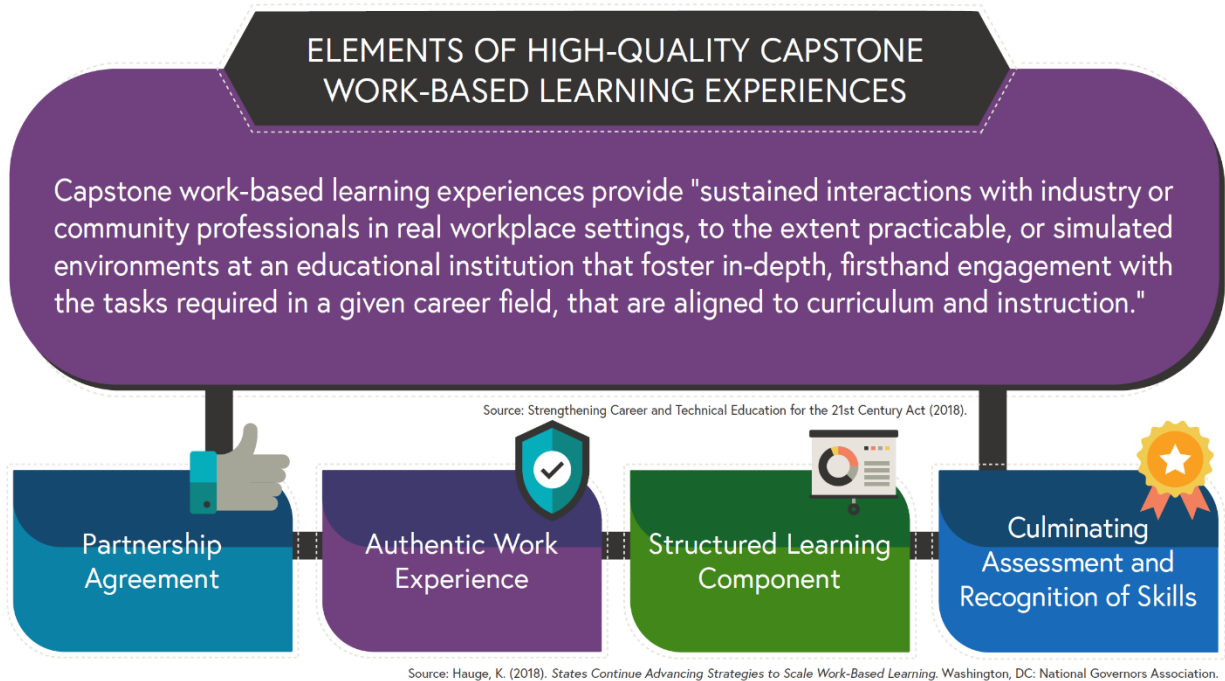
**Figure 18: Elements of High-Quality Capstone Work-Based Learning Experiences**

*Image Text:*

*Elements of High-Quality Capstone Work-Based Learning Experiences:*
*Capstone work-based learning experiences provide "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."*

- *Partnership Agreement*
- *Authentic Work Experience*
- *Structured Learning Component*
- *Culminating Assessment and Recognition of Skills*
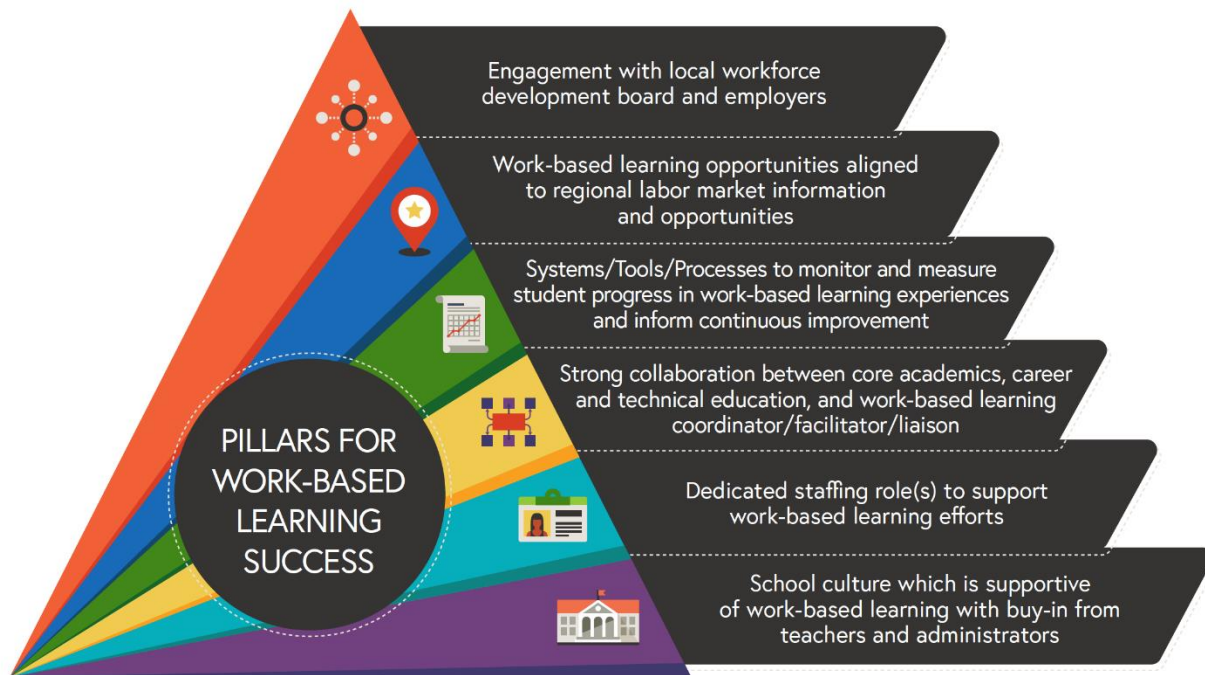
**Figure 19: Pillars for Work-Based Learning Success**

*Image Text:*

- *Engagement with local workforce development board and employers*
- *Work-based learning opportunities aligned to regional labor market information and opportunities*
- *Systems /Tools/Processes to monitor and measure student progress in work-based learning experiences and inform continuous improvement*
- *Strong collaboration between core academics, career and technical education, and work-based learning coordinator/facilitator/liaison*
- *Dedicated staffing role(s) to support work-based learning efforts*
- *School culture which is supportive of work-based learning with buy-in from teachers and administrators*

# Work Based Learning Employability Skill Rubric

## Effective Relationships

| Skill | Criteria | Emerging | Developing | Accomplished | Exemplary |
|---|---|---|---|---|---|
| Interpersonal Skills | Teamwork | Demonstrates respect and courtesy<br><br>Shows sincere interest in others and their concerns<br><br>Relates to people in an open, friendly, accepting manner<br><br>Collaborates well in a diverse team<br><br>Collaborates well in a team to solve problems | ...and<br><br>Understands individual and team roles<br><br>Gives feedback to teammates | ...and<br><br>Exercises leadership within a team<br><br>Reflects on the collaboration and makes recommendations for improvement<br><br>Solicits ideas and feedback from teammates | ...and<br><br>Inspires and motivates others to perform at a high level<br><br>Analyzes how teams function<br><br>Sees differences in people (i.e., strengths, personality, culture, or background) as opportunities for learning about and approaching things differently |
| Interpersonal Skills | Conflict Resolution | Talks through conflicts with others<br><br>Identifies the needs of others<br><br>Listens effectively to others | ...and<br><br>Responds or adjusts to the needs of others<br><br>Receptive to feedback from others | ...and<br><br>Seeks out resources to resolve conflicts<br><br>Provides alternative solutions or options to others | ...and<br><br>Anticipates challenges and conflicts and seeks to mitigate<br><br>Persuades and influences others to take needed actions<br><br>Adapts product or process to meet the needs of the audience, customer, or project |
| Personal Qualities | Initiative | With some supervision, completes assigned tasks on time and at a high-quality level<br><br>Communicates any potential delays to supervisor/teacher<br><br>Demonstrates diligence, perseverance, and self-control | ...and<br><br>Asks questions to complete tasks<br><br>Plans out tasks | ...and<br><br>Understands and adheres to performance and accountability expectations<br><br>Seeks leadership opportunities | ...and<br><br>Identifies and completes tasks without being told<br><br>Gives suggestions of new tasks or ways to improve current processes<br><br>Completes high- quality, independent work on time without direct supervision |
| Personal Qualities | Adaptability | Asks for help<br><br>Seeks feedback, guidance, and information in a proactive manner | ...and<br><br>Compromises<br><br>Shows resilience in the face of constraints, frustrations, or adversity | ...and<br><br>Accepts constructive criticism and modifies behavior<br><br>Embraces new methods or approaches | ...and<br><br>Seeks new learning opportunities<br><br>Adjusts to multiple demands, shifting priorities, ambiguity, and rapid change |
| Personal Qualities | Professionalism and Integrity | Understands and adheres to ethical codes of conduct<br><br>Demonstrates principles and values that align to the workplace/ classroom<br><br>Demonstrates trustworthiness, honesty, loyalty, punctuality, and reliability<br><br>Possesses a positive attitude and demeanor when working with others<br><br>Dresses and grooms appropriately<br><br>Handles information confidentially and appropriately<br><br>Maintains a professional and appropriate social media presence | ...and<br><br>Attributes ideas and information to source materials and people<br><br>Understands own strengths and opportunities for improvement<br><br>Follows through on promises and commitments | ...and<br><br>Advocates for oneself by communicating needs<br><br>Takes actions to build skills | ...and<br><br>Maintains a positive attitude and professional demeanor under difficult situations<br><br>Admits mistakes and takes personal responsibility<br><br>Takes ownership for professional growth |

## Workplace Skills

| Skill | Criteria | Emerging | Developing | Accomplished | Exemplary |
|-------|----------|----------|------------|--------------|-----------|
| Resource Management | Manages time, money, resources, and personnel | Arrives on time<br><br>Identifies resources available and needed to complete project or tasks<br><br>Completes tasks in the allotted time and manages own time appropriately<br><br>Adheres to budget or resources allocated | ...and<br><br>Uses resources and materials effectively<br><br>Understands roles of others and the value of their time<br><br>Takes inventory of materials<br><br>Understands project or task timeline | ...and<br><br>Creates a plan to complete work on time<br><br>Identifies and understands strengths and opportunities for growth of team members<br><br>Assigns staff roles or tasks based on strengths | ...and<br><br>Understands how resources affect profitability and timelines<br><br>Maximizes resources to save money and/or time<br><br>Prioritizes use of resources based on organizational goals or classroom guidelines |
| Information Use | Locate, organize, analyze, use, and communicate information | Utilizes handbooks or documents to guide information flow<br><br>Identifies valid, reliable, and relevant sources<br><br>Follows guidelines for information storage and organization<br><br>Applies relevant and credible information and sources to complete tasks | ...and<br><br>Organizes information based on clear patterns<br><br>Identifies which information is relevant and important to tasks | ...and<br><br>Prioritizes information<br><br>Communicates with clarity to others<br><br>Presents analyzed data and communicates findings in a variety of formats | ...and<br><br>Seeks out resources and information relevant to the work or project in an independent manner<br><br>Analyzes relationships and patterns in information or data<br><br>Understands the connection of information to other tasks or parts of the project |
| Communication | Verbal communication | Speaks clearly and audibly with proper enunciation<br><br>Expresses ideas clearly in groups and one-to-one conversations<br><br>Uses nonverbal cues appropriately aligned to message | ...and<br><br>Uses appropriate and professional language<br><br>Uses technical terminology and academic vocabulary accurately<br><br>Identifies appropriate communication style to achieve goals | ...and<br><br>Communicates persuasively<br><br>Checks for understanding and rephrases | ...and<br><br>Plans and presents oral presentations<br><br>Paces presentations appropriately to convey message and ideas<br><br>Understands cultural implications of communication |
| Communication | Active listening | Exhibits culturally appropriate body language<br><br>Responds to verbal and nonverbal cues from others<br><br>Applies what was heard to the task | ...and<br><br>Takes notes while listening | ...and<br><br>Restates or repeats what was heard to confirm information<br><br>Responds and asks clarifying questions | ...and<br><br>Summarizes key points discussed |
| Communication | Comprehends written material | Understands and follows written directions and policies<br><br>Reads materials specific to work or tasks | ...and<br><br>Asks clarifying questions regarding technical or work- specific written materials | ...and<br><br>Summarizes key points from technical or work-specific written materials | ...and<br><br>Offers feedback and critiques to technical or work-specific written materials |
| Communication | Conveys information in writing | Writes clearly and coherently using standard writing conventions<br><br>Cites properly | ...and<br><br>Identifies appropriate method, medium, format, and style to convey information | ...and<br><br>Conveys written information in multiple industry or career-specific mediums and formats<br><br>Reviews and edits written work constructively | ...and<br><br>Writes using the industry or academic-specific terminology<br><br>Conveys information effectively and accurately through formal and informal documents |

| Skill | Criteria | Emerging | Developing | Accomplished | Exemplary |
|---|---|---|---|---|---|
| **Systems Thinking** | *Understands, uses, monitors, and improves systems* | Understands how information and processes flow within organizations<br><br>Understands relationship between various departments and systems<br><br>Understands organizational makeup and structure<br><br>Identifies processes and procedures used within organizations | ...and<br><br>Understands how components fit within and support a system<br><br>Understands how processes and procedures create efficiencies within organizations | ...and<br><br>Evaluates inefficiencies within a system<br><br>Recommends improvements to processes and procedures to address inefficiencies | ...and<br><br>Takes appropriate action based on systems in the school or workplace<br><br>Understands assumptions and beliefs of different entities and/or groups within the system<br><br>Identifies approaches or strategies to monitor systems |
| **Technology Use** | *Understands and uses technology* | Understands and follows safety and guidelines procedures for tools and technology<br><br>Identifies which technologies are necessary for the job or career | ...and<br><br>Understands which technologies are needed to complete specific academic or workplace tasks | ...and<br><br>Uses appropriate technology to complete tasks | ...and<br><br>Produces a product using appropriate technology<br><br>Seeks opportunities to improve technological skills |

# Applied Knowledge

| Skill | Criteria | Emerging | Developing | Accomplished | Exemplary |
|---|---|---|---|---|---|
| Applied Academic Knowledge | Academic application | Identifies academic knowledge (i.e., reading, writing, mathematics, science, social studies) most relevant to achieving college and career goals | ...and<br><br>Understands which academic knowledge is most relevant to classroom or work tasks | ...and<br><br>Applies relevant academic knowledge to complete a classroom or workplace task | ...and<br><br>Applies relevant academic knowledge to solve a classroom or workplace problem |
| Critical Thinking | Problem solving | Identifies the problem or core issue<br><br>Utilizes a process to solve problems | ...and<br><br>Negotiates pros and cons of ideas, approaches, and solutions<br><br>Develops a plan to address problems<br><br>Learns from mistakes from past issues or problems | ...and<br><br>Debates an issue and converges to an understanding by questioning and assessing problems<br><br>Displays analytical and strategic thinking<br><br>Develops and applies multiple strategies to solve a problem | ...and<br><br>Develops and defends solutions to problems based on evidence<br><br>Evaluates potential solutions for best possible outcomes<br><br>Considers a broad range of internal and external factors when solving problems and making decisions |
| Critical Thinking | Creative thinking | Proposes familiar approaches to address challenges or complete tasks<br><br>Offers ideas that are outside the norm | ...and<br><br>Generates alternative solutions and ideas to address challenges and complete tasks | ...and<br><br>Creates and shares innovative solutions to address challenges and ideas to complete tasks | ...and<br><br>Contributes to a culture of innovation<br><br>Takes risks when justified<br><br>Understands design in products and processes |

**TEA APPENDIX 6:**

**College and Career Readiness School Models for Early College High Schools, P-TECH/ICIA High Schools and T-STEM High Schools**

# The Early College High School Blueprint

## Design Elements

All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet all of the design elements for each benchmark annually.

## Outcomes-Based Measures

All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet OBMs on data indicators related to access, achievement, and attainment.

## Provisional Early College

Provisional Early Colleges are new ECHSs that demonstrate they can implement all the design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.

## Early College

Early College Designees maintain designation by demonstrating they can implement all of the design elements for each benchmark and meet the Early College OBMs.

## Distinguished Early College

Distinguished Early Colleges have been designated as Early Colleges for at least five years and demonstrate that they can implement all of the design elements for each benchmark and meet the Distinguished Early College OBMs.

## Needs Improvement

At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted technical assistance and has no more than two years to meet the OBMs or no longer receive designation. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as an Early College, given that they meet the Early College OBMs.

TEA is currently in a phase-in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.

**Benchmark 1: Target Population**

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

**Design Elements**

*All ECHSs must implement and meet the following requirements:*

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)

3. The ECHS shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.

4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

5. For admissions, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.

**Required Activities and Products**

*Activities:*

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

*Products:*

- Written admission policy and enrollment application
- Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

**Benchmark 2: Partnership Agreement**

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;

- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;

- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and

- Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

**Design Elements**

*All ECHSs shall develop, sign, and execute a MOU that includes the following components (at a minimum):*

- Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree or at least 60 semester credit hours toward a baccalaureate degree

- Curriculum alignment

- Policy for advising students on the transferability of all college credit offered and earned

- Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned

- Policy regarding advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)

- ECHS students access to the IHE facilities, services and resources

- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees

- Professional development for ECHS faculty (including both district and IHE faculty/staff)

- Data sharing agreement that includes provisions for:

- Teacher data such as qualifications

- Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track to be successful in college level courses

- Administration of statewide instruments under TEC Subchapter B, Chapter 39

- Transportation costs and fees

- Grading periods and policies

- Instructional materials

- Instructional calendar including location of each course that will be offered

- Student enrollment and attendance policies

- Provisions for discontinuing ECHS operation and the ensure students previously enrolled will have opportunity to complete their course of study

**Required Activities and Products**

*Activities:*

- All products shall be published on the ECHS's website and be made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

- Campuses must submit their final signed MOU to TEA when initially applying for early college designation or are provisionally designated.

- ECHS Campuses that are designated early college or distinguished early college are not required to submit the MOU during the annual designation process (but must have it available upon TEA request).

- ECHS campuses in needs improvement may be required to resubmit their MOU to TEA.

*Products:*

- Final, signed, and executed MOU

**Benchmark 3: P-16 Leadership Initiatives**

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

**Design Elements**

*All ECHSs must implement and meet the following requirements:*

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:

    a. Identify members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS

    b. Annually review the MOU for necessary revisions

    c. Assume shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public.

    d. Monitor progress on meeting the Blueprint, including reviewing data to ensure the ECHS is on-track to meet outcomes-based measures

    e. Guide mid-course corrections as needed

2. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision- making authority:

**District leaders (may include):**

- Superintendent

- Assistant superintendent of curriculum and instruction, or equivalent position

- ECHS principal or director

- CTE Director (if applicable to the ECHS model)

- Department Chairs

- School counselors

- School-business partners

**IHE leaders (may include):**

- College or university president

- Provost

- Department Chairs for core academic disciplines

- ECHS liaison

3. Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

**Required Activities and Products**

*Activities:*

- All products shall be published on the ECHS's website and be made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

*Products:*

- ECHS/IHE leadership meeting agendas and minutes

- School board and board of regents' presentations

- Description of each member and role in committee

**Benchmark 4: Curriculum and Support**

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

**Design Elements**

*All ECHSs must implement and meet the following requirements:*

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate's degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The campus may implement multiple dual enrollment delivery models:

    a. College courses taught on the college campus by college faculty

    b. College courses taught on the high school campus by college faculty

    c. College courses taught on the high school campus by qualified high school faculty

    d. College courses taught virtually, via distance/online/blended learning

2. The ECHS shall support students in their course of study.

    a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:

        • Developing individualized student plans for ongoing academic support,

        • Providing tutoring and/or Saturday school for identified students in need of academic supports,

        • Providing advisory and/or college readiness and support time built into the program of study for all students, and

        • Establishing a mentorship program available to all students.

    b. The ECHS shall provide social and emotional support to the students as needed, including:

        • connections to social services

        • parent outreach and involvement opportunities

    c. The ECHS shall provide enrichment opportunities, including:

        • A structured program of community service to promote community involvement.

- Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.

- Providing college awareness to current and prospective students and families, including:

    I. Application assistance,

    II. Financial aid counseling, and

    III. College and career counseling.

3. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.

**Required Activities and Products**

*Activities:*

- All products shall be published on the ECHS's website and be made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

*Products:*

- 60 college credit hours crosswalk

- Calendar of family outreach events

- Professional learning community agendas and notes

- Advisory/study skills curriculum material

- Master schedules

**Benchmark 5: Academic Rigor and Readiness**

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC

§4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

**Design Elements**

*All ECHSs must implement and meet the following requirements:*

1.  The ECHS shall provide a TSI assessment to accepted students as early as possible (however, not as a prerequisite for admissions to the ECHS).

    a.  The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

    b.  The ECHS shall publish on their website the dates the TSI will be administered.

    c.  The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).

2.  The ECHS is a TSI assessment site or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success.

3.  The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.

**Required Activities and Products**

*Activities:*

•   All products shall be published on the ECHS's website and be made available to TEA upon request.

•   All products shall be maintained in accordance with the local records retention policy.

*Products:*

•   Calendar of TSI test administration dates

•   Aggregate reports of TSI exam performance

•   Tutoring and bridge program schedules

Bridge program curriculum

**Benchmark 6: School Design**

The Early College High School must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

**Design Elements**

*All ECHSs must implement and meet the following:*

1. The ECHS location shall be:

    a. On a college or university campus, or

    b. In a high school—as a standalone high school campus or in a smaller learning community within a larger high school.

2. ECHS staff shall include:

    a. An ECHS leader who has scheduling, hiring, and budget autonomy

    b. An IHE liaison with decision-making authority and interacts directly and frequently (in-person or virtually) with ECHS the leader and the dual credit provider

    c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include adjunct high school faculty capable of teaching college-level courses

    d. Counseling staff who support the ECHS students, including activities such as: coordinating with the IHE for registration and monitor of students' high school and college transcripts, monitoring high school and college courses to ensure both requirements are met.

3. The ECHS students shall be cohorted for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class.

4. ECHS shall implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, is based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development should include, but is not limited to:

    a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.

    b. Provide opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

**Required Activities and Products**

*Activities:*

- All products shall be published on the ECHS's website and be made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

*Products:*

- Mentor/induction program plans
- Annual training or professional development plan with ECHS and IHE faculty
- ECHS leader/liaison meeting agendas and notes

**Early College High Schools**

**Access Outcomes-Based Measures**

*TEA is currently in a phase-in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional Early College | Early College | Distinguished Earl College |
|---|---|---|---|
| **Requirements** | Must meet **at-risk students for incoming 9th graders** and at least three additional target population data indicators | Must meet **at-risk students for incoming 9th graders** and at least three additional target population data indicators | Must meet **at-risk students for incoming 9th graders** and at least four additional target population data indicators |
| ECHS proportionate to or overrepresents **at-risk students for incoming 9th graders** | No more than 20% points under district | No more than 15% points under district | No more than 10% points under district |
| ECHS proportionate to or overrepresents **economically disadvantaged students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or overrepresents **African American students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or overrepresents **Hispanic students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or overrepresents **males** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or overrepresents **ELL and SWDs** | Not taken into account for designation | Not taken into account for designation | No more than 5% points under district |

**Attainment Outcomes-Based Measures**

*TEA is currently in a phase-in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional Early College | Early College | Distinguished Earl College |
|---|---|---|---|
| **Requirements** | Must meet college English, college math, and 15 college credit targets | Must meet targets on at least **five** attainment data indicators | Must meet targets on at least **six** attainment data indicators |
| Grade-to-grade persistence by subgroup (weighted) | Not taken into account for designation | Calculated to ensure the school meets the 4-year graduation target | Calculated to ensure the school meets the 4-year graduation target |
| Completing one college-level English course by end of 11th grade (any) | 80% of students (by the fourth year of implementation) | 90% of students | 100% of students |
| Completing one college-level math course by end of 11th grade (any) | 80% of students (by the fourth year of implementation) | 90% of students | 100% of students |
| Earning 15 college credits (any) by graduation | 50% of students (by the fourth year of implementation) | 80% of students | 95% of students |
| Earning 30 college credits (any) by graduation | Not taken into account for designation | 50% of students | 65% of students |
| Earning postsecondary degree and/or credential by high school graduation | Not taken into account for designation | 30% of students | 40% of students |
| Graduating high school in 4 years (4-year cohort graduation rate) | Not taken into account for designation | Meets the statewide 4-year graduation rate | Exceeds the statewide 4-year graduation rate |

**Achievement Outcomes-Based Measures**
*TEA is currently in a phase-in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional Early College | Early College | Distinguished Earl College |
|---|---|---|---|
| **Requirements** | Must meet at least **three** TSI targets | Must meet at least **four** achievement data indicators | Must meet at least **five** achievement data indicators |
| TSI College Readiness Standards in reading | 65% passing rate | 70% passing rate | 75% passing rate |
| TSI College Readiness Standards in writing | 75% passing rate | 80% passing rate | 85% passing rate |
| TSI College Readiness Standards in math | 50% passing rate | 60% passing rate | 75% passing rate |
| TSI College Readiness Standards in all 3 subjects | 35% passing rate | 40% passing rate | 50% passing rate |
| Algebra I EOC assessment in 9th grade | Not taken into account for designation | 85% of students passing | 45% percent of students passing and meeting the advanced standard |
| English II EOC assessment (grades 9-11) | Not taken into account for designation | 85% of students passing | 25% percent of students passing and meeting the advanced standard |

**Benchmark 1: School Design**

The P-TECH/ICIA program must offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements:*

1.  The P-TECH/ICIA location shall be:

    a.  In a high school, or

        i.  as a standalone high school campus or

        ii. in a smaller learning community within a larger high school

    b.  At a central location, such as a CTE Center where students are enrolled at their home campus, or

    c.  On a college or university campus

2.  P-TECH/ICIA staff shall include:

    a.  A building level leader who has scheduling, hiring, and budget decisions

    b.  Industry/Business partner liaison with decision making authority who interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader

    c.  An Institute of Higher Education (IHE) liaison with decision making authority and interacts directly and frequently (in person or virtually) with P-TECH/ICIA leader

    d.  Highly qualified P-TECH/ICIA teachers who work directly with the students, which may include adjunct high school faculty capable of teaching college-level courses

    e.  Counseling staff who support P-TECH/ICIA students, including activities such as: coordinating with Institutions of Higher Education (IHE) for registration, monitoring of students' high school and college transcripts, and monitoring high school and college courses to ensure all requirements are met

3.  The P-TECH/ICIA shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:

    a.  Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the P-TECH/ICIA

    b.  Share responsibility (between the school district, campus, industry/business partners, and IHE) for meeting annual outcomes-based measures and providing annual reports to their respective boards as well as to the public

    c. Monitoring of progress on meeting the Blueprint, including reviewing data to ensure the P-TECH/ICIA is on-track to meet outcomes-based measures

    d. Mid-course corrections as needed

    e. Sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding

4. The leadership team shall include and meet regularly (in person and/or virtually) with the leaders from the school district, campus, business/industry, chambers of commerce, non-profit foundations, and IHE who have decision-making authority:

**District leaders (may include):**

    a. Superintendent

    b. Assistant superintendent of curriculum and instruction, or equivalent position

    c. P-TECH/ICIA principal or director

    d. CTE Director (if applicable to the P-TECH/ICIA model)

    e. Department chairs

    f. School counselors

**Business/Industry Partner (may include):**

    a. CEO/President

    b. Education/Community Outreach Specialist/Community Organizations such as a Chamber of Commerce and Non-Profit Foundations

**IHE leaders (may include):**

    a. College or university president

    b. Provost

    c. Department chairs for core academic disciplines

    d. P-TECH/ICIA liaison

5. Implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, are based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development may include, but is not limited to:

    a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an advanced academic setting

    b. An externship program to expose teachers, counselors, and/or administrators to content in careers in the pathways identified by the P-TECH/ICIA

    c. Opportunities for teachers to collaborate, plan and engage in relevant professional development

6. Provide opportunities for P-TECH/ICIA teachers to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus groups, industry/business and/or IHE partners

7. The P-TECH/ICIA program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma, industry certifications, an associate degree, and engage in appropriate work-based learning at every grade level

8. The P-TECH/ICIA students shall be cohorted into core classes to the extent possible; this does not exclude non-P-TECH/ICIA students from enrolling in the same class

9. The P-TECH/ICIA program shall be offered at no cost to students

**Required Activities and Products**

*Activities*

a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request

b. All products shall be maintained in accordance with local retention policy

*Products*

a. Mentor/induction program plans

b. Annual training or professional development plan with P-TECH/ICIA and IHE faculty

P-TECH/ICIA leadership meeting agendas and notes

**Benchmark 2: Target Population**

The P-TECH/ICIA program shall serve, or include plans to scale up to serve, students in Grades 9 through 14, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements:*

1. The P-TECH/ICIA shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment

2. The P-TECH/ICIA shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American)

3. The P-TECH/ICIA shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews

4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall be transparent in program requirements, and include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members

5. If the P-TECH/ICIA has more applicants than available space for admissions, they shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the P-TECH/ICIA

**Required Activities and Products**

*Activities*

a. All products shall be published on the P-TECH/ICIA academy website and be made available to TEA upon request

b. All products shall be maintained in accordance with local retention policy

*Products*

a. Written admission policy and enrollment application

b. Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

c. Brochures and marketing in Spanish, English, and/or other relevant language(s)

d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

**Benchmark 3: Strategic Alliances**

Strategic partnerships with business and industry partners and IHEs are formally articulated in writing and clearly define a variety of careers.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements based on the pathways to be offered to students i.e., pathways to an associate degree, postsecondary certificate provided by an IHE, or industry certification:*

1. The P-TECH/ICIA shall develop, sign, and execute a memorandum of understanding (MOU) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide (at a minimum):
    a. A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships
    b. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners
    c. Career mentoring with industry/business partner
    d. Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
    e. Each MOU must include an agreement that the regional industry or business partner will give to a student who receives work-based training or education from the partner under the P-TECH/ICIA program priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program
    f. Course path and program monitoring
    g. The MOU should state clearly the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications
    h. Student access to business and industry partners and work-based learning facilities, services, and resources
    i. Transportation costs and fees
2. The P-TECH/ICIA shall develop, sign, and execute an articulation agreement with an IHE that includes the following components (at a minimum):
    a. Curriculum alignment
    b. Instructional materials
    c. Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree postsecondary certificate provided by an IHE, or industry certification
    d. Student enrollment and attendance
    e. Grading periods and policies
    f. Administration of statewide assessments under TEC Subchapter B, Chapter 39
    g. Policies for:
        i. advising students on the transferability of all college credit offered and earned
        ii. ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned

iii. advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
    iv. students accessing to the IHE facilities, services and resources
  h. Eligibility of students for waivers for tuition & fees
  i. Data sharing agreement that includes provisions for:
    i. Teacher data such as qualifications
    ii. Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track for college readiness
  j. Transportation costs and fees
    i. Provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study
3. Establish an Advisory Board who meets regularly and includes representatives from a variety of stakeholders such as: school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE to provide support and guidance to the P- TECH/ICIA in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline

**Required Activities and Products**

*Activities*

  a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
  b. All products shall be maintained in accordance with local retention policy
  c. Annual review of industry/business MOU
  d. Annual review of IHE articulation agreement

*Products*

  a. Meeting agendas and minutes, with action items and decision logs
  b. Final, signed, and executed MOU with industry partner/business (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
  c. Final, signed, and executed articulation agreement with IHE (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
  d. A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level

**Benchmark 4: Curriculum, Instruction, and Assessment**

The P-TECH/ICIA program shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry certification during Grades 9-14.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements:*

1. The P-TECH/ICIA shall work with the local workforce development board, local chamber of commerce, and local workforce industry representatives to identify, create and maintain a list of high-demand occupations and programs of study that lead to these occupations to be used as a resource in creating structured pathways for students and updated as local needs change
2. The P-TECH/ICIA shall establish one or more career pathways, that include industry relevant classes, and plans are underway for sequencing additional courses for students. These course pathways are informed by regional and state workforce and economic development needs and contribute to students earning an associate degree, postsecondary certificate provided by an IHE, or industry certification that prepares them for high-wage, high- demand, high-skill career fields
3. The P-TECH/ICIA shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements, and either an associate degree, postsecondary certificate provided by an IHE, or industry certification on or before the sixth anniversary of the date of the student's first day of high school
   a. A course of study must be in place detailing how students will progress toward the goal of aligning high school, college-level courses, and industry/business training. This course of study must provide pathways to an associate degree, postsecondary certificate provided by an IHE, or an industry certification. The campus may implement a variety of instructional delivery models
4. The P-TECH/ICIA shall provide an assessment for measuring student progress to ensure students are on track to meet the Outcomes-Based Measures
5. The P-TECH/ICIA shall biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans
   a. The P-TECH/ICIA will establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the P-TECH/ICIA program
6. The P-TECH/ICIA shall provide support for students taking courses preparing students to obtain industry certifications, licenses, etc.
7. The P-TECH/ICIA shall work with IHEs and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements

**Required Activities and Products**

*Activities*

a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
b. All products shall be maintained in accordance with local retention policy

*Products*

a. Four-year crosswalk document
b. Master Schedule
c. Curriculum alignment documents
d. Testing calendar and schedule for TSI, ACT, SAT or other assessments
e. Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credentials and beyond

**Benchmark 5: Work-Based Learning**

The P-TECH/ICIA program must offer students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs and contribute to students earning aligned industry certifications and credentials.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements:*

1. The P-TECH/ICIA shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs
2. The P-TECH/ICIA shall have current, signed MOU with business/industry partners that are reviewed annually and clearly articulate the requirements outlined in this benchmark. The MOU must include in the agreement that the regional industry or business partner will give a student who receives work-based learning first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program
3. The P-TECH/ICIA shall provide:
   a. Age level appropriate work-based learning for students in the P-TECH/ICIA at every grade level that includes career awareness, career exploration, career preparation, and career experience
   b. Policies and protocols to make work-based learning a viable method for helping students meet academic standards
   c. Work based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students— each one building upon the last
   d. Work-based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships
4. The P-TECH/ICIA shall ensure that students:
   a. Understand the connection between their work-based learning and academics
   b. Are provided opportunities to reflect on their work experiences
   c. Demonstrate their learning in writing, portfolio, presentation, digital or by other means
   d. Are provided opportunities for career-building skills such as: interview training, skill development, and resume workshops
5. The P-TECH/ICIA shall allow for demonstration of enrichment and extracurricular opportunities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

**Required Activities and Products**

*Activities*

   a. All products shall be published on the P-TECH/ICIA website and be made available to TEA upon request
   b. All products shall be maintained in accordance with local retention policy

*Products*

   a. Documentation of appropriate work-based learning experiences for students at all grade levels

b.   Current dated regional high demand occupation list
c.   Aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type
d.   Samples of student artifacts such as writings, portfolios, presentations, or links to digital content

**Benchmark 6: Student Support**

P-TECH/ICIA will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

**Design Elements**

*All P-TECH/ICIAs must implement and meet the following requirements:*

1. The P-TECH/ICIA shall provide layered academic support to the students by personalizing the learning environment in the following ways:
    a. Developing individualized, college and career focused student plans with specific graduation plan for ongoing academic support
    b. Providing academic support for intervention, remediation, and acceleration
    c. Providing tutoring and/or Saturday school for identified students in need of academic supports
    d. Providing students with application, financial aid counseling and college/career counseling
    e. Providing advisory and/or college readiness and support time built into the program of study for all students
    f. Providing bridge programs (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness and career readiness and exploration) and to support student transition from middle school to the P-TECH/ICIA program (as well as elementary to middle school if applicable)
    g. Establishing an industry mentorship program available to all students; and
2. The P-TECH/ICIA shall provide layered social and emotional support to the students as needed, such as:
    a. Connections to social services
    b. Parent outreach and involvement opportunities
    c. A structured program of community service to promote community involvement; and
    d. Skill building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills

**Required Activities and Products**

*Activities*

    a. All products shall be published on the school website and be made available to TEA upon request
    b. All products shall be maintained in accordance with local retention policy

*Products*

    a. Bridge program calendar and curricula
    b. Tutoring and other intervention/remediation program schedules
    c. Calendar of family outreach events
    d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

# P-TECH/ICIA Blueprint

## Access Outcomes-Based Measures

*TEA is currently in a phase-in process for the new P-TECH/ICIA Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Designated with Excellence |
|---|---|---|---|
| **Requirements** | Must meet **at-risk** students for **incoming 9th graders** and at least **three** additional target population data indicators | Must meet **at-risk** students for **incoming 9th graders** and at least **three** additional target population data indicators | Must meet **at-risk** students for **incoming 9th graders** and at least **four** additional target population data indicators |
| P-TECH/ICIA proportionate to or over- represents at-risk students for incoming 9th graders | No more than 20% points under district | No more than 15% points under district | No more than 10% points under district |
| P-TECH/ICIA proportionate to or over- represents economically disadvantaged students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| P-TECH/ICIA proportionate to or over- represents non-traditional CTE participants[2] | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| P-TECH/ICIA proportionate to or over- represents African American students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| P-TECH/ICIA proportionate to or over- represents Hispanic students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| P-TECH/ICIA proportionate to or over- represents ELL and SWDs | Not taken into account for designation | Not taken into account for designation | No more than 5% points under |

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[2] Nontraditional Career-Technical Education (CTE) programs are identified as those connected to occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in those occupations or fields of work. The male and female lists are updated annually for Perkins V.

## Attainment Outcomes-Based Measures

*TEA is currently in a phase-in process for the new P-TECH/ICIA Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Designated with Excellence |
|---|---|---|---|
| Requirements | Must meet college-level course and Work-Based Learning requirements | Must meet targets on at least **four** attainment data indicators | Must meet targets on at least **five** attainment data indicators |
| Grade-to-grade persistence by subgroup (weighted) | Not taken into account for designation | Retain 80% of students who remain in district grade-to-grade | Retain 90% of students who remain in district grade-to-grade |
| Completing one college-level course by end of 11th grade (any) | 80% of students (by the fourth year of implementation) | 90% of students | 100% of students |
| Earning postsecondary degree provided by an IHE by graduation | Not taken into account for designation | 30% of students | 50% of students |
| Earning a postsecondary credential provided by an IHE by graduation | Not taken into account for designation | 30% of students | 50% of students |
| Earning industry certification by high school graduation | Not taken into account for designation | 30% of students | 50% of students |
| Earning postsecondary degree or postsecondary credential provided by an IHE or industry certificate by high school graduation | Not taken into account for designation | 80% of graduating cohort of students | 100% of graduating cohort of students |
| Participating in a Work-Based Learning placement/course by graduation | 35% of students (by the fourth year of implementation) | 50% of students | 85% of students |

## Achievement Outcomes-Based Measures

*TEA is currently in a phase-in process for the new P-TECH/ICIA Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Designated with Excellence |
|---|---|---|---|
| Requirements | Must meet at least **one** targets | Must meet at least **three** achievement data indicators | Must meet at least **four** achievement data indicators |
| Meet TSI criteria (SAT/ACT/TSIA) in reading and mathematics | 35% passing rate on one or more college readiness benchmarks | 50% passing rate on one or more college readiness benchmarks | 60% passing rate on one or more college readiness benchmarks |
| Earn industry certification | Not taken into account for designation | 30% of students | 50% of students |
| Earn an associate degree | Not taken into account for designation | 30% of students | 50% of students |
| Complete a course for dual credit | 35% of students | 80% of students | 100% of students |
| Algebra I EOC assessment in 9th grade | Not taken into account for designation | 85% of students meeting grade level standard | 85% of students meeting grade level and 45% mastering grade level standard |
| English II EOC assessment (grades 9-11) | Not taken into account for designation | 85% of students meeting grade level standard | 85% of students passing and 25% of students mastering grade level |

**Benchmark 1: School Design**

The T-STEM academy must provide a STEM focused program serving students in grades 6-12 or grades 9-12 with an active relationship with the feeder middle school(s).

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1. The T-STEM academy location shall be:
    a. On a college or university campus, or
    b. In a high school—as a standalone high school campus or in a smaller learning community within a larger high school, or
    c. At a central location, such as a STEM or CTE center where students are enrolled in their home campus
2. T-STEM academy staff shall include:
    a. A T-STEM building level leader with authority to make scheduling, hiring, and budget decisions
    b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school faculty capable of teaching college-level courses
    c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education (IHEs) for registration and monitoring of students' high school and college transcripts and monitoring high school and college courses to ensure all requirements are met
3. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
    a. Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of T-STEM
    b. Assumption of shared responsibility (between the school district, industry partners, and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public
    c. Monitoring of progress on meeting the T-STEM Blueprint, including reviewing data to ensure the T-STEM is on-track to meet outcomes-based measures
    d. Guidance for mid-course corrections as needed
    e. Identification and implementation of sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding
4. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district, IHE, and business/industry who have decision-making authority:

    **District leaders (may include):**

    a. Superintendent
    b. Assistant superintendent of curriculum and instruction, or equivalent position
    c. T-STEM principal or director
    d. CTE Director

e. Department chairs
f. School counselors
g. Business and industry partners

**IHE leaders (may include):**

a. College or university president
b. Provost
c. Department Chairs for core academic disciplines
d. T-STEM liaison

**Business/Industry (may include):**

a. CEO/President
b. Education/community outreach specialist

5. Implementation of an annual professional development plan for teachers and staff using research-based instructional strategies that focus on rigor, build college and career readiness, are based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development may include, but is not limited to:
   a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in a T-STEM
   b. An externship program to expose teachers, counselors, and/or administrators to STEM content and careers
   c. Opportunities for teachers to collaborate, plan, and engage in relevant professional development
6. Provision of opportunities for T-STEM teachers to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with feeder pattern focus groups, industry, and IHE partners
7. Offering of inclusive STEM activities both inside and outside the classroom for all students
8. The T-STEM academy students shall be cohorted into core classes to the extent possible; this does not exclude non-T-STEM students from enrolling in the same class
9. The T-STEM academy shall be offered at no cost to students

**Required Activities and Products**

*Activities*

a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.
b. All products shall be maintained in accordance with local retention policy.

*Products*

a. Annual training and professional development calendar and plan for teachers
b. Mentor/induction program plans
c. T-STEM leadership meetings and agenda notes

**Benchmark 2: Target Population**

The T-STEM academy shall serve, or include plans to scale up to serve, students in grades 6-12 or 9-12,

and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1. The T-STEM recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment
2. The T-STEM shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American)
3. The T-STEM academy shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members
5. If the T-STEM academy has more applicants than available space, they shall use either a performance-blind, open-access lottery system for admissions that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at-risk or who are part of the targeted subpopulations for the T-STEM

**Required Activities and Products**

*Activities*

a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.
b. All products shall be maintained in accordance with local retention policy.

*Products*

a. Written admission policy and enrollment application
b. Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
c. Brochures and marketing in Spanish, English, and/or other relevant language(s)

d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

**Benchmark 3: Strategic Alliances**

Strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) are formally articulated in writing and clearly define a variety of STEM careers.

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1.  The T-STEM academy shall develop, sign, and execute a Memoranda of Understanding (MOU) with IHE partner(s) to include (at a minimum):
    a.  Courses of study, which enable a student to combine high school courses and college-level courses toward credentials and certifications including associate and/or bachelor's degree
    b.  Policy for advising students on the transferability of all industry certifications and college credit offered and earned
    c.  Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
    d.  Policy regarding advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field)
    e.  Policies regarding eligibility of T-STEM students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees
    f.  Data sharing agreement that includes provisions for:
        i.  Teacher data such as qualifications
        ii.  Student level data such as credit hours and industry certifications taken and earned; GPA, formative data to assess if student is on track to be successful in college level courses
    g.  Administration of statewide instruments under TEC Subchapter B, Chapter 39
    h.  Transportation costs and fees
    i.  Grading periods and policies
    j.  Instructional materials
    k.  Instructional calendar including location of each course that will be offered
    l.  Student enrollment and attendance policies
2.  The T-STEM academy shall develop, sign, and execute a MOU that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide:
    a.  A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships
    b.  Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners
    c.  Career mentoring
    d.  Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
    e.  Course path and program monitoring

      f.   T-STEM students access to business and industry partners and work-based learning facilities, services, and resources

3. The T-STEM Academy shall establish an Advisory Board who meets regularly and includes representatives from a variety of stakeholders such as: school board, community, higher education, business and industry to provide support and guidance to the T-STEM academy in resource acquisition, curriculum development, work-based learning and student/community outreach to ensure a successful academic and career pipeline

## Required Activities and Products

*Activities*

a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.
b. All products shall be maintained in accordance with local retention policy.
c. Annual review of business/industry and IHE MOU.

*Products*

a. Meeting agendas and minutes, with action items and decision logs
b. Final, signed, and executed MOU with IHE (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
c. Final, signed, and executed MOU with business/industry partner (Campuses must submit their final signed MOU to TEA when initially applying for designation or are provisionally designated)
d. A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level

**Benchmark 4: Curriculum, Instruction, and Assessment**

The T-STEM academy shall provide a rigorous course of study that enables students to receive a high school diploma and complete industry certifications, work-based learning experiences, and/or early college credit during grades 9-12.

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1. The T-STEM academy shall work with the local workforce development board to identify, create and maintain a list of high-demand occupations and programs of study that lead to these occupations to be used as a resource in creating structured pathways for students and updated as local needs change
2. The T-STEM academy shall establish one or more STEM pathways, and plans are underway for sequencing additional courses for STEM students. Course pathways are informed by regional and state workforce and economic development needs and contribute to students earning credentials and certifications that prepare them for high-wage, high-demand, high-skill STEM fields
3. The T-STEM academy shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an industry certification or credential in a STEM focused field
   a. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate degree, and/or a bachelor's degree and must follow the courses and fields of study listed in the Texas Higher Education Coordinating Board (THECB) Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The campus may implement multiple dual enrollment delivery models such as:
      i. College courses taught on the college or high school campus by college faculty
      ii. College courses taught on the high school campus or college campus by qualified high school faculty
      iii. College courses taught virtually, via distance/online/blended learning
4. The T-STEM academy shall biannually implement a structured data review process designed to identify student strengths and weaknesses and develop individual instructional support plans
5. The T-STEM academy shall provide a TSI assessment to students as early as possible (but not as a prerequisite to admissions)
   a. The T-STEM academy shall develop a plan for test preparations for TSI, SAT, and/or ACT success, including academic preparation classes for students, interventions for students who do not pass TSI, and assessment fee waivers for all administrations of the TSI
   b. The T-STEM academy shall review TSI, SAT, and ACT testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the T-STEM is on track to meeting outcomes-based measures
6. The T-STEM academy shall provide support for students taking STEM courses preparing students to obtain industry certifications, licenses, etc.
7. The T-STEM academy shall work with IHEs and business and industry partners to ensure curriculum alignment between high school, postsecondary and industry experience requirements

**Required Activities and Products**

*Activities*

    a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.

    b. All products shall be maintained in accordance with local retention policy.

*Products*

    a. Four-year crosswalk document

    b. Master schedule

    c. Curriculum alignment documents

    d. Testing calendar and schedule for TSI, ACT, and SAT

    e. Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degree, to industry certifications and beyond

**Benchmark 5: Work-Based Learning**

The T-STEM academy must offer students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs contributing to students earning STEM-focused industry certifications and credentials.

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1. The T-STEM academy shall collaborate with the Local Workforce Development Board to define local workforce needs in STEM careers
2. The T-STEM academy shall have current, signed MOUs with business/industry partners that are reviewed annually and clearly articulate the requirements outlined in this benchmark
3. The T-STEM academy shall provide:
    a. Appropriate work-based learning for students in the T-STEM academy at every grade level that includes career awareness, career exploration, career preparation, and career experience
    b. Policies and protocols to make work-based learning a viable method for helping students meet academic standards
    c. Work-based learning experiences that are well-planned and properly sequenced to provide a progression of learning experiences for students—each one building upon the last
    d. Work-based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentoring, and apprenticeships
4. The T-STEM academy ensures that students:
    a. Understand the connection between their work-based learning and academics
    b. Are provided opportunities to reflect on their work experiences
    c. Demonstrate their learning in writing, portfolio, presentation, digital or by other mean

**Required Activities and Products**

*Activities*

a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.
b. All products shall be maintained in accordance with local retention policy.

*Products*

a. Documentation of appropriate work-based learning experiences available for students at all grade levels (6-12)
b. Current dated regional high demand STEM occupation list
c. Aggregate data describing T-STEM student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type
d. Samples of student artifacts such as writings, portfolios, presentations, or links to digital content

**Benchmark 6: Student Support**

The T-STEM academy will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

**Design Elements**

*All T-STEM academies must implement and meet the following requirements:*

1. The T-STEM academy shall provide layered academic support to the students by personalizing the learning environment in the following ways:
   a. Developing individualized, STEM focused student plans with specific graduation plan for ongoing academic support
   b. Providing academic support for intervention, remediation, and acceleration
   c. Providing tutoring and/or Saturday school for identified students in need of academic support
   d. Providing advisory and/or college readiness and support time built into the program of study for all students
   e. Providing students with application, financial aid counseling and college/career counseling
   f. Providing bridge programs (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) and to support student transition from middle school to the T-STEM program (as well as elementary to middle school, if applicable)
   g. Establishing a mentorship program available to all students
   h. Providing resources for career support including career exploration, work-based learning, and industry certifications for high-wage, high-demand, high-skill STEM fields
2. The T-STEM academy shall provide layered social and emotional support to the students as needed such as:
   a. Connections to social services
   b. Parent outreach and involvement opportunities
   c. A structured program of community service to promote community involvement
   d. Skill building instruction for students, such as time management, study skills, collaboration and interpersonal relationship skills
   e. The T-STEM academy shall provide enrichment and extra-curricular opportunities such as clubs, Career and Technical Student Organizations, competitions, and special initiatives
3. The T-STEM academy shall provide enrichment and extra-curricular opportunities such as clubs, Career and Technical Student Organizations, competitions, and special initiatives

**Required Activities and Products**

*Activities*

   a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.

b. All products shall be maintained in accordance with local retention policy.

*Products*

a. Bridge program calendar and curricula
b. Tutoring and other intervention/remediation program schedules
c. Calendar of family outreach events
d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

**T-STEM Blueprint**

## Access Outcomes-Based Measures

*TEA is currently in a phase-in process for the new T-STEM Blueprint. These data are for information and planning purposes only. This*
*information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Distinguished |
|---|---|---|---|
| **Requirements** | Must meet **at-risk students for incoming 9th graders** and at least **four** additional target population data indicators. Middle schools must meet **four** measures | Must meet **at-risk students for incoming 9th graders** and at least **three** additional target population data indicators. Middle schools must meet **three** measures | Must meet **at-risk students for incoming 9th graders** and at least **four** additional target population data indicators. Middle schools must meet **four** measures |
| T-STEM academy proportionate to or over-represents **at-risk students for incoming 9th graders** | No more than 20% points under district | No more than 15% points under district | No more than 10% points under district |
| T-STEM academy proportionate to or over-represents **economically disadvantaged students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| T-STEM academy proportionate to or over-represents **African American students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| T-STEM academy proportionate to or over-represents **Hispanic students** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| T-STEM academy proportionate to or over-represents **females** | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| T-STEM academy proportionate to or over-represents **ELL and SWDs** | Not taken into account for designation | Not taken into account for designation | No more than 5% points under |

## Attainment Outcomes-Based Measures

*TEA is currently in a phase-in process for the new T-STEM Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Distinguished |
|---|---|---|---|
| **Requirements** | Must meet college **math** or **science**, and **15** college credit targets | Must meet targets on at least **five** attainment data indicators | Must meet targets on at least **six** attainment data indicators |
| Grade-to-grade persistence by subgroup (weighted) | Not taken into account for designation | TBD | TBD |
| Completing one college-level math or science course by end of 12th grade (any) | 80% of students (by the fourth year of implementation) | 90% of students | 100% of students |
| Participating in a Work-Based Learning placement/course by graduation | 35% of STEM focused students (by the fourth year of implementation) | 50% of students | 75% of students |
| Earning 15 college credits (any) by graduation | 50% of students (by the fourth year of implementation) | 80% of students | 95% of students |
| Earning postsecondary degree and/or credential by high school graduation | Not taken into account for designation | 30% of students | 40% of students |
| Earning an industry certification by graduation | 10% of STEM focused students (by the fourth year of implementation) | 20% of students | 30% of students |
| Graduating high school in 4 years (4-year cohort graduation rate) | Not taken into account for designation | Meets the statewide 4-year graduation rate | Exceeds the statewide 4-year graduation rate |

**Achievement Outcomes-Based Measures**

*TEA is currently in a phase-in process for the new T-STEM Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| Data Indicators | Provisional | Designated | Distinguished |
|---|---|---|---|
| **Requirements** | Must meet **two** TSI achievement data indicators | Must meet at least **four** achievement data indicators | Must meet at least **five** achievement data indicators |
| TSI College Readiness Standards in reading | 65% passing rate | 70% passing rate | 75% passing rate |
| TSI College Readiness Standards in writing | 75% passing rate | 80% passing rate | 85% passing rate |
| TSI College Readiness Standards in math | 50% passing rate | 60% passing rate | 75% passing rate |
| Algebra I EOC assessment in 9th grade | Not taken into account for designation | 85% of students passing | 45% percent of students passing and meeting the advanced standard |
| College Readiness benchmarks on SAT or ACT | 35% passing rate on one or more college readiness benchmarks | 40% passing rate on one or more college readiness benchmarks | 50% passing rate on one or more college readiness benchmarks |

**TEA APPENDIX 7:**

**Secondary Perkins V Local Application**

**TEA APPENDIX 8:**

**Secondary Perkins V Comprehensive Local Needs Assessment**

**The assessment is available [online](online).**

**TEA APPENDIX 9:**

**Results Driven Accountability Information and
Federal Partners in Transition Document**

**Results Driven Accountability Information**

The Texas Education Results Driven Accountability (RDA) is a comprehensive evaluation system designed to improve student performance and program effectiveness to support Local Education Agencies (LEAs). The RDA framework is a data-driven system that utilizes performance indicators, data validation indicators, and other indicators of program compliance required by federal law. Specific program areas include: Bilingual Education (BE) and English as a Second Language (ESL), Career and Technical Education (CTE), Every Student Succeeds Act (ESSA), and Special Education (SPED).

LEAs are evaluated in each program area and assigned an overall performance level (PL). The LEA will be assigned a PL0, PL1, PL2, PL3, or PL4 for each indicator and program. The PL is aligned to a specific level of support. Review and Support will provide general supervision and progress monitoring of the Strategic Support Plan (SSP) and link LEAs to technical assistance for program-specific needs. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for ESSA indicators.

*Bilingual Education (BE)/English as a Second Language (ESL) Indicators:*

1. BE STAAR 3-8 Passing Rate
2. ESL STAAR 3-8 Passing Rate
3. English Learners (ELs) (Not Served in BE/ESL) STAAR 3-8 passing rate
4. ELs Years After Exit STAAR 3-8 Rate
5. ELs STAAR End of Course (EOC) Passing Rate
6. ELs Annual Dropout Rate (Grades 7-12)
7. ELs Graduation Rate
8. TELPAS Reading Beginning Proficiency Level Rate
9. TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

*Career and Technical Education (CTE) Indicators:*

1. CTE STAAR EOC Passing Rate
2. CTE ELs STAAR EOC Passing Rate
3. CTE Economically Disadvantaged STAAR EOC Passing Rate
4. CTE SPED STAAR EOC Passing Rate
5. CTE Annual Dropout Rate (Grades 9-12)
6. CTE Graduation Rate

*Every Student Succeeds Act (ESSA) Indicators:*

1. Title I, Part A STAAR 3-8 Passing Rate
2. Title I, Part A STAAR EOC Passing Rate
3. Title I, Part A Annual Dropout Rate (Grades 7-12)
4. Title I, Part A Graduation Rate
5. Migrant STAAR 3-8 Passing Rate
6. Migrant STAAR EOC Passing Rate
7. Migrant Annual Dropout Rate (Grades 7-12)
8. Migrant Graduation Rate
9. Foster Care STAAR 3-8 Passing Rate
10. Foster Care STAAR EOC Passing Rate

11. Foster Care Annual Dropout Rate (Grades 7-12)
12. Foster Care Graduation Rate
13. Homeless STAAR 3-8 Passing Rate
14. Homeless STAAR EOC Passing Rate
15. Homeless Annual Dropout Rate (Grades 7-12)
16. Homeless Graduation Rate
17. Military STAAR 3-8 Passing Rate
18. Military STAAR EOC Passing Rate
19. Military Annual Dropout Rate (Grades 7-12)
20. Military Graduation Rate

**Special Education Monitoring**

R&S will provide general monitoring and supervision for special education monitoring. Special Education Determinations are based on two components:

- Federally Required Elements (FRE)
- State Defined Elements (RDA Indicators)

*Federally Required Elements (FRE)*

States must consider the following four federally required elements in assigning a Determination level for LEAs:

- Performance on State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13.
- Whether data submitted by LEAs is valid, reliable, and timely;
- Uncorrected noncompliance from other sources (complaints resolution, due process, residential facility monitoring, and monitoring activities); and
- Any audit findings.

*Special Education (SPED) Indicators:*

1. SPED STAAR 3-8 Passing Rate
2. SPED Year After Exit STAAR 3-8 Passing Rate
3. SPED STAAR EOC Passing Rate
4. SPED Alternate 2 Overall Participation (No Action Required)
5. SPED Annual Dropout Rate (Grades 7-12)
6. SPED Graduation Rate
7. SPED Regular Early Childhood Program Rate (ages 3-5)
8. SPED Regular Class ≥80% Rate (Ages 6-21)
9. SPED Regular Class <40% Rate (Ages 6-21)
10. SPED Separate Settings Rate (Ages 6-21)
11. SPED Representation (Ages 3-21)
12. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
13. SPED OSS and Expulsion >10 Days Rate
14. SPED ISS ≤10 Days Rate (Ages 3-21)
15. SPED ISS >10 Days Rate (Ages 3-21)
16. SPED Total Disciplinary Removals Rate (Ages 3-21)

November 2015

# FEDERAL PARTNERS IN TRANSITION

## WHAT TO KNOW ABOUT WORK-BASED LEARNING EXPERIENCES FOR STUDENTS AND YOUTH WITH DISABILITIES[3]

The Federal Partners in Transition (FPT) workgroup presents What to Know About **Work-Based Learning Experiences.** This fact sheet was created to address the compatible outcome goals and policy priorities identified in **The 2020 Youth Transition Plan: A Federal Interagency Strategy** and provides a quick glance of available resources.

## GENERAL AND LEGISLATIVE INFORMATION

1. **Work-based learning and why it is important**
   The National Collaborative on Workforce and Disability for Youth defines work-based learning as a "supervised program sponsored by an education or training organization that links knowledge gained at the work site with a planned program of study. Experiences range in intensity, structure, and scope and include activities as diverse as site visits, job shadowing, paid and unpaid internships, structured on-the-job training, and the more formal work status as apprentice or employee." Work-based learning experiences have been shown to be one of the strongest predictors of adult employment success for students and youth with disabilities.

2. **What to look for in a work-based learning experience and program**
   A high quality work-based learning program includes the following characteristics:
   a. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners;
   b. Training plans that specify learning goals tailored to individual youth with specific outcomes connected to their learning;
   c. Opportunities for a range of work-based learning experiences, especially those outside traditional youth employing industries such as hospitality and retail;
   d. Assessments to identify skills, interests, and support needs at the worksite;
   e. Reinforcement of work-based learning outside of work; and
   f. Appropriate academic, social, and administrative support for youth, employers, and all involved.

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[3] Youth with disabilities is defined differently by various programs and systems, including the contributing agencies. Consequently, a standard definition is not used in this document.

3. **Service learning is a form of work-based learning**
   Service learning improves employment outcomes for populations that experience significant barriers in the job market, such as individuals who do not have a high school diploma. The income exclusions available to Supplemental Security Income (SSI) beneficiaries who participate in AmeriCorps programs and Social Security Disability Insurance (SSDI) beneficiaries in AmeriCorps VISTA add further appeal. With these employment supports, beneficiaries can gain work-based experiences and skills through participation in service-learning programs without risk of penalty or loss of disability benefits.
4. **WIOA and work-based learning experiences under Vocational Rehabilitation**
   The Workforce Innovation and Opportunity Act (WIOA) made significant changes to programs authorized under the Rehabilitation Act of 1973 (Title IV of WIOA), particularly to the Vocational Rehabilitation (VR) Services program which provides VR services to individuals with disabilities. Section 113 of the Rehabilitation Act, as amended by WIOA, requires that pre-employment transition services, including work-based learning experiences, be made available to students with disabilities in need of such services who are eligible or potentially eligible for VR services. Work-based learning experiences may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible.
5. **WIOA youth formula funding and work-based-learning experiences**
   At least 20 percent of local WIOA Title I youth formula funds must be used for work-based learning. Such work-experiences may include summer and year-round employment, pre-apprenticeship, on-the-job training, or internships and job shadowing. Eligible training providers deliver these services in local communities, which can be accessed through local American Job Centers. WIOA requires coordination of services to promote career readiness, secondary school completion, entry into postsecondary education, and postsecondary credentials aligned with in-demand industry sectors. Additional allowable activities include entrepreneurial skills training and financial literacy education.

## BENEFITS FOR THE INDIVIDUAL

6. **Benefits of work-based learning experiences include:**
   a. **Fostering self and career exploration.**
      In addition to establishing a clear connection between education and work, work-based learning facilitates an assessment of interests, strengths, and abilities while exploring possible career paths.
   b. **Developing positive work habits and attitudes.**
      Work-based learning experiences provide the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These types of skills provide a competitive advantage for achieving career goals.
   c. **Assessing abilities and strengths.**
      Work-based learning experiences provide opportunities for assessing abilities and strengths outside the classroom. Participation in job related tasks provides a chance to explore how to communicate disability-related work support and accommodation needs, if necessary. Knowing if, how and when to disclose a disability is a necessary part of self-assessment.

d. **Expanding professional networks.**
Networking can provide access to professionals who have similar interests and possibly provide access to an individual's next employer.
e. **Becoming better informed to make decisions before accepting a job offer.**
Many work-based learning experiences offer rewards and/or compensation. For example, some work-based learning experiences offer a salary. If it is unpaid, the program may offer a stipend and/or housing. Some employers may offer health insurance when an employee works 40 hours or more a week. Others might offer training and/or certification in an industry of their choice. Weighing the pros and cons can be overwhelming, but it is important to make sure a person's next move is aligned with their career and financial goals, and ultimately supports their well-being and independence.

## BENEFITS FOR THE COMMUNITY

7. **Benefits of work-based learning experiences for State agencies, local service providers, employers, and the local economy may include:**
   a. **Making education more relevant.**
   Work-based learning experiences can be a valuable component of specially designed instruction for students. Research has found that students in work-based learning programs complete related coursework at high rates and have higher attendance and graduation rates than those not enrolled in such programs.
   b. **Allowing employers to tap into a pool of skilled workers.**
   Work-based learning experiences motivate potential employees and future employers to hire job ready individuals, which reduces training costs and improves employee retention. Establishing collaboration among schools and employers leads to a more productive local economy and, ultimately, builds thriving communities.
   c. **Recognizing the shared responsibilities for a successful work experience.**
   Quality work experiences are especially dependent on all participants' knowledge and fulfillment of their roles in the arrangement for a work-based learning experience. Students must perform job responsibilities, transition specialists must orient students to the workplace, their roles and responsibilities; and employers must provide clear, detailed, and repeated directions to teach skills needed for successful job performance.
   d. **Assisting State agencies to meet requirements of Federal and State laws.**
   Transition services are provided to students with disabilities under the Individuals with Disabilities Education Act (IDEA) and to students and youth with disabilities under the Rehabilitation of 1973, as amended by WIOA. These laws are authorized to help meet the needs of students with disabilities and prepare them to obtain direct employment or a career path leading to employment. Work-based learning experiences may be used by schools and vocational rehabilitation (VR) agencies to help meet requirements for providing pre-employment transition services2 and transition services under WIOA, and transition services under IDEA.
   e. **Strengthening community partnerships.**
   Through partnerships with State agencies, including State educational agencies and State VR agencies, schools, worksites, businesses, families and community organizations, communities can create opportunities to develop transferrable skills to prepare for postsecondary education and employment.

8. **Work-based learning experiences impact leadership development and genuinely engage people in their communities.**
   Beyond the specific benefits to individuals and to the agencies and employers mentioned, leadership development can foster the voices of youth with disabilities in the decision-making processes that affect them. It improves soft skills, which many employers view as important to work readiness. It also encourages employers and agencies to better coordinate and better engage with all members of their community, helping them to provide better services.

This document was created by the Federal Partners in Transition (FPT). FPT is a workgroup with representatives of several federal agencies, including the Department of Education, the Department of Health and Human Services, the Department of Labor, and the Social Security Administration, which are involved in promoting inclusive service delivery for transitioning youth with disabilities from school into postsecondary education, the workforce, and independent living. Additional information about FPT's shared vision, compatible outcomes goals, and policy priorities can be found in The 2020 Federal Youth Transition Plan: A Federal Interagency Strategy. The report is available at: http://youth.gov/featurearticle/federal-partners-transition.

**THECB APPENDIX 1:**

**Statewide Stakeholder Consultation Meetings**

## STAKEHOLDERS ATTENDING REGIONAL PERKINS V STAKEHOLDER MEETINGS (AUG-OCT 2019)
### (Number of Individuals)

| DATES | HOST COLLEGE | REGION | ADMINISTRATORS | SUPPORTS SPECIALISTS | EMPLOYERS | STUDENTS/ PARENTS | REGIONAL INSTITUTIONS | TOTALS |
|---|---|---|---|---|---|---|---|---|
| 22-23 Aug. | Angelina College | SOUTHEAST | 29 | 6 | 5 | 5 | 11 | 56 |
| 9 Sept. | Austin Community College | CENTRAL | 37 | 0 | 8 | 1 | 27 | 73 |
| 11 Sept. | Clarendon College | HIGH PLAINS | 24 | 0 | 20 | 43 | 9 | 96 |
| 19 Sept. | Tarrant County Community College | METROPLEX | 68 | 54 | 50 | 40 | 32 | 244 |
| 26 Sept. | Del Mar College | SOUTH | 36 | 11 | 17 | 36 | 20 | 120 |
| 2 Oct. | Midland College | WEST | 29 | 12 | 20 | 27 | 15 | 103 |
| 14 Oct. | San Jacinto College District | GULF COAST | 60 | 28 | 67 | 123 | 16 | 294 |
| 17 Oct. | Tyler Junior College | UPPER EAST | 15 | 0 | 7 | 6 | 19 | 47 |
| | | TOTALS | 298 | 111 | 194 | 281 | 149 | 1033 |

52 of 54 Texas community and technical colleges and districts participated in Perkins V Stakeholder meetings
37 stakeholder sessions

## STAKEHOLDERS ATTENDING ONSITE THECB CONSULTATIONS
### (Number of individuals)

| Date | Location | Community, State, and Technical College Representatives | Postsecondary State Policy | Special Populations Organizations & Groups |
|---|---|---|---|---|
| 7 June | Austin | 49 | | |
| 2 Aug. | Austin | | 8 | 18 |

**THECB APPENDIX 2:**

**Postsecondary Statewide Stakeholder Consultation Outcomes**

**Takeaways from Stakeholder Consolidated Notes:**
**Potential Actions for THECB, Other CTE-Engaged State Agencies,**
**Colleges, and Collaborations among Them**

Advance CTE Statewide

- Launch a statewide campaign that utilizes traditional and social media to spotlight CTE's diverse programs and lucrative career alternatives. This includes early and intentional communications and information to promote CTE options with diverse audiences, but particularly parents, students and high school personnel.

- Establish a state-level, multi-agency CTE advancement agenda based on cross-agency collaboration and information sharing. Agencies would coordinate field communications, align state offerings, and facilitate program efficiencies for all workforce sectors and the CTE pipeline from secondary to postsecondary to employment.

- Build relationships between workforce and postsecondary education that are multi-layered and carefully tended, with faculty to employer relationships at the base, as well as more formal structures such Industry Advisory Boards and central points of contact at campuses.

Improve Students' CTE Program Experience

- Assure that every CTE program supports students in attaining job-ready academic and technical skills, opportunities for work-based learning, and relevant employability skills.

- Smooth student pathways from secondary to postsecondary CTE through comprehensive counseling and instructor training, flexible scheduling, and program mapping to support better course access for students and better tracking of students as they navigate their CTE options.

- Build awareness and training for all institutional personnel about student support resources on campus and in the community, including referrals for counseling; emergency funding; health services; and food, housing, childcare and transportation supports.

Support Rapid Response to Local Employer Needs

- Streamline THECB approval of CTE programs and updates to the statewide CTE course database to support more rapid institutional response time to changing employer needs, technology updates, and market shifts.

- Support business and industry consultation at the state level.

# Cross Sector Collaboration

## Views from the Field on Cross Sector Collaboration

- Goals and strategies for creating streamlined CTE pathways are not aligned between sectors. In particular, the velocity of needs and actions are different across sectors.
    1. Employers need colleges to react or respond more quickly. Colleges need employers to tell them what their longer-term training needs are.
    2. Internal and external program approval processes are too lengthy for colleges to respond to workforce sectors' needs in a timely manner.
    3. There is a role for the state in streamlining curriculum and approving changes to make adoption processes move more quickly. Colleges need THECB to approve programs more quickly.
- There are programmatic disconnects on pathways from secondary to postsecondary and postsecondary to workforce.
    1. Secondary certifications and programs of study do not easily map onto postsecondary curricula (tenuous course content connection to college-level courses; credits/credentials may not transfer; technology may not be appropriate, and instructors may not be adequately credentialed, which makes dual credit is challenging; financial aid implications).
    2. CTE programs often may not mirror current industry standards for employment (technology, training, soft skills, real-world exposure).
- There is a need to intentionally build multi-layered, informal and formal collaborative mechanisms to support cross sector relationships.
    1. Multiple engagements are needed: advisory boards, job fairs, site visits, work-based learning, etc.
    2. Relationships should cross various sectors and should include leadership from those various sectors.
    3. Regional collaboration addressing workforce needs should be considered, particularly in larger geographical service areas.
- Communication at all levels needs improvement. Collaboration is hindered by sectoral differences in language and terminology.
    1. Lack of shared language and understanding complicates coming up with responses to the different needs of students, workforce and institutions.
- Scaling work-based learning is necessary to build richer instructional experiences and mirror workforce realities for students.
    1. Collaboration between sectors can be leveraged through internships and apprenticeships
    2. Regional collaboration for work-based learning opportunities has some potential.
- Marketing and messaging – awareness raising and information sharing -- about CTE will be required to remove misperceptions and stigma.
    1. Need more exposure of the value of CTE programs in high schools and the community through intentional and multi-platform outreach.
    2. Messaging should address the value of CTE programs and correct misconceptions about CTE.

3. Efforts need to be strategic and intentional both at an institutional level and state level.

## Issues Raised by Stakeholders about Cross Sector Collaboration

Employers

- Communication.
- Pathways from high schools through entering employment.
- Marketing.
- Centralized point of contact for employers.
- Alignment of timelines between businesses and institutions.

Regional Institutions

- Communication.
- Pathway of secondary to postsecondary.
- Marketing.
- Internal institutional partnerships to enhance collaboration and student success i.e., adult ed., CTE. Assist with transferability within educational programs.

Student Support Employees

- More engagement with employers.
- Communication- no silos.
- Pathways with high schools.
- Marketing and CTE outreach/inclusion.

Students/Parents

- N/A

CTE Faculty/Administration

- Quality of instruction in high school CTE.
- Marketing.
- Communication at all levels i.e., state-level, local level, workforce boards, ISD's.
- Hiring instructors with industry expertise.

# Program Improvement

## Views from the Field on Program Improvement

- There are a number of improvement drivers pertinent to curricular and administrative CTE programs.
    - Curriculum & Training Quality
        1. Technical and employability skills are good measures of program quality.
        2. There is a need for greater incorporation of employability skills in CTE programs.
            - Students need to be presented with employment opportunities, recruitment and face time with employers.
        3. Equipment and curriculum need to be aligned with employers' needs and up to date.
            - Need more active advisory committee engagement.
            - Difficult to keep equipment up to date.
            - Students cannot afford required equipment/technology.
            - Need to speed up program development and increase program capacity to meet employers' needs.
        4. Opportunities for work-based learning are a good measure of program quality.
            - Programs need internships and other work-based learning as a component of curriculum.
    - Faculty Quality
        1. Credentialed and experienced faculty determine program quality to a great extent.
            - Recruitment and retention of qualified faculty can be difficult for institutions.
        2. Faculty training both professional development and externships improve faculty preparedness.
            - Funding to support ample professional development is needed.
            - Industry partnerships need to be leveraged for externship opportunities for faculty.
    - CTE Marketing & Outreach
        1. CTE-awareness in high school increases student awareness of CTE opportunities.
            - High school attention to counseling, advising and placement in career pathways rather than just on 4-year tracks.
                - CTE advocates from colleges spend time in high schools.
                - Training on the value of CTE for high school counselors.
                - Ample CTE representation at career events like college fairs increases student awareness.
                - High schools help facilitate on-campus college fairs.
                - Institutional attention to contemporary social media and newer modes of communication.

- o CTE Student Success
    1. Supportive services reduce and/or eliminate barriers.
        - o Funding for services is sometimes limited.
        - o Outreach to students does not always fully penetrate the CTE student body.
    2. Institutional tracking of success measures beyond completion i.e., industry- based certifications, course and credentialing exam pass rates, job placement and retention, salary level, etc. can enhance student success.
        - o Institutions need to track outcomes and promote successful programs beyond program completion to assist with student success.
        - o These measures need to be used to assess and calibrate program quality to improve student outcomes.
    3. Institutions need to provide clear and flexible program pathways.
        - o Block scheduling or other program maps assist students with clearer programmatic pathways.
        - o Students need flexible scheduling for increased course access.

## Issues Raised by Stakeholders about Program Improvement

Employers

- Faster adoption of curriculum changes and new programs.
- Contextualized learning to incorporate math and reading skills.
- Employability skills.
- Training and work-based learning.
- Updated training and equipment.
- Outcome tracking.
- Updated faculty.

Regional Institutions

- Quality of instruction.
- Engaged employers.
- Credential obtainment.
- Inclusion of employability skills.
- Upgrade/tightening/smooth CTE pathways.
- Intensive business and industry reviews more than once yearly.
- Coordination of data from various state agencies.
- Self-reporting creates issues.
- Objective metrics; market-based validation of CTE programs.

Student Support Employees

- Advisement and support.
- Curriculum- alignment with employers' training needs.
- Closer industry partnerships. Updated technology to meet industry standards.

- Pathways between secondary and postsecondary.
- Need broader partnerships in institutions and community.
- Students need to know expectations sooner i.e., time to degree, cost, etc.
- Disseminate CTE information to larger groups including the public.

Students/Parents

- Need for marketing and outreach i.e., programs available, cost, time to completion, etc.
- Consistent communication i.e., mixed messages from college staff to students.
- More instructors needed.
- More opportunities to take courses i.e., more faculty, more course offerings, more availability.
- More exposure to work-based experiences in program and job placement at completion.

CTE Faculty/Administration

- Marketing and outreach of CTE programs.
- More funding for current technology and faculty training.
- Objective market validation including certification, employment job retention, and salary.
- Communication between college and workforce partners.
- Preparedness of and assistance for students to succeed in class.

# Access & Equity

## Views from the Field on Access & Equity

- A significant number of community college students face a multitude of barriers to succeeding in college.
    1. Students may be unaware of CTE programs.
    2. Students may not know how to navigate college entry/onboarding.
    3. Students may not know how to access or ask for support services.
    4. Students may lack academic preparedness and college success skills.
    5. Students may have life situations, including financial challenges, that impair their ability to succeed.
- Students may be reluctant to self-identify as a special population student.
    1. The ability to support students may be hindered by the lack of self-identification.
    2. Performance indicators will not be accurate without more accurate counts of special populations.
    3. Providing opportunity to self-identify through admissions processes or campus campaigns may be effective.
- Institutions need to intentionally walk towards the student and not expect students to come to them.
    1. Colleges need to interrogate their assumptions about what students need most and prioritize those needs for action.
    2. Awareness needs to grow at all levels within an institution about available student resources within the institution and in the community.
    3. Professional development/training for faculty and staff is needed to enhance college-wide awareness about student's challenges/available solutions. Awareness and cross-training need to be embedded and "normalized" as a function of institutional life.
    4. Active assessment of the effectiveness of existing programs and supports can increase effectiveness.
    5. Be upfront with students about standards and expectations in programs as well as disqualifiers.
- Employers have a role to play.
    1. Employers are not always aware of the benefit of work-based learning to students which can provide real-world experience and build confidence.
    2. Employers may be reluctant to hire the non-traditional student and need to be encouraged to consider that option.
- High school counselors often do not advise knowledgably or fairly about postsecondary CTE options.
    1. This requires professional development for high school personnel, which institutions might take responsibility for.
- THECB and TEA need to work more closely together to smooth pathways.
    1. There is a lack of consultation between TEA and THECB concerning the development of CTE curricula, certification, and grant programs.

## Issues Raised by Stakeholders about Access & Equity

Employers

- Aggressive marketing.
- Leverage community resources.
- Address students' basic needs first.
- Financial issues that can be addressed by institutions i.e., out-of-district fees.
- More online opportunities.

Regional Institutions

- Non-traditional application processes: example of strict allied health admissions processes.
- Re-working counseling and advising.
- Leveraging community resources.
- Student self-identification issues.
- CTE stigma deters access.

Student Support Employees

- Students' basic needs met first. Customize support.
- Time is an issue. Creative scheduling.
- Need to identify special populations CTE students sooner.

Students/Parents

- Unaware of resources, or do not access them.
- Multitude of barriers: childcare, transportation, cost of attendance, cost of supplies (uniforms, tools, technology), textbooks, housing, food.
- Flexibility with class offerings.
- Difficult to navigate college processes.
- Outreach and marketing.
- Support is not always available i.e., tutoring, faculty availability.
- Students do not feel understood.
- Need upfront knowledge of program requirements i.e., time commitment, fees, required materials/supplies.

CTE Faculty/Administration

- High school outreach and marketing.
- Needs for hands-on experience.
- Visibility and access of resources.
- Better use of time and space. Flexible scheduling.

# Continuing Engagement with Stakeholders

## <u>Views from the Field on Continuing Engagement</u>

- Because communication at all levels needs to be improved, state agencies need to take a role in harnessing, clarifying and disseminating information to the field.
    1. THECB and state agencies should coordinate communication about career pathways and articulate a state-level CTE agenda for example, TEKS and WECM.
    2. State agencies should facilitate the creation of secondary to postsecondary CTE curriculum continuities, such as CTE curricular and content maps.
    3. Agencies should align service areas.
- A CTE promotion and awareness initiative is needed at the state level.
    1. State-level promotion/emphasis on partnerships and collaborations is needed.
    2. THECB should spearhead cross sector collaborations and create the means for various stakeholders to communicate and collaborate at a higher level.
    3. There should be more efforts made to spread information about Perkins' priorities and goals to various stakeholders.
    4. Agencies should promote best practices in CTE.
- *Clear up the confusion at the state-level regarding endorsements/tracking/pathways with TEA and secondary education.*
- *There is a need to educate state-level minds on local policies. Policy is built at the state-level but may not match local needs.*

## <u>Issues Raised by Stakeholders about Continuing Engagement</u>

Employers

- Connect and promote CTE to the high school and community.
- High school and college CTE need to be one pathway.
- Local/regional CTE council for promotion and coordination.
- THECB needs to be more involved with the workforce.

Regional Institutions

- More webinars and Q&A's from THECB.
- Publish best practices.
- THECB provides leadership/guidance/best practices for addressing equity and access.
- More Perkins trainings and continued/enhanced communications such as "Perkins Update."
- Selling the value and removing the stigma of CTE needs to start at the top with leadership and a CTE platform from the state.

Student Support Employees

- Continued conversation with various stakeholders to ensure student's needs are met.
- Institutional information sharing is vital. Everyone needs to work together. Remove silos.

- More funding for CTE.
- Some resources are underutilized.

**THECB APPENDIX 3:**

**Postsecondary Perkins V Local Application**

**THECB Appendix 4:**

**Postsecondary Perkins V**

**Comprehensive Local Needs Assessment**

**Information on the Perkins V Comprehensive Local Needs Assessment is available [online.](online)**