

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

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

This document serves as a 2018-2019 update to the Texas State Plan 2008-2013 for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The unified plan includes secondary and postsecondary career and technical education (CTE) components. The State Board of Education (SBOE) is responsible for approving the CTE State Plan and administration of the Perkins funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for ensuring quality CTE programs in Texas.

The state priorities during the transition year of 2007-2008 included an increased focus on improving the academic and technical achievement of CTE students through rigorous programs of study; designing state and local accountability systems to promote continuous improvement of CTE programs, including preparing students for high-skill, high-wage, or high-demand occupations in current or emerging professions; and strengthening the connections between secondary and postsecondary education. Effective implementation of the goals of the AchieveTexas College and Career Initiative and *60x30TX*, formerly Closing the Gaps by 2015, is critical to the success of college and career preparation for Texas students.

The United States Department of Education (USDE) approved the Texas Perkins Transition Plan for 2007-2008 in July 2006. The transition year provided the state with opportunities to effectively utilize Perkins IV criteria to improve CTE programs in Texas.

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*
  - (a) *The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—*
    - i. *Incorporate secondary education and postsecondary education elements;*
    - ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

The Texas State Plan is based on the understanding that a rigorous academic foundation contributes to success in school and in life and that all students are entitled to equal educational opportunities. CTE programs complement and enhance academic preparation by enabling students to apply academic principles and technical skills essential to career success. CTE allows students to see the relevance of their academic preparation to their future career goals. All activities set forth in the plan are intended to assist local education agencies (LEAs) and postsecondary institutions in meeting or exceeding the state adjusted levels of performance

In 2005, Texas began the process of reorganizing its CTE system from one with traditional CTE program areas to the national model of 16 career clusters. The 16 career clusters supported by the USDE encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements.

A Perkins leadership grant funds the development and ongoing improvement of model programs of study, with input from secondary and postsecondary academic and CTE faculty, to help students, parents, and counselors with college and career planning. Currently, there are more than 122 state-recognized programs of study aligned with the 16 career clusters. At least one program of study has been developed for each of the 79 career cluster pathways. TEA requires secondary school districts to offer a minimum of one CTE coherent sequence of courses from at least three different career clusters. Each state-recognized program of study includes:

- rigorous secondary academic courses based on the Foundation High School Program with endorsements;
- postsecondary education programs leading to associate, baccalaureate, and/or graduate degrees;
- relevant, coherent sequences of CTE courses with college credit opportunities, including dual credit, statewide and locally articulated credit, advanced placement (AP) and/or international baccalaureate (IB) credit;
- opportunities for industry-recognized credentials, certifications and licensures, where appropriate and available; and

- extended learning – including curricular and extracurricular activities, work-based and service learning, and professional associations.

House Bill 3485, passed in 2007, required the SBOE to review the CTE Texas Essential Knowledge and Skills (TEKS), including the advanced technical credit (ATC) statewide articulation process. The review process facilitated the vertical alignment of CTE programs of study. The CTE vertical alignment strategy brought together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The College and Career Initiatives leadership grant funded the ongoing evaluation and improvement of the programs of study developed through this collaborative process. Model programs of study consist of rigorous academic and relevant CTE courses that meet college and career readiness standards, and include appropriate technical skill attainment measures at all exit points. A review of the CTE programs of study included validating college and career readiness standards that Texas implemented with the 2010-2011 school year in the TEKS.

Perkins requirements include “... development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education” [Public Law 109-270, Sec. 2 (2)]. Most sources agree that the majority of jobs in the next decades will require some level of postsecondary education. The College and Career Initiatives project documented the rigor of the 2010-2011 courses and provides a road map from secondary to postsecondary education.

Following essentially the same process as described above, the SBOE adopted new CTE TEKS in 2015. Implementation of the new CTE TEKS took place in the 2017-2018 school year. Adoption of new CTE courses required the state-recognized model programs of study to be updated during the 2016-2017 school year.

Texas is in the process of revising the programs of study offered at the state level to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content to go into effect in the 2019-20 school year. As a part of this process, Texas will concentrate on specific labor market information and needs for our state in each career cluster and will add an Energy career cluster as part of this new focus on employment needs. To ensure the new programs of study are preparing students for in-demand occupations that are higher wage, state staff is conducting an analysis of labor market information data sources and platforms. New programs of study will be based on labor and economic data that is accurate and current. As part of this process, staff will ensure the new programs align vertically across secondary and postsecondary levels to ensure seamless transitions. Staff will ensure students can earn credentials of value including postsecondary certificates and degrees. In addition, industry expertise in labor market and

employment needs will be accessed through i career cluster advisory councils to provide input and feedback on the revised programs of study.

Districts will have access to the new programs of study in 2018-19 to effectively plan for implementation. Dual credit, Advanced Placement, Articulated Transfer Credit, and International Baccalaureate courses will be included in CTE programs of study to ensure students have access to college credit during high school.

Postsecondary education in Texas is directed by the THECB. Two primary initiatives are being implemented throughout the state to foster a college-going culture and well-educated communities: *Closing the Gaps by 2015* (now known as 60x30TX) is one. The second is the establishment of College and Career Readiness Standards, called for as the result of a 2007 passage of state legislation and codified in Texas Education Code (TEC) §28.008.

*Closing the Gaps by 2015* was the state plan for higher education in Texas. This plan outlined the goals of closing the gaps in higher education participation (or enrollment), success (or completion), educational excellence, and funded research by 2015. Two of the challenges, participation and success, were addressed in part through high-quality academic and technical education:

#### Goal 1: Closing the Gaps in Participation

Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students.

Targets for 2006-2015:

- Increase the overall Texas higher education participation rate from 5.0% in 2000 to 5.6% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the African-American population of Texas from 4.6% in 2000 to 5.6% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7% in 2000 to 4.8% by 2010, and to 5.7% by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1% in 2000 to 5.5% by 2010, and to 5.7% by 2015.

#### Goal 2: Closing the Gaps in Success

Revised Goal: By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

Targets for 2006-2015:

- Increase the overall number of students completing bachelor's degrees, associate's degrees, and certificates to 171,000 by 2010, and to 210,000 by 2015.
- Increase the number of students completing bachelor's degrees to 100,000 by 2010, and to 112,500 by 2015.
- Increase the number of students completing associate's degrees to 43,400 by 2010, and to 55,500 by 2015.
- Increase the number of students completing doctoral degrees to 3,350 by 2010, and to 3,900 by 2015.
- Increase the number of African-American students completing bachelor's degrees, associate's degrees, and certificates to 19,800 by 2010, and to 24,300 by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees, and certificates to 50,000 by 2010, and to 67,000 by 2015.
- Increase by 50% the number of students who achieve identifiable successes other than with certificates and degrees by 2015. Exceed the average performance of the 10 most populous states in workforce education provided by community and technical colleges.
- Increase the number of students completing engineering, computer science, mathematics, and physical science bachelor's and associate's degrees and certificates from 14,500 to 19,000 in 2005, to 24,000 by 2010, and to 29,000 by 2015.
- Increase the number of students completing allied health and nursing bachelor's and associate's degrees and certificates to 20,300 by 2010, and to 26,100 by 2015.
- Targets for All Teacher Certification Routes:
  - Increase the number of teachers initially certified through all teacher certification routes to 34,600 by 2010, and to 44,700 by 2015.
  - Increase the number of mathematics and science teachers certified through all teacher certification routes to 6,500 by 2015.

House Bill 1, passed by the 79th Texas Legislature, 3<sup>rd</sup> Called Session in 2007, directed the THECB to initiate and oversee a project to review and revise entry-level academic courses, with the goals of improving student learning and reducing the costs of course delivery. The intent of this project was to fund the creation and expansion of redesigned developmental and entry-level academic courses. The course redesign project directly affected Texas public community, state, and technical colleges through the time frame of this state plan, since they enroll the majority of entering college students.

Through the four phases of the redesign project, 28 courses were developed and/or are currently being taught. Several of the Phase III projects involved the redesign of paired developmental education and non-developmental education academic courses to provide students with necessary developmental education instruction within the context of required general academic coursework. The primary dissemination point for course redesign materials was the Texas Learning Objects Repository. Development and expansion of the digital repository was designed to make both entire courses and discrete, self-contained digital learning objects from course redesign projects available to Texas college and university faculty. Other related projects were funded with HB 51, 81st Texas Legislature grant monies.

Texas's community, state, and technical colleges were not only affected by these programs, but were also active in redesigning courses either alone or in concert with Texas's public universities. Courses were redesigned by Austin Community College; LeCroy Center, Eastfield College, and Richland College of the Dallas County Community College District; Del Mar College; El Paso Community College; Grayson County College; North Central Texas College; Lone Star College; and Texas Southmost College. It was expected that during this State Plan, there would be widespread adoption of these course redesigns.

Composite course profiles aligned to the College and Career Readiness Standards (CCRS) are available for use in course redesign efforts and related vertical and horizontal alignment projects. Course materials collected by researchers in the process of validating the CCRS—syllabi, student assignments, assessments, and scoring rubrics—have been compiled into composite course profiles, reflecting common practice in entry-level college courses at institutions of higher education across the state. The THECB selected courses for the alignment study, and ultimately for profile development, that had high enrollments statewide among entry-level college students or that were considered “gatekeeper” courses and were a prerequisite for several majors. Profiles are available for 27 academic and/or career and technical courses.

In 2005, the Texas Legislature modified and strengthened the P-16 statute by passing House Bill 2508. This legislation amended TEC §61.076 to define P-16 Council efforts by outlining the following objectives:

- align the goals of the state P-16 Council and educational programs to promote more effective functionality of the public education continuum;
- coordinate plans and programs, including curricula, instructional programs, research, and other functions as appropriate;
- examine and make recommendations regarding the alignment of secondary and postsecondary education curricula, testing, and assessment; and
- advise the THECB and the SBOE on the coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities of this state, and other relevant matters.

The Texas Higher Education Strategic Plan, Closing the Gaps by 2015, ended in the fall of 2015. The current long-term higher education strategic plan, 60x30TX, was developed by a THECB task force. During the development process, the planning committee was provided briefs by educational experts about how Texas and the economy will change between now and 2030. After a public review and comment period, the THECB approved the new strategic plan for higher education in July 2015. The new plan, 60x30TX has four overarching goals:

1. **60x30:** Goal: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.
2. **Completion:** Goal: By 2030, at least 550,000 students in that year will complete a certificate, or an associate, bachelor's, or master's degree from an institution of higher education in Texas.
3. **Marketable Skills:** Goal: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identifiable marketable skills.
4. **Student Debt: Goal:** By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Collectively, these goals are planned to keep Texas competitive in a global economy.

Implementation of the new plan will not change the way the Perkins grant is administered to postsecondary institutions in Texas.

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

In 2007, a statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, education service center (ESC) CTE specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the governor's office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE State Leadership Council, comprised of representatives from postsecondary institutions, provided content experts to review the programs of study. In addition, CTE stakeholders had the opportunity to validate or recommend changes to the programs of study. The workgroup took all recommendations into consideration before disseminating the programs of study.

A leadership grant funded the development of the *AchieveTexas Implementation Guide*, distributed to superintendents, counselors, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. ESC CTE specialists provided extensive training and technical assistance to assist communities and schools in implementing career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops that are offered statewide. Resources for the career clusters and programs of study have been available on the AchieveTexas website at [www.achievetexas.org](http://www.achievetexas.org). Beginning with the 2017-2018 school year, the programs of study are housed on a new Texas CTE Resource Center website at [www.txcte.org](http://www.txcte.org).

The SBOE reviewed the CTE TEKS, the state standards for secondary education courses, during 2008-2009. State teams revised CTE course standards, eliminated outdated courses, and recommended new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant and rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. The SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The SBOE adopted the revised CTE TEKS in July 2009, and districts implemented the new standards in the 2010-2011 school year. Texas CTE teachers had opportunities for professional development on the revised CTE TEKS through a variety of venues during 2010. In January 2010, the SBOE identified the CTE courses that meet graduation requirements for mathematics, science, speech, and fine arts.

In April 2010, the State Board for Educator Certification (SBEC) approved new district personnel assignment rules (19 Texas Administrative Code (TAC) §231.1(e), found at [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=5&ti=19&pt=7&ch=231&sch=E](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=7&ch=231&sch=E)), and the SBOE followed with approval in July 2010. Those rules require foundation and CTE teachers assigned to any of nine of the CTE courses that meet mathematics or



science requirements to complete professional development. In July of 2017 the SBEC updated the certification rules to include the new CTE courses that were adopted in 2015 by the SBOE.

Using Perkins funds, the TEA entered into nine contracts with colleges and universities to write the required professional development for the CTE math and science courses, which was deployed through Project Share, an online collaborative platform. In 2015, the TEA transitioned to a new content management and development system, called Texas Gateway. Texas Gateway is available at [www.texasgateway.org](http://www.texasgateway.org). The nine CTE courses were transitioned to the new platform. At the end of 2017, the nine courses were removed from the website for revision and updating based on the new certification rules by the SBEC. The revised versions, plus the professional development required for additional new CTE courses, will be available in the fall of 2019.

In 2013, the SBOE began a review of the CTE TEKS. The SBOE also responded to new laws the 83<sup>rd</sup> Texas Legislature enacted, including the implementation of new graduation requirements. In January 2017, the SBOE determined seven additional new CTE courses would meet mathematics or science graduation requirements. Currently, 25 CTE courses meet mathematics or science graduation requirements.

The SBOE adopted new CTE TEKS in 2015. Implementation of the new CTE courses took place at the beginning of the 2017-2018 school year. Because of the adoption, the state-recognized model programs of study were updated in 2016-2017 to incorporate the new CTE courses and the work of THECB as described below.

Texas is in the beginning stages of planning a revision of the state-recognized programs of study to be implemented in 2019-2020. The new work will have a deeper focus of addressing in-demand occupations leading to higher wage jobs.

To help districts implement these new programs of study, a focused communication and professional development plan is being developed with input from the education service center CTE specialists. All communications and professional development vehicles will explain the CTE programs of study design and structure, the rationale for current revisions, avenues for student CTE endorsements, and strategies for implementation. Successful execution of the programs of study hinges upon teachers, administrators, and counselors communicating the relevance and practical value of the CTE programs to students, families, and other important stakeholders. Email messages, listserv bulletins, websites postings, and YouTube and Twitter postings will be some of the tools we will use for communication. . Part of the communication plan includes requesting that members of the career cluster advisory councils help with the communication of these changes.

Postsecondary courses are listed in the THECB's *Workforce Education Course Manual* (WECM) and the *Lower Division Academic Course Guide Manual* (ACGM). THECB reviews these courses on a periodic schedule, eliminating outdated courses and developing new courses. The THECB will review WECM and ACGM courses based on the alignment with the programs of study and fields of study curriculum.

Perkins state leadership funds have been used to develop model programs of study with postsecondary instructional teams within the 16 Career Clusters, using the League of Innovation's College and Career Transitions Initiative program of study models, which were further aligned with AchieveTexas during 2011. This process was essential in identifying outdated courses, aligning with college readiness standards, and ensuring that all CTE programs prepare students for career success and/or baccalaureate options. Previously, postsecondary programs in Texas were "job" focused; the current process was used to ensure that program of study models are "career" focused.

HB 2628, 84<sup>th</sup> Texas Legislature, Regular Session, was passed and went into effect in September 2015. The bill requires the THECB, with the assistance of advisory committees composed of representatives of secondary, postsecondary, business and industry, other state agencies or licensing bodies, and other career and technical education experts, to develop career and technical education programs of study. The legislation further requires advisory committees to identify the knowledge, skills, and abilities to prepare students for high-skill, high-wage jobs in high-demand occupations. The first two career clusters that are being addressed are Architecture and Construction, and Health Sciences. Advisory committees were appointed and have determined subcommittees to develop discipline-specific programs of study. A program of study developed under this legislation must

- focus on the current and future needs of Texas employers;
- clearly define career pathways with logical entry and exit points for students;
- indicate the types of careers and the names of certifications or licenses aligned to the program of study;
- 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;
- be designed to meet the needs of business and industry with a high degree of commonality across the state;
- align with the College and Career Readiness Standards; and
- 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.

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

In the fall of 2008, each secondary school district implemented a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program (Texas Education Code (TEC) §28.009). The opportunities for college credit may include international baccalaureate, advanced placement, and dual credit courses, as well as local and statewide articulated credit, and any combination of those options.

CTE specialists from the state's twenty ESCs provide direct technical assistance to secondary and postsecondary institutions to help develop and effectively implement local articulation agreements.

In addition, a system of statewide articulation for CTE courses was implemented. In the current Advanced Technical Credit [crosswalk](#) between secondary and postsecondary courses, Texas has identified approximately 106 secondary CTE courses that articulate statewide to approximately 164 postsecondary technical courses. As new courses are added to the crosswalk, the state-recognized model programs of study are updated to include statewide articulated courses. The ATC Leadership Committee annually convenes teams of secondary and postsecondary educators to review current secondary and postsecondary courses and update the crosswalk. An annual alignment is conducted of CTE TEKS (Texas Essential Knowledge and Skills) to the Workforce Education Course Manual (WECM) courses. Alignment meetings use secondary and postsecondary instructors from each discipline and follow the WECM course review schedule, which reviews most courses on a three-year rotation, although some courses are reviewed annually. In addition, suggestions for other alignments are made by stakeholders, reviewed by the ATC Leadership Committee of statewide representatives, and if recommended, are scheduled for alignment review by faculty and teachers. As course outcomes at the postsecondary level change, the ATC alignments must be reviewed to assure compliance. Alignment meetings may be conducted in conjunction with CTE professional development conferences. Secondary teachers and postsecondary faculty have ongoing opportunities to collaborate on course design, curriculum, and valid, reliable assessments. To develop, improve, and expand access to appropriate technology, online professional development modules are made available for teachers to complete the required professional development. In addition, school districts and community, state, and technical colleges execute local articulation agreements.

Beginning in 2018-2019, the state will focus more on embedding dual credit, AP/IB into the new CTE programs of study to increase student access to postsecondary credit. In addition, Texas supports eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions through the following College and Career Readiness Models: 198 Early College High Schools, 132 Texas Science Technology Engineering Math and Science Academies, Pathways in Technology Early College High Schools, and 19 Industry Cluster Innovative Academies. All these models are secondary programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths. TEA offers a rigorous designation process that includes a Blueprint for each model that contains design elements and outcomes-based measures.

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

The AchieveTexas website provided information and resources to help communities redesign high schools, including small learning communities, comprehensive high schools, academies, and magnet schools since 2006. Sixteen career cluster guides helped students, parents, academic and guidance counselors, secondary teachers, postsecondary faculty, and business and industry partners to effectively implement the career clusters and programs of study, providing extensive technical assistance to inform stakeholders about high-skill, high-wage, or high-demand occupations. In August 2017, The AchieveTexas website ceased to exist and the program of study resources are housed on a new TEA website, Texas CTE Resource Center website at [www.txcte.org](http://www.txcte.org). The website launched in early August 2017.

Texas is in the process of revising the programs of study offered at the state level to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content to go into effect in the 2019-20 school year. As a part of this process, Texas will focus on career clusters and the addition of an Energy career cluster to address the specific labor market information and needs for our state. To ensure the new programs of study are preparing students for in-demand occupations that are higher wage, state staff is conducting an analysis of labor market information data sources and platforms. New programs of study will be based on labor and economic data that is accurate and current. As part of this process, staff will ensure the new programs align vertically across secondary and postsecondary levels to ensure seamless transitions. Staff will ensure students can earn credentials of value including postsecondary certificates and degrees. In addition, industry will be involved by participating in career cluster advisory councils to provide input and feedback on the programs of study.

The Texas approach to implementing Section 118 of the Perkins Act is a multifaceted strategy to:

- facilitate students' informed education and career decision-making;
- prepare all students for the academic rigors of postsecondary education; and
- meet the workforce needs of the governor's initiatives for economic development.

The Labor Market Career Information (LMCI) division of the Texas Workforce Commission is the state American Career Resource Network (ACRN) entity that provides career information products and activities. The LMCI does the following:

- operates a toll-free career resource hotline that teachers, counselors, students, and parents use to request reliable career information and resources. TWC must promote this resource at all LMCI education training events. Beginning in the 2018-2019 school year, the hotline will cease to exist, and there will be more focus on electronic versions of the resources.
- provides college and career exploration training and materials to middle school and high school students, parents, counselors, and teachers. These resources are designed to help students and their parents begin to examine their education and career interests, aptitudes, and goals.
- Provides workforce and career information at sessions during the TEA sponsored conferences;
- Makes teachers, counselors, students, and parents aware of the TWC Help Wanted Online database that links current job listings by ESC regions with occupations identified in CTE TEKS and;

Beginning in 2018-2019, the Texas Education Agency will continue to collaborate with the TWC through the Tri-Agency Initiative. This initiative is an ongoing partnership among the TEA, THECB, TWC and other stakeholders to align the educational goals of Texas with the state's higher education plan of 60x30TX, which aims for 60 percent of 25-to 34-year olds to hold either a certificate or degree by 2030, with the goals of growing the state's workforce, industry, and the economy.

A few of the partner initiatives include activities such as the creation of online advising tools like Texas OnCourse, career exploration tools like Career Check and Reality Check, and providing grants for the Texas Industry Cluster Innovative Academies. In addition, the Texas Industry Internship Challenge was launched to significantly increase the number of high school and

college internships, such as paid internships and externships that augment apprenticeships, including during the summer, in high-demand industry clusters and occupations that provide students with course credit and emphasize strong work habits.

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

Developing, improving, and expanding access to appropriate technology are required uses of local and state Perkins funds. Eligible recipients must describe how they will provide and expand access to appropriate technology in their local plans. Three related elements include: training CTE teachers, faculty, and administrators to effectively use technology, including distance learning; providing CTE students with essential academic and career and technical skills (including mathematics and science knowledge that provide a strong basis for such skills) that lead to careers in technology fields; and encouraging collaboration with technology industries. Other uses of technology include the development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; and enhancing academic and technical skills related to design and innovation, as well as supporting internet research to analyze information and solve problems. Technology also plays a vital role in rural areas for individuals with disabilities and for other special populations and with its role in enhancing distance learning.

Perkins state leadership funds support efforts to develop, improve, and expand access to appropriate technology in CTE programs at both the secondary and postsecondary levels. In 2017-2018, the TEA awarded secondary Perkins reserve funds to help small and rural districts enhance and expand their programs of study, including technological expansion and distance learning courses. Other reserve grants were awarded to assist LEAs in providing high quality CTE programs aligned with local and/or regional workforce needs. Districts established new career cluster partnerships to help students acquire skills valued by employers. Funds were used to enhance existing or developing new career cluster programs, including the use of the latest technology and equipment. Another use of reserve funds was to train CTE teachers as licensed testing site instructors in specific industry certification areas.

The Texas Virtual School Network (TxVSN) provides Texas students and schools with equitable access to quality online courses and instructors. It is a valuable resource for interactive, collaborative, instructor-led online courses taught by state-certified and appropriately credentialed teachers trained in effective online instruction. Currently there are 12 CTE courses available through the network.

Postsecondary state leadership funds have been allocated to redesign technical courses that have been identified as “gatekeeper” courses for various career pathways. Innovative technology and simulations are being utilized to facilitate student mastery in numerous courses in the various career clusters including Health Science; Science, Technology, Engineering, and Mathematics (STEM); and Arts, A/V Technology and Communications. To support decisions based on data for program improvement, state and local performance data are provided online to encourage educators to analyze data to develop processes for continuous program improvement.

- (f) Criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*
- i. Promote continuous improvement in academic achievement;*
  - ii. Promote continuous improvement of technical skill attainment; and*
  - iii. Identify and address current or emerging occupational opportunities;*

Eligible recipients must annually submit a local plan to receive Perkins funds. Local plans for secondary and postsecondary institutions must meet all the elements required in Section 134 of the Perkins Act. Eligible recipients must complete an online application and provide all required information prior to funding approval. Each application is reviewed to determine compliance with all legal requirements. Eligible recipients must also submit an evaluation and use of funds report each year.

The local plans 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.

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners have collaborated to align the academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for success in college and career.

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

Prior to 2014-2015 with the phase-in of the new Foundation High School Program, all secondary CTE programs of study were based on the Recommended High School Program or Distinguished Achievement Program. These programs were in place to effectively prepare students for college and career success. Each program of study under this previous

graduation plan had a rigorous core academic foundation (four credits each in English language arts, mathematics, science, and social studies) enhanced with relevant CTE career-related courses.

With the implementation of the new Foundation High School Program in 2015, Texas secondary CTE programs of study continue to effectively prepare students for college and career success. Each program of study includes a rigorous academic foundation (four credits in English language arts, and at least three credits in mathematics, science, and social studies) that is enhanced with relevant CTE career-related courses. There are 25 CTE courses that meet secondary graduation requirements for English, mathematics, science, or fine arts. Students on the Foundation High School Program may also earn endorsements which consist of a related series of courses that are grouped together by interest or skill set. Endorsements provide students with in-depth knowledge of a subject area. The state-recognized programs of study help students understand the importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college.

During the 2016-2017 school year, the programs of study were updated to reflect the new CTE courses adopted by the SBOE in 2015. Texas is in the beginning stages of planning a revision of programs of study for the state to be implemented in 2019-2020. The new work will have a deeper focus of addressing in-demand occupations leading to higher wage jobs.

The Performance Based Monitoring Analysis System (PBMAS) state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators, including the following CTE subpopulations: CTE limited English proficient (LEP), CTE economically disadvantaged, CTE special education, and CTE nontraditional students. When a district's CTE students demonstrate low performance, TEA places the district in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the program effectiveness review, compliance review, focused data analysis, systems analysis, continuous improvement plan, and/or a corrective action plan if monitors find noncompliance with law or rule.

Districts that are identified for interventions in more than one program that is subject to review under PBMAS are required to engage in integrated interventions designed to target and address student performance, program effectiveness, systemic issues, and data quality concerns related to substantial, continuing, or imminent risk(s) identified across programs. Specific programs under PBMAS review are bilingual education/English as a second language (BE/ESL), special education, CTE, programs that serve economically disadvantaged students, and programs that serve migrant students.



The TEA, as a recipient of federal education funds, is required by the United States Department of Education Office of Civil Rights (USDE-OCR), to conduct on-site reviews of campuses within districts that receive federal financial assistance and offer CTE programs.

As a recipient of federal financial assistance, districts and charter schools are required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, and disability. According to the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (34 C.F.R. Part 100, Appendix B) (Guidelines), each state agency responsible for the administration of CTE programs must conduct methods of administration (MOA) civil rights compliance reviews of subrecipients (districts/charters) that receive federal financial assistance from the USDE for CTE programs. The purpose of the on-site review is to determine the school's compliance with the Guidelines and the following federal laws and regulations:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin;
- Title IX of the Education Amendments of 1972 and its implementing regulations at 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability; and
- Title II of the Americans with Disabilities Act of 1990 and its implementing regulations at 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability.

The identification of campuses within districts is based on methodology approved by USDE-OCR which 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 years since last on-site review and the student enrollment on the campus.

Campuses are selected for review based on the agency's targeting plan. The targeting plan is approved by the USDE-OCR prior to implementation every two years. The selection criteria in the targeting plan places emphasis on the provision of equitable opportunities for students to participate in CTE. Categories considered include: African-American students, Hispanic students, male students, female students, students with disabilities, and students with limited English proficiency. Each category enrolled in a CTE course is compared to the general population enrolled in CTE program. An additional criterion is included. Districts reviewed within the last five years are **not** eligible for an on-site review.

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

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities and identify the appropriate routes to enter occupations of their choice and the postsecondary education required to enter those fields. In 2008, THECB adopted college and career readiness standards, which TEA incorporated into revised state CTE standards. The College and Career Initiatives grantee completed its project to identify the CCRS in the CTE curriculum standards. Local districts develop programs, with the assistance of program advisory committees and workforce boards that analyze regional data to provide information on current high-skill, high-wage, or high-demand occupations.

Academic and technical dual credit articulation agreements identify appropriate secondary courses for college credit to ensure that students are directed toward the completion of a college degree, certificate, and/or a credential in a specific career field. To enable students to matriculate two-year technical coursework into baccalaureate programs with minimal loss of credit and duplication of effort, Perkins state leadership funds have been used to help Texas identify a common technical core curriculum in 81 programs of study in specific career areas. Further, and as part of the program approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand in the marketplace for projected graduates.

Texas community, state, and technical colleges use Texas Workforce Commission (TWC) information to design programs and counsel students. They also use information distributed by the Texas State Technical College system regarding new and emerging careers. Additionally, each college has access to Community College Strategic Planner software customized for its service area that forecasts and projects educational and economic trends. In accordance with guidelines established by the THECB for approval of new postsecondary CTE programs, each community, state, and technical college must provide assurance that an advisory committee composed of representatives from business and industry has been directly involved in the development of the program.

TWC follows statistical standards for wages and employment projections set by the Department of Labor, Bureau of Labor Statistics and Employment and Training Administration. However, there is no single, universal definition of high wage and high

demand occupations. The TWC used the following definitions during 2006 to assure that each state-recognized CTE program of study leads to high-wage or high-demand occupations. A high wage occupation is defined as an occupation that exceeds the median weekly wage threshold for all earners. For Texas, the median figure is currently \$16.61 per hour, or \$34,550 annually. High demand occupations are those that are expected to grow faster than the 20.7% projected for all occupations statewide.

House Bill 809 from the 83rd Texas Legislature, 2013, required that the Texas Workforce Commission (TWC) and the Texas Education Agency (TEA) work together to provide employment information for Texas secondary students. Subchapter A, Chapter 302, Labor Code, Section 302.014, available at <http://www.statutes.legis.state.tx.us/Docs/LA/htm/LA.302.htm#302.014> is the statutory authority for this project and details how the TWC will provide the TEA with information regarding disaggregated current and projected employment opportunities in the state. TEA in turn will provide this data for use in local planning and implementation of career and technical education and training programs. In accordance with the provisions of this law, TEA provides the required information which is found by following the link below to the Help Wanted Online webpage on TWC's website. Secondary students and others will find the most up to date information concerning employment opportunities in any number of occupational areas by county, educational service center, and local workforce development areas. Link to Help Wanted Online is:  
<http://www.texasindustryprofiles.com/apps/mHWOL/index.asp>

In support of economic development for the state, communities should consider offering CTE programs for occupations that significantly exceed the median wage threshold which is currently \$17.06 per hour, or \$35,484 annually. Regional wage information will be provided to adjust for regional median wage variations. High demand for Texas is defined as an occupation growing faster than average for all occupations in the 2014-2024 projections, which is 20.7%. The TWC has 28 approved Local Workforce Development Boards (LWDB) and permits each workforce board to publish its own high demand occupations list based on local needs. Given the size of Texas and its geographic economic differences, Texas's community and technical colleges apply the statewide percentage to occupations that their respective LWDB identifies.

Texas does not have an official state definition for high skill occupations, but currently for CTE and program accountability purposes, high skill occupations are defined as those that 1) require licensure or certification, 2) require apprenticeship, or 3) are identified by the Texas Workforce Investment Council.

- (i) *How funds will be used to improve or develop new career and technical education courses—*
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
  - ii. At the postsecondary level that are relevant and challenging; and*
  - iii. That leads to employment in high-skill, high-wage, or high-demand occupations;*

TEA and THECB have used state leadership funds to align secondary and postsecondary technical programs that lead to high-skill, high-wage, or high-demand occupations. This vertical alignment allows Texas institutions to provide high quality programs of study that include rigorous courses based on relevant and challenging academic and technical standards. The vertical alignment planning process previously described has allowed instructional teams to identify courses that need to be enhanced, new courses that need to be developed, and existing courses that can be redesigned or eliminated to accommodate vertical alignment and avoid duplication. The vertical alignment process began with three industry clusters the governor identified as priority areas for economic development. These industry clusters include Advanced Manufacturing; Informational Technology; and Science, Technology, Engineering and Mathematics (STEM). This alignment process has served as the model for all alignment activities. The original alignment of all 16 career clusters was completed in April 2010. Texas is in the process of revising the programs of study offered at the state level to include coherent and rigorous career and technical content aligned with challenging academic standards to go into effect in the 2019-20 school year. As a part of this process, Texas will focus on career clusters and the addition of an Energy career cluster to address the specific labor market information and needs for our state. To ensure the new programs of study are preparing students for in-demand occupations that are higher wage, state staff is conducting an analysis of labor market information data sources and platforms. New programs of study will be based on labor and economic data that is accurate and current. As part of this process, staff will ensure the new programs align vertically across secondary and postsecondary levels to ensure seamless transitions. Staff will ensure students can earn credentials of value including postsecondary certificates and degrees. In addition, industry will be involved by participating in career cluster advisory councils to provide input and feedback on the programs of study.

Alignment activities continue with ongoing updates of the alignments of new secondary and postsecondary courses. Coordination between TEA and THECB continues to result in closer collaboration between the secondary College and Career Initiative leadership grant and the postsecondary Career Clusters leadership grant. These two grantees have worked with teams of secondary teachers, postsecondary instructors, and business and industry partners to review and update the vertical alignment of the state-supported programs of study.

Additionally, TEC §28.002 requires that the State Board of Education (SBOE) review secondary courses when THECB reviews its postsecondary courses, to ensure that secondary programs continue to align with postsecondary programs.

In 2013, the SBOE began the process for reviewing the CTE curriculum standards or TEKS. Committees of secondary and postsecondary educators, business and industry representatives, parents and other stakeholders met to review the current CTE TEKS and draft recommended revisions and updates. This process required three multi-day face-to-face meetings.

The recommendations for revision of the CTE curriculum standards (TEKS) by the SBOE-appointed committees were completed in 2015. Approximately half of the revised courses were adopted by the SBOE in April 2015 and the remaining courses were adopted in July of 2015. The official public comment period began in early March 2015 and comments were received from all stakeholders, including business and industry. The TEKS are scheduled for implementation in the 2017-2018 school year.

In the revised TEKS, Texas emphasizes the student development of general employability skills. The standards for each CTE course begins with an employability skills strand and with a knowledge and skills statement that says, “the student demonstrates professional standards/employability skills as required by business and industry.” The student expectations under the knowledge and skills statement vary by course. Committees selected general employability skills most important to the occupation taught in the course from a list of 30 workplace basic skills compiled by the Texas Workforce Commission.

The next TEKS revision is scheduled to begin during the summer of 2019. A goal of the revision is to ensure the course standards are aligned with industry labor market information and then backwards designed from industry certifications that meet the criteria established by the State Board of Education. The courses developed will provide a sequence of courses that begin with an introductory course that teaches broad foundational knowledge and skills and then progresses to more occupationally specific courses that should culminate in a credential of value.

- (j) *How Texas will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);*

Without federal funding for tech prep, THECB closed out the 26 Texas tech prep grants effective August 31, 2011. Two consortia were able to continue their activities with funding from non-federal sources.

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

Perkins leadership grants funded the vertical alignment of secondary and postsecondary technical programs as described previously. The focus of the alignment was on increasing the achievement of students choosing to participate in CTE programs. Increasing opportunities for dual credit between secondary and postsecondary institutions is a priority, with the goal of encouraging more students to continue in postsecondary education by creating a college-going culture in every public school.

The Advanced Technical Credit (ATC) statewide articulation program was initiated to reduce duplication of course work, provide a seamless transition from secondary to postsecondary education, overcome problems associated with the mobility of student populations, and reduce the paperwork for schools and colleges. When used with a rigorous program of study, the statewide articulation program enables students to complete an associate's degree in as few as three semesters, or less, if students also take dual credit or advanced placement courses while in high school. As of 2018, Texas school districts offered approximately 106 approved ATC courses, which is almost one-half of the current secondary CTE course inventory. This number changes each year as TEA and THECB review their respective course inventories and articulation review teams update the [ATC crosswalk](#). More than 3,772 teachers have been certified to teach ATC courses on 731 campuses in 447 districts.

During the 2012-2013 grant year, Texas consolidated the ATC Leadership Committee function that provides oversight for the statewide articulation program and the ATC teacher training accountability system for eligible secondary teachers. The results of that consolidation can be found at [www.atcTexas.org](http://www.atcTexas.org). Perkins secondary state leadership funds provide technical assistance in creating articulation agreements between two-year colleges and universities to provide a seamless transition for students seeking a baccalaureate option. Beginning in 2018-2019, the state will focus more on embedding dual credit, AP/IB into the new CTE programs of study to increase student access to postsecondary credit. In addition, Texas supports eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions through the following College and Career Readiness Models: Early College High School, Texas Science Technology Engineering Math and Science Academy, Pathways in Technology Early College High School, and Industry Cluster Innovative Academy. All these models are

secondary programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths. TEA offers a rigorous designation process that includes a Blueprint for each model that contains design elements and outcomes-based measures.

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

Each applicant local education agency (LEA) must identify strategies in its local plan for the integration of rigorous academic standards into technical programs. Evaluation of CTE programs is a two-fold process. TEA and THECB conduct desk reviews annually to assess compliance with performance standards and fiscal guidelines. Monitoring is conducted for public schools to evaluate CTE programs, including the extent of integration of coherent and rigorous content aligned with challenging academic standards.

THECB conducts site visits to community and technical colleges to monitor compliance with all federal regulations and to promote technical assistance.

Beginning in 2014-2015, a yearly risk assessment was implemented to determine which community and technical colleges are subject to a desk review or site visit during a given year. The risk assessment factors are: number of years since the last desk review or site visit; number of unmet core indicators; number of application amendments; amount of the grant award; number of late reports; results of the annual THECB fiscal desk audit; Schedule of Expenditures of Federal Awards (SEFA) compliance review; and fiscal management concerns, if any. As part of the risk assessment rubric, weighted points are assigned to the risk factors and once computed, the review process establishes a ranking of colleges assessed based on the final scores in the risk assessment. The five institutions with the highest risk assessment scores are subject to a desk review and site visit. The remaining colleges that scored in the top quarter of the rankings are subject to desk reviews only.

TEA evaluates and monitors the academic achievement of secondary CTE student concentrators through the state PBMAS accountability system described earlier. School districts are required to analyze performance data, research effective integration strategies, and develop a plan to improve 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 with limited English proficiency.

In the winter of 2018, Texas started a two- to three- year statewide evaluation of CTE in Texas. The evaluation will provide an analysis of current CTE programs offered around the state focused on student outcomes. The evaluation will include data analysis and coordinated data files of CTE programs in all Texas local education agencies (LEAs; including all public-school districts and open enrollment charter schools). CTE programs will be analyzed by LEA and the analysis 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).

Findings will be analyzed and CTE programs will be grouped according to those which are determined to need improvement, those which are average compared to other programs across the state, and those which stand out as high quality. The metrics will determine and examine high-quality programs, and also identify key barriers that prevent LEAs from developing and/or expanding high-quality programs.

For more than 30 years, the THECB has required community, state, and technical colleges to submit a program proposal requesting approval to implement a new associate of applied science degree or certificate program prior to the implementation of the program at the college. THECB considers these requests based on quality standards, commitment of resources and cost effectiveness, and state and regional need.

At its October 29, 2009 meeting, THECB adopted rules that streamlined the approval process for new associate of applied science degrees and certification programs and repealed the institutional effectiveness rules. The adopted rules permit automatic approval of a new associate of applied science degree or certificate program if an institution and governing board certify that the program meets certain criteria and that recent documentation is available to support these criteria. The rules adopted by the THECB also include a directive to staff to develop a process for the periodic review of existing degree and certificate programs. This review process includes both quantitative and qualitative measures. The THECB's Undergraduate Education Advisory Committee recommended measures used in the review process.

The THECB has established procedures for the annual review of the number of graduates produced by degree programs at institutions of higher education (TAC §4.285-4.293). Low-producing programs are identified at the applied associate degree level as programs that do



not graduate more than 25 students in five years. Programs established within the previous five years are exempt from review. Completers of CTE certificate level programs are included within the count of similar applied associate degree completers. If a program does not meet the minimum standards for the number of graduates, the institution must phase out or consolidate the low-producing degree program, or request a temporary exemption. The 83rd Texas Legislature passed Senate Bill 215, which removed the THECB's authority to order the closure or consolidation of low producing programs at institutions of higher education. Instead, the THECB may issue recommendations for closure or consolidation to the institution and its governing board. The institution's governing board must provide to the Legislative Budget Board a response to the THECB's recommendations.

The THECB requires the CTE programs at the state's postsecondary institutions to submit performance information through the online self-evaluation process and through the state's accountability system. This information is reviewed by THECB staff and is used for monitoring the institution's performance so that improvement plans can be implemented as needed.

3. *Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*
  - (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*
  - (b) *Increases the percentage of teachers that meet teacher certification or licensing requirements;*
  - (c) *Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;*
  - (d) *Encourages applied learning that contributes to the academic and career and technical knowledge of the student;*
  - (e) *Provides the knowledge and skills needed to work with and improve instruction for special populations; and*
  - (f) *Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]*

The TEA awarded secondary Perkins leadership funds to several Texas universities for CTE professional development: TEA also awarded a statewide leadership grant to provide

professional development for the recruitment and retention of secondary CTE teachers. This grant funds an annual conference for new CTE teachers and an annual three-part academy for new CTE administrators. Both programs include follow-up components to support new CTE teachers and administrators beyond the initial event. These events have completed their eighth year; both the new teachers conference and the new administrator's academy have enrolled participants at capacity each year. In 2016-2017, TEA implemented a new teacher mentoring program. This program was designed to aid in the retention of new CTE teachers in the state, offering on-going mentoring and induction-type professional development including help with lesson planning, assessments, curricular materials, and classroom management, through online modules and mentoring activities and just-in-time assistance for new teachers. For the purposes of this project, a new teacher is defined as a CTE teacher with three years or less of experience teaching CTE.

As described in other sections, the SBOE approved new CTE courses to meet graduation requirements for mathematics and science. Adopted teacher assignment rules require professional development for both CTE and academic teachers who teach these courses. A TEA leadership program funds development and deployment of these online courses. With these courses the total number of CTE courses that meet graduation requirements for math, science, English, and fine arts is 25.

CTE administrators and guidance counselors attend annual statewide conferences. The conferences include training for new administrators and guidance personnel. Most of the teacher professional associations also conduct conferences, providing essential opportunities for networking and content-specific professional development. TEA CTE staff participate in statewide teacher and administrator professional association conferences to keep updated in CTE content areas and to keep the CTE community updated on changes to law and rule impacting CTE programs.

Since 2013, the College and Career Initiative grant objectives have included opportunities for collaboration with the CTE professional development grantee as well as for participation in the Texas Counseling Association's school counselor conference. The AchieveTexas College and Career Initiative grantee presented at three Texas Counselor Association state conferences, conducted preconference sessions for counselors at the state Association for Career and Technical Education affiliate's midwinter and summer conference sessions, and gave programs for school counselors at 10 of the 20 regional education service centers. The grantee has also planned and conducted the Professional School Counselor Academy, and partnerships have been formed with two of the education service centers to replicate the counselor academy on a regional level. These ongoing regional academies use the statewide academy model and feature resources developed through the AchieveTexas College and Career Initiative. A LiveBinder of 800+ career development and planning resources was created by the grantee, housed at Texas Tech University.

In addition, ESC CTE specialists provide direct technical assistance and professional development to school district personnel in their regions, including support on topics such as program design and evaluation, data-driven program improvement, response to monitoring and intervention, assistance to special populations, work-based learning, data submission, integration of technical and academic skills, required and permissive uses of Perkins funds, and individualized professional development based on needs analysis or requests.

Academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. One particular professional development opportunity that has been highlighted is the Geometry in Construction model. Geometry in Construction integrates CTE technical skills and mathematics. Texas's commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue.

One priority is the development of a quality, high-tech professional development system provided online so teachers can access the resources and tools to improve teaching and learning. TEA first realized this priority with the introduction of Project Share, an online platform for collaboration and professional development. By the beginning of the 2010-2011 school year, all Texas teachers had the opportunity to enroll in Project Share. TEA uploaded several online courses and developed an extensive inventory of professional development that was deployed in Project Share. As described earlier, required professional development for teachers who teach any of the nine CTE courses that meet mathematics or science graduation requirements was deployed through Project Share. [The Project Share system has now transitioned into the Texas Gateway](#) professional development system found at [www.texasgateway.org](http://www.texasgateway.org).

Professional development activities include, but are not limited to, topics in academic and technical knowledge and skills; labor market and career information; integration of rigorous academic and technical curricula; developing and delivering online courses; effective strategies for teaching and learning; methods of teaching to diverse student backgrounds and needs; effective use of research in instruction; and the use of technology, multimedia, and telecommunications in instruction.

In 2018-2019, the division of College, Career, and Military Preparation will support a position for developing and leading professional development. The person will implement a variety of programs and initiatives aimed at increasing the number of students who have access to high quality high school programs that directly connect K-12 students to meaningful college and career pathways.

Each postsecondary institution utilizes a portion of its allocation to support the professional development of faculty, counselors, and administrators related to rigorous academic and CTE standards, industry standards, applied learning strategies, and improvement of access/success of special populations, including nontraditional occupations.

A Leadership project entitled “CTE eCourse for High School Guidance Counselors and Community College Personnel,” provides a modular-based CTE professional development course to familiarize secondary guidance counselors and post-secondary academic counselors with techniques in career guidance, academic counseling, and CTE pathways that lead to high skill, high-wage, and high-demand occupations. The modules continue to be useful for new Perkins directors and CTE faculty and advisors.

4. *Describe efforts that your agency and eligible recipients will make to improve—*
  - (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
  - (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*

Improving the quality of teachers is a national and state priority. The State Board for Educator Certification is responsible for maintaining teacher certification standards to assure teacher quality. CTE teacher certifications have been aligned to the state standards and identify the knowledge and skills new teachers must have to successfully teach rigorous CTE courses. New teachers are required to complete a teacher certification program (either a traditional teacher preparation or an alternative certification program approved by the state), and pass both a pedagogy and professional responsibilities test and a content examination to demonstrate content proficiency prior to becoming certified to teach CTE. Teachers are required to complete a minimum of 150 hours of professional development every five years to stay current in their field. Additional information on Texas CTE teacher certification is available at [http://tea.texas.gov/Texas\\_Educators/](http://tea.texas.gov/Texas_Educators/)

In 2015, the 84<sup>th</sup> Texas Legislature passed HB 2205, Section 12, which allows for the issuance of a CTE school district teaching permit to individuals who are permitted to teach only noncore academic CTE courses without the approval of the commissioner of education. This bill also requires new employees who receive a school district teaching permit under this section to complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees. This bill helps to address the CTE teacher shortage and improves the recruitment of individuals who desire to transition from business and industry to teaching. In this same year, the legislature

passed HB 1842 which allows a district to use uncertified teachers to teach noncore CTE courses.

As mentioned above, an annual statewide CTE Teacher Recruitment and Retention Conference supports the recruitment and retention of new CTE teachers, including individuals in groups underrepresented in the teaching profession. Activities are planned to support the transition to teaching from business and industry, including small business. One such activity is a new CTE teacher mentorship program. This program was designed to provide ongoing mentoring and induction-type professional development, including help with lesson planning, assessments, curricular materials, and classroom management, through ongoing year-long mentoring activities and “just in time” help for new teachers. For the purposes of the project, a new teacher is defined as a CTE teacher with three years or less of experience teaching CTE.

For 2017-2018, CTE teacher recruitment efforts were to include the use of microcredentialing opportunities and the development of competency-based modules that focus on participants’ actual skills and abilities. After the review of several pilots conducted on behalf of the TEA, the decision was made not to pursue the microcredential program.

For 2018-2019, two divisions within the TEA, Educator Preparation Programs and College, Career, and Military Preparation are collaborating to support the establishment of district Grow Your Own Teacher programs. The Educator Preparation Programs division is awarding competitive grants to increase the quality and diversity of the teaching force, including those coming from business and industry. Pathway 1 focuses on the recruitment of future educators beginning in high school by offering CTE Education and Training career cluster courses that have the potential of dual credit opportunities for high school students. In order to teach the identified dual credit courses, teachers are required to have a master's degree. Pathway 2 focuses on the recruitment and support of paraprofessionals, instructional aides, and substitutes currently employed by the LEA to transition to certified, full-time teaching roles within the LEA. Pathway 3 focuses on developing well-qualified teacher candidates through a year-long clinical teaching assignment.

The College, Career, and Military Preparation Division is developing resources for the Education and Training career cluster that will be used at a summer institute for the Grow Your Own program. CTE staff will also be involved with the training of the teachers implementing the grant programs.

5. *Describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]*

Historically, Texas public universities have accepted technical degreed students into Bachelor of Applied Arts and Sciences (BAAS) or Bachelor of Applied Technology (BAT) programs with a minimal loss of credit, depending on the policies of the university. Recently, Texas universities have begun accepting the complete applied associate's degree into BA and BS programs either as a BA or BS in Interdisciplinary Studies or into traditional BA or BS programs. Aligning Associate of Applied Science (AAS) degree programs has enabled the universities to award college credit without any loss of course credits to the student. The model programs of study project that was funded for the 2008-2009 program year included additional program models and articulated pathways to the baccalaureate degree. Past Perkins state leadership funds have been used to provide technical assistance to universities for the development of BAAS and BAT programs to facilitate the transition of students from the subbaccalaureate CTE programs into baccalaureate degree programs at the state's public universities. These articulation agreements supplement the 2+2 programs that currently exist and that are being refined by the development of programs of study and career clusters projects.

Senate Bill 2118, passed by the 85th Texas Legislature, Regular Session, and signed into law by the Governor, authorizes public junior colleges that meet specific requirements to offer baccalaureate degree programs. A new baccalaureate degree program cannot be implemented until the community college receives approval from the THECB and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Most community colleges may not offer more than three baccalaureate degree programs at any time. .

Community colleges that propose to offer the Bachelor of Science in Nursing (BSN) degree programs are also required to submit additional information, including approval from the Texas Board of Nursing.<sup>6</sup> *Describe how Texas will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]*

Texas requires eligible grant recipients to evaluate their CTE programs annually. They must involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, and local business and industry representatives in an annual evaluation of CTE programs. Texas school districts have local advisory committees for CTE that are involved in decisions related to the implementation, improvement, and evaluation of local CTE programs.

In the winter of 2018, Texas began a multi-year statewide evaluation of CTE programs. The primary purpose of this evaluation is to assess the quality of high school CTE programs in Texas public school districts and charter schools. Second, the evaluation will study identified high-quality CTE programs currently being implemented to understand and share effective practices more broadly. TEA wants to ensure that students graduate from CTE programs with skills and certifications that lead to higher wage employment opportunities, meaningful postsecondary opportunities, or some combination of the two. This includes recognizing those schools and districts with high rates of student attainment of industry-based credentials and certificates that reflect both industry needs and lead to higher wage employment opportunities. As this latter accountability component is developed, TEA will need to provide districts with critical information they can use both to improve the quality of their programs and to address any extant gaps in alignment with industry needs. TEA seeks to understand the components and practices which result in high-quality programs to improve CTE programs statewide. The evaluation will support student outcomes by providing districts with critical information they can use both to improve the quality of their programs and to address any extant gaps in alignment with industry needs so that students will be more likely to graduate from CTE programs with skills and certifications that lead to higher wage employment opportunities, meaningful postsecondary opportunities, or some combination of the two.

At the postsecondary level, every program is required to have an advisory committee. Small and medium-sized businesses are the major employers in all college areas, particularly in the rural areas of the state. Advisory committee members help establish the need for new programs, provide continuous guidance for state-of-the-art training, and provide worksite learning experiences and jobs. Even though Texas is a right-to-work state, labor unions are represented in those programs in areas where organized labor is the prime provider of employees to regional businesses. Institutions must affirm that they have used the advisory committee in the development of a new program prior to that program being approved by the THECB. Through the required program advisory committees, employers are contacted regularly regarding the quality of program completers. On-site monitoring visits ensure compliance with this requirement.

7. *Describe efforts that your agency and eligible recipients will make to—*
  - (a) *Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the **integration of academics** with career and technical education to ensure learning in--*
    - i. *The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and*
    - ii. *Career and technical education subjects;*

All Texas students, including students in CTE programs, must pursue a rigorous program of study to graduate from high school. Prior to 2014-2015, the SBOE had established three high school graduation programs: the Minimum High School Program; the Recommended High School Program, and the Distinguished Achievement Program. TEC §28.025(b) required all students to graduate under the Recommended High School Program or Distinguished Achievement Program unless the student, the student's parents and a school counselor or school administrator agree, in writing signed by each party, that the student should be allowed to graduate under the Minimum High School Program. Further, the student must have been at least 16 years of age, must have completed two credits required for graduation in each subject of the foundation curriculum, or failed to be promoted to grade 10 one or more times as determined by the school district. In addition, TEC §28.002 (a)(2)(F), authorized the SBOE to develop and implement a plan to incorporate academic curriculum requirements into the CTE curriculum.

In 2013, the 83rd Texas Legislature made the Foundation High School Program the default student graduation program through passage of House Bill (HB) 5. Students who entered ninth grade before the 2014-2015 school year had the option to choose among the three existing graduation programs and the Foundation High School Program. Students who entered ninth grade beginning in 2014-2015 are required to meet the requirements of the Foundation High School Program; they must complete at least one endorsement area unless – after their sophomore year – they meet specific opt-out requirements. Students may enhance the Foundation High School Program in three ways:

- they may add one to five endorsements to the Foundation High School Program by pursuing specific coherent sequences of courses and completing additional credit requirements that align with the five areas.
  - Endorsements consist of a related series of courses that are grouped together by interest or skill set and provide students with in-depth knowledge of a particular subject area. Endorsements available to students include science, technology, engineering, and mathematics (STEM); business and industry; public service; arts and humanities; and multidisciplinary studies.
  - Endorsements in the Foundation High School Program are promoting further student learning by encouraging increased use of CTE programs of study, with STEM, business and industry, and public services serving as three of the five possible endorsements.



- they may add performance acknowledgments by meeting specific benchmarks and/or by earning a nationally or internationally recognized business or industry certification or performance on an examination sufficient to obtain a government-required credential to practice a profession.
- they may earn a distinguished level of achievement by completing at least one endorsement and have Algebra II as one of the math credits.

Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills, apply concepts to real-world situations, and gain experience in and understanding of all aspects of an industry. The TEKS provide the framework for Texas courses.

In July 2009, the SBOE adopted revised state standards for all CTE courses. In April and July of 2015, the SBOE once again adopted revised CTE TEKS to help students prepare for current and emerging careers. In both instances, the SBOE-appointed CTE and academic educators, representatives of business and industry, parents, and representatives of other groups, all of whom comprised the writing teams that developed recommendations for the revised CTE TEKS. All CTE TEKS integrate concepts from the academic curriculum, guide students in applying high-level academic concepts to real-world activities, and provide opportunities for students to explore all aspects of an industry. As described above, the SBOE has approved specific CTE courses to meet mathematics, science, English, and fine arts graduation requirements.

Additionally, thousands of secondary CTE students annually earn rigorous industry-recognized credentials, licensures or certifications. The top three licensure or certification areas are in information technology, health sciences, and cosmetology.

TEA has implemented a state-wide accountability system based on data-driven, performance based monitoring and interventions. TEA monitors the performance of its CTE programs through the use of the Performance Based Monitoring Analysis System (PBMAS). The PBMAS state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators, including the following CTE subpopulations: CTE limited English proficient (LEP), CTE economically disadvantaged, CTE special education, and CTE nontraditional students.

TEA also will learn a great deal 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 data analysis and coordinated data files of

CTE programs in all Texas local education agencies (LEA). CTE programs will be analyzed by LEA and the analysis 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).

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges (SACS), all associate of applied sciences degrees must contain a minimum of 15 semester credit hours of general education, academic transfer-level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to specific degree programs. Technical job skills are identified by local advisory committees and, where appropriate, by third party accrediting agencies. The rate at which program completers pass credentialing examinations is one measure of accountability for the colleges. All postsecondary CTE programs are required to identify a capstone course and most utilize an external learning experience, such as clinical, internship, practicum, or cooperative experience to provide students with a strong experience and understanding of all aspects of an industry.

Texas's two-year colleges partner with secondary schools through P-16 programs to increase the rigor of high school programs and increase the academic level of students entering postsecondary programs. College equivalent courses including dual credit, workforce dual credit, advanced placement, and courses taken at CTE Early College High Schools enable students to have courses added to a college transcript prior to high school graduation. State data shows that students who participate in these programs complete high school and matriculate into college in greater numbers than high school students in other programs.

*(b) Provide students with **strong experience** in, and understanding of, **all aspects of an industry**; and*

All programs of study provide students with strong experience in and understanding of all aspects of an industry. The vertical alignment of CTE programs ensures that all CTE programs include rigorous academic and technical content, coherent sequences of courses, opportunities for industry certification and licensure, and work-based learning experiences. Active participation by business and industry partners during the vertical alignment process provides the relevance of content to industry standards. Eligible grant recipients are required to describe how their CTE programs provide students with strong experience in all aspects of an industry.

Texas strives to provide effective training and education opportunities for students in secondary career and technical education. Students participating in work-based learning have an opportunity to gain general employability skills and training. Opportunities such as on-the-job training, internships, or job shadowing are considered capstone experiences in a student's program of study.

In Texas, public school districts are responsible for ensuring that each teacher assigned to use the work-based learning method of instruction has completed appropriate training in state and federal labor/child labor laws requirements and safety. To further assist districts with consistency in training, the Texas Education Agency (TEA) contracted for the development of online training modules to help teachers who will be coordinating student work-based learning experiences for the first time. This work-based learning training covers all the best practices information needed to implement a high-quality work-based learning program at Texas high schools. To further opportunities for students to experience the work-based learning method of instruction, the TEA will hire a state-level work-based learning coordinator. This focus is to work more directly with LEAs and employers to provide CTE students with authentic, real-world experiences linked to a career interest of their choice.

It is the expectation of the TEA and the State Board for Educator Certification that work-based learning instructors will continue to enhance their knowledge and skills by participating in additional professional development opportunities after completing this online training.

For 2018-2019, the TEA is expanding work-based learning (WBL) learning in Texas to allow students to collaborate with industry to explore careers of interest while gaining valuable employability skills. Through their work with employers, students will apply classroom theory, explore careers options, and pursue personal and professional goals. To support local districts in revitalizing and scaling work-based learning, TEA will lead the development of a WBL framework for Texas that provides guidance, resources, and ultimately training for K-12 and industry partner to provide increased opportunities (including internships and pre-apprenticeships) to students. These WBL opportunities should overlap with the externship opportunities available to educators.

*(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]*

Prior to 2014-2015, TEC §28.025(b) required all students, including students served in CTE programs, to choose between two rigorous graduation programs: the Recommended High School Program or the Distinguished Achievement Program. A third program, the Minimum High School Program, provides the minimum requirements for admission to most postsecondary institutions. As described in section 7. (a), the 83rd Texas Legislature passed HB 5, establishing the Foundation High School Program, which was available for all high school students beginning in 2014-2015 and required for all students entering ninth grade beginning with the 2014-2015 school year.

Additionally, all CTE courses have state-adopted standards (TEKS) that reinforce and enhance the rigorous academic standards measured on the statewide assessment. A Texas Workforce Commission analysis of the CTE TEKS resulted in categorizing approximately 50% of the knowledge and skills statements as technical and 50% academic.

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide assessments to graduate from high school. As Texas implemented the accountability system required under No Child Left Behind, CTE programs integrated standards for English language arts, mathematics, science, and social studies into curricula so students master challenging academic skills while learning advanced technical competencies.

Texas has phased out the Texas Assessment of Knowledge and Skills (TAKS) tests and implemented the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) assessments. Students who entered grade 9 in the 2011-2012 school year were the first cohort of secondary students who took the STAAR EOCs instead of the TAKS.

For secondary students, 12 end-of-course assessments were scheduled to replace the TAKS. The plan was to include assessments in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. House Bill 5 reduced from 12 to 5 the number of EOCs students must complete to graduate. The five remaining STAAR EOCs are English I, English II, Algebra I, U.S. History, and Biology.

Since Texas reports accountability data on a one-year lag, this change affected Texas 1S1 and 1S2 reporting beginning with the 2016 Perkins consolidated annual report (CAR).

These graduation and assessment requirements apply to all secondary students (CTE and non-CTE students).

As with the TAKS, STAAR addresses special education students and English language learners through STAAR Alternative 2 and STAAR Spanish. More information is available at <http://www.tea.state.tx.us/student.assessment/staar/>.

All school districts are required to offer students the opportunity to earn at least 12 semester credit hours of college credit during high school. Teachers or faculty qualified to teach college courses teach the dual credit courses, which are college courses that earn high school credit, often taught on high school campuses. Teachers who have participated in professional development teach the advanced placement courses. In addition, the students must pass a standardized test to be eligible for college credit in these advanced placement courses. High school teachers who teach articulated courses are required to participate in regular meetings with college faculty to ensure that the course syllabus and content are indeed college equivalent..

All two-year colleges are required to develop their CTE programs using general academic transfer courses found in the ACGM and CTE courses from the WECM. The courses found in these state manuals are reviewed regularly by instructional specialists to ensure that they reflect the appropriate academic rigor and content. The CTE courses are also reviewed to ensure they reflect industry-recognized skills standards. New courses are developed using the common guidelines developed for these state manuals. All programs/courses (content, materials, equipment, faculty, and student success) will be reviewed by peers during the WECM course review process which has evolved from a three-year review cycle, to a four-year cycle, to a “trigger” process. The trigger process is intended to be more responsive to meet the needs of business and industry more rapidly. Programs/courses regularly undergo review by institutional program advisory committees. Many postsecondary programs result in the students being qualified to sit for licensure or certification examinations. The ability of students to pass those examinations is an accountability measure of the program’s rigor.

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

TEA CTE program staff members respond to hundreds of e-mails and phone calls each week from school districts, educators, and stakeholders seeking guidance regarding CTE programs. TEA maintains a comprehensive website that often receives more than 200,000 visits monthly from individuals seeking reliable information about CTE programs in Texas. TEA also provides state leadership and program oversight through the TEA two-way interactive video conferencing system. The CTE listserv serves more than 15,700 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE specialist at each ESC. The

ESC CTE specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies. In 2015-2016, TEA began a comprehensive training program for experienced and new ESC CTE specialists to ensure that the most up-to-date information on CTE laws, rules, and program guidelines are relayed to LEAs.

The ESC CTE specialists have partnered with TEA as the primary source for teachers seeking professional development in the implementation of the CTE TEKS. The ESC CTE specialists have provided extensive professional development training during statewide professional development conferences for CTE administrators and counselors. As described above, a statewide leadership academy for CTE administrators and counselors provides resources for local administrators to implement quality CTE programs. ESC CTE specialists also frequently provide ongoing technical assistance for local ESC administrators.

For 2018-2019, the TEA and the ESC CTE specialists will plan professional development and technical assistance that is consistent across the state. The TEA is in the process of hiring an employee for developing and leading professional development. The employee will implement a variety of programs and initiatives aimed at increasing the number of students who have access to high quality high school programs that directly connect K-12 students to meaningful college and career pathways.

THECB provides technical assistance to eligible recipients as follows:

- THECB staff and participants in various leadership projects provide regional and state technical assistance workshops on topics ranging from curriculum, distance education techniques, innovative programs for special populations, to assessment of programs.
- Staff members of the Community and Technical College Department within the Workforce, Academic Affairs, and Research Division, now Academic Quality and Workforce, meet with state leadership grant recipients annually to review their progress and provide feedback. THECB staff advisors attend planning meetings and meetings of advisory committees for state leadership grants, as applicable. Beginning in 2012-2013, each Perkins leadership grantee was asked to submit a proposal to present at the annual fall or spring Texas Association of College Technical Educators (TACTE) professional development conference so grantees have the opportunity to share information about their grants with peers. Proposals are routinely accepted for presentation and this provides an opportunity for additional grant monitoring by THECB staff, in addition to statewide dissemination of information.
- Evaluative feedback is collected from all training activities as well as on-site reviews. An analysis of the evaluation data is then used to improve programs.

9. *Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*

The CTE TEKS revision process in 2007 culminated with implementation during the 2010-2011 school year. The process used research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. The SBOE began another revision of CTE TEKS in 2013 to be implemented in 2017-2018, using a similar process once again. TEA encourages school districts to use area occupational projections and labor market information from the Texas Workforce Commission (TWC) when evaluating the relevance of their course offerings. In 2013, the 83rd Texas Legislature passed a bill requiring the provision of occupational and labor market information to help districts with planning and determining which programs of study to offer students. Information about current and projected job opportunities and wages helps inform students' decisions about which program to enter. The Texas Education Agency (TEA) and the TWC provide districts with information to use in their local planning and implementation of CTE and training programs. The TWC updates the information at least quarterly and disaggregates the data by county and region. Districts are able to better plan their CTE programs based on state and regional occupational opportunities.

When an emerging occupation shows promise of offering significant employment opportunities, school districts may develop knowledge and skills for an innovative course that teaches the proficiencies required in emerging occupations, and apply to TEA for approval to offer the course. Once approved, innovative courses are available to all Texas districts, subject to local board approval. TEA currently has many approved CTE innovative courses available for districts to use such as Oil and Gas Production and Maritime Science and is in the process of reviewing several new course applications.

To ensure the Texas programs of study are preparing students for in-demand occupations that are higher wage, state staff is conducting an analysis of labor market information data sources and platforms. New programs of study will be based on labor and economic data that is accurate and current. As part of this process, staff will ensure the new programs align vertically across secondary and postsecondary levels to ensure seamless transitions. Staff will ensure students can earn credentials of value including postsecondary certificates and degrees. In addition, industry will be involved by participating in career cluster advisory councils to provide input and feedback on the programs of study.

In addition, the state has an ongoing partnership among the TEA, THECB, TWC and other stakeholders to align the educational goals of Texas with the state's higher education plan of 60x30TX, which aims for 60 percent of 25-to 34-year olds to hold either a certificate or

degree by 2030, with the goals of growing the state's workforce, industry, and the economy. Work with Rich?

Postsecondary institutions must indicate the labor market demand for their program completers prior to the approval of new programs using advisory committees, TWC labor market information, national labor market information, and other labor market information as appropriate. The Texas State Technical College system is required by state law to provide information to state two-year colleges on emerging technical careers. Information is available at <http://forecasting.tstc.edu>. As reported earlier, Texas has a process through which technical trends are monitored and new curriculum topics are recommended for statewide development. All colleges are required to have local advisory committees through which they can monitor regional workplace trends. Texas's two-year colleges also have access to Labor Market and Career Information Resources (<http://lmci.state.tx.us>), a website that provides information about their service area counties and enables them to identify emerging and evolving occupations. The postsecondary local application for the Perkins Basic Grant requires a performance improvement plan for all accountability measures that fall below state adjusted performance measures, including licensure pass-rates and placements.

*10. Describe the methods you propose for the **joint planning and coordination of programs** carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*

TEA and THECB, in collaboration with the P-16 Council and SBOE, jointly planned and coordinated the development, implementation, and evaluation of CTE programs. Under state law, the P-16 Council advises the TEA, THECB, and the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. TEA, TWC, and THECB representatives served on TWIC and are active participants in the development and implementation of the strategic plan encompassing all the state's workforce development programs. Several CTE measures are included in the TWIC strategic plan. The governor approved the state's plan, *Advancing Texas: Strategic Plan for the Texas Workforce System FY 2010-FY2015*, in October 2009. The current plan, *The Texas Workforce System Strategic Plan FY 2016-2023* is available at [https://gov.texas.gov/organization/twic/workforce\\_system](https://gov.texas.gov/organization/twic/workforce_system).

TEA and THECB have instituted monthly planning meetings to increase collaboration between secondary and postsecondary CTE to reduce duplication of effort and promote seamless transition from secondary to postsecondary education. The two agencies have identified mutual projects for increased collaboration, such as the secondary College and Career Initiative and postsecondary Career Clusters Vertical Alignment; ATC oversight;



secondary and postsecondary detailed work activities projects, and revision of programs of study.

In 2014, the TEA joined with the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC) to launch the Career and Technical Education (CTE) Early College High School Initiative. Four institutions of higher education were selected through a competitive grant to partner with school districts to implement CTE Early College High Schools. These programs offer students the opportunity to earn up to 60 college credit hours toward an Associate of Applied Science (AAS) degree or relevant licensures or certifications. All three agencies contributed funding to the initiative. The TEA used state funding rather than Perkins funding and the THECB used Perkins reserve funds.

For 2017-2018, the THECB again collaborated with TEA and the Texas Workforce Commission for the “Innovate Academy-the Next Generation of Early College High School (ECHS)” grant program. The THECB contributed \$1 million of Perkins reserve funds for the program. The purpose of the Innovate Academy grant program is to provide students opportunities to earn postsecondary course credit prior to high school graduation combined with learning opportunities in high demand occupations within targeted industry clusters, including opportunities for internships, externships, apprenticeships, mentorship programs, and career counseling. Nineteen projects have been selected for funding.

*11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

The Texas Workforce Investment Council (TWIC) develops a single strategic plan for workforce development in its role as the state workforce investment board under the Workforce Investment Opportunity Act (WIOA). The TWIC goals, objectives, and core performance measures for the delivery of quality workforce development programs promote the coordination of training and activities, including postsecondary students and school dropouts.

The TEA and the THECB, along with other TWIC partners, worked with Council staff to review and update formal and less formal measures in the system strategic plan to further align them with the WIOA requirements. In addition, TWIC partners, including TEA and THECB, contributed to the work of a new initiative identified in *The Texas Workforce System Strategic Plan FY 2016-2023*. The initiative focuses on two issues: the changing demand for middle-skill workers and the increasing demand for workers with industry-based certifications. In order to identify the necessary certifications needed for many critical middle-skill STEM occupations

across Texas, a multi-step research project was developed to better understand and evaluate these issues. Council research has shown that workers with STEM skills at all levels of educational attainment experience stronger employment outcomes and higher lifetime earnings. The work is further supported by Council research reports that define third-party, industry-based certifications; define and identify middle-skill STEM occupations; and link those occupations with associated certifications. An initial list of industry-based certifications for middle-skill STEM occupations in Texas has been compiled, based on the definition in the research.

For 2018-2019, the TEA will work with the TWIC to vet industry-recognized certifications currently on the Perkins Program Effectiveness Report and the state's A-F accountability list.

## **B. Other Department Requirements**

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

Attachments D and E provide copies of the Texas local application/plan for secondary and postsecondary eligible recipients.

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

The State Board of Education (SBOE) is responsible for administration of secondary CTE programs in Texas. The TEA Office of Academics includes the College, Career, and Military Preparation (CCMP) Division. Functions of the CCMP Division include providing oversight for the following teams: Early Postsecondary Programs, College and Career Readiness Support, and CTE. The CTE team, under the leadership of the state director for career and technical education, is the group responsible for all aspects of secondary CTE programs.

Functions of the CTE team include oversight of the development and implementation of the state standards (TEKS), in collaboration with the Curriculum Standards and Student Supports Division; and providing administrative leadership to districts, ESCs, colleges, universities, professional organizations, and individuals regarding implementation of CTE related laws and rules. Administration of federal and state grants is the responsibility of the Department of Contracts, Grants, and Finance Administration, which is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants to school districts and other eligible recipients. The School Improvement Division is

responsible for reviewing, monitoring, sanctioning, and intervening in school districts and campuses to ensure excellence in education.

THECB is organized to accomplish its strategic goals as published in the Closing the Gaps by 2015 initiative document, and now the 60 x 30TX goals. Since 2006, the Community and Technical Colleges Department has been named the Academic Quality and Workforce Division.

Attachments F and G are organizational charts for TEA and THECB, respectively. Attachment H provides a list of 2018-2019 eligible recipients and allocations for secondary education. Attachment I provides a list of the eligible recipients and allocations for postsecondary education.

3. *Provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

The community, state, and technical colleges will continue to participate in the one-stop centers under existing memoranda of understanding (MOU) with the local workforce development boards. The TWIC advises the SBOE on CTE issues in its capacity as the state advisory council. The TEA, THECB, and TWC are represented with membership on TWIC and have provided input on the development of TWIC goals, performance measures, and the strategic plan.

### **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

#### **A. Statutory Requirements**

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—  
(a) Will be provided with equal access to activities assisted under the Act.*

The definition of special populations for the Texas State Plan follows Section 3(29) of the Perkins Act, which includes:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and

(F) individuals with limited English proficiency.

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 their contractual agreements with the State to receive Perkins funding. Secondary recipients must include corrective action plans for any barriers that exist for these groups.

As the state agency responsible for public education, TEA provides statewide leadership in the areas of special education for special populations students. TEA has allocated Perkins funding to support a Special Populations Resource Center at Texas A&M University, which has provided resources to assist public schools in their efforts to effectively serve special populations students for over 20 years. During its full monitoring visit in February 2012, OVAE staff (now OCTAE) commended the Special Populations Resource Center's work. TEA subsequently increased the Perkins funding to this grant, resulting in expanded outreach efforts. Those efforts include participation in regional, statewide, and national workshops and conferences to assist teachers in meeting the needs of students who are members of special populations.

Since August 2017, the Special Populations Resource Center was closed and those resources are housed on a new TEA CTE website at [www.txcte.org](http://www.txcte.org).

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, referral, and dismissal (ARD) committee for students with disabilities refers a student to a CTE course, the committee must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

Colleges use a variety of strategies for assisting special populations such as

- providing outreach and recruitment information;
- identifying and following up with special populations students;
- 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; and

- providing Perkins funds for child care, transportation, and textbook loan programs

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, or high-demand occupations. Additional strategies include

- career exploration activities and resources that are free of gender bias;
- comprehensive career development for academic counseling and career guidance;
- equitable access to quality work-based learning opportunities; and
- information on nontraditional training in high-skill, high-wage, or high-demand fields.

Each postsecondary institution must describe in the local application how it will meet the needs of special populations. In addition, Perkins State Leadership funds at the postsecondary level are distributed for statewide projects through a Request for Application (RFA) process and are used to develop innovative ways of closing the achievement gaps of special population students and bring the performance of special populations to the level of performance of the rest of the CTE students. The participation, retention, and graduation achievement rates of special population and nontraditional students are being monitored through research-based programs in mentoring, career guidance, tutoring, and contextual learning programs.

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

As a recipient of federal financial assistance, districts and charter schools are required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, and disability. School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees, and the general public. Nondiscrimination statements are required in all district publications.

TEA monitors the exclusion of special population students from CTE programs or a disproportionately high number of special population students in CTE programs, as well as the performance of special population students in CTE programs. Risk factors in these areas may trigger a monitoring visit.

The identification of campuses within districts is based on methodology approved by USDE-OCR which 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 agency's targeting plan. The targeting plan is approved by the USDE-OCR prior to implementation every two years. The selection criteria in the targeting plan places emphasis on the provision of equitable opportunities for students to participate in CTE. Categories considered include: African-American students, Hispanic students, male students, female students, students with disabilities, and students with limited English proficiency. Each category enrolled in a CTE course is compared to the general population enrolled in a CTE program. An additional criterion based upon the last onsite MOA review is included. Campuses reviewed within the last five years are not selected for an on-site review.

Individuals who have complaints regarding program access issues may take their concern to their local school board or to TEA. All complaints and their resolutions are annually reported to the Office for Civil Rights (OCR).

TEA and THECB conduct a system of regularly scheduled program access (OCR) onsite visits to secondary and postsecondary institutions as required by federal rules and regulations. Eligible recipients are required to provide assurances of nondiscrimination through their local application. Technical assistance and professional development in the area of nondiscrimination are available to eligible recipients from TEA and THECB staff and through state leadership activities. A strict policy prohibiting discrimination is included in the provisions and assurances of all Perkins grants.

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 are gathered, reported, and analyzed through the THECB's accountability and reporting systems. The THECB has a staff member who has the responsibility of conducting Methods of Administration (MOA) for civil rights compliance site visits. Every other year a report is submitted to the U.S. Department of Education Office for Civil Rights regarding the findings and resolutions from the MOA site visits from the preceding two years and the staff person attends the annual training called by the OCR. The required on-site visits will continue to be conducted according to the state's federally-approved targeting plan.

*(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for*

*further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]*

All Texas students, regardless of demographic group or special population, have access to rigorous CTE programs that prepare them for further learning and for careers in high-skill, high-wage, or high-demand fields. The TEA School Improvement Division, Special Populations Division, and CTE team are charged with ensuring that Texas students who are members of special populations are appropriately served. These offices ensure that students have the opportunity to achieve the academic and technical state standards.

Prior to 2018-2019 school year, districts had the option of creating CTE courses specifically for students with special needs that can better be served in CTE for the disabled (CTED) courses. CTED courses are eligible for state weighted funding for CTE in grades 7-12, while non-CTED CTE courses receive weighted funding in grades 9-12. Going forward, CTED courses will no longer be an option so all special needs students have the benefit of being served in a regular CTE course.

Texas provides educational support programs for students who are members of special populations. State law also provides additional support for students who are migrants, students who have limited English proficiency, and students for whom English is their second language. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf.

Other programs that assist special population students in meeting the state's rigorous academic standards during Perkins IV have included:

- **Personal Graduation Plan:** The 83<sup>rd</sup> Texas Legislature (2013) amended TEC §28.0212 to mandate that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan for each student in junior high, middle school, or high school who did not perform satisfactorily on the state assessment, or who was not likely to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9 (as determined by the district). The 84<sup>th</sup> Texas Legislature passed (2015) HB 18 that requires each school district to provide instruction in preparing for high school, college, and a career in grade seven or eight. The instructional must include information regarding the following:
  - Creation of a high school personal graduation plan
  - Distinguished level of achievement
  - Each endorsement
  - College readiness standards
  - Potential career choices and the education needed to enter those careers

- **Communities in Schools (CIS):** CIS is an exemplary dropout prevention program funded by the Texas Legislature. The mission of CIS is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS uses a case-management model to assist students who demonstrate early warning signs for dropping out of school to improve in academics, attendance, and/or behavior. Twenty-eight CIS programs in Texas received \$15,521,816 in state funds and \$4,842,341 in federal Temporary Assistance for Needy Families (TANF) funding for the 2016-2017 school year. The program served 942 campuses in 146 school districts in 54 counties. See [http://www.tea.state.tx.us/index2.aspx?id=4639&menu\\_id=814](http://www.tea.state.tx.us/index2.aspx?id=4639&menu_id=814) for more information about CIS in Texas.
- **Pregnancy Related Services (PRS):** The program provides support services and compensatory education home instruction (CEHI) to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for pregnant and parenting students. See the Student Attendance Accounting Handbook, Chapter 9 [https://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Compliance/Student\\_Attendance\\_Accounting\\_Handbook/](https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/) for more information about the PRS program.

Texas launched a new testing program called the State of Texas Assessments of Academic Readiness, or STAAR, in 2012. It replaced the Texas Assessment of Knowledge and Skills (TAKS). High school students must take and pass certain required courses and the end-of-course (EOC) exams for those courses. STAAR is given to students taking high school level courses in Algebra I, English I and II, U. S. History and Biology. The STAAR EOC exams are based on the state curriculum standards, or TEKS, and are designed to ensure that students are learning the specific course material and are prepared to succeed in college and/or careers.

STAAR Modified was an alternate assessment based on modified academic achievement standards. The state intended this assessment for a small number of students receiving special education services who met the participation requirements. The state administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. The U.S. Department of Education informed states that assessments based on modified standards for students served by special education no longer count toward accountability purposes after the 2013-2014 school year.

Perkins funds are used as supplemental support for postsecondary special population technical students. Supplementary support services include mentoring, career guidance, elder/child care services, textbooks, transportation, tutoring, and other services as required. State Leadership funds distributed to projects through the competitive RFA process support



the development of special curricula and effective teaching strategies for students from special populations.

2. *Describe how you will adequately address the needs of students in **alternative education programs**, if you have such programs. [Sec. 122(c)(14)]*

Texas school districts are not required to offer alternative education programs, except in the case of students who have been removed from school for inappropriate conduct. State law requires districts to establish alternative education programs for students who have been removed from regular classrooms for inappropriate conduct. TEC §37.008(a)(4) requires alternative education programs to focus on English language arts, mathematics, science, history, and self-discipline. For districts operating state-mandated alternative education programs that choose to provide CTE programs, districts may use Perkins funding to support students who receive instruction in CTE areas.

3. *Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]*

TEA provides Perkins funds to the ESCs for promoting programs that are nontraditional for gender. Perkins statewide performance level data for core indicators 6S1 and 6S2 indicate that LEAs could benefit from training on nontraditional participation and completion. The TEA provided intensive training for ESC CTE specialists using the train-the-trainer model for 2015-2016. The focus of the nontraditional professional development was intended to help LEAs examine the power of micromessages on student achievement and career choice. The desired outcome is for Texas teachers to identify and plan the implementation of strategies to increase the participation, persistence, and completion of students in CTE programs and courses that lead to nontraditional careers. ESC CTE specialists use the Explore Nontraditional Toolkit to facilitate conversations with educators that they support in their region. TEA also provides school districts with data demonstrating how the local school district's nontraditional course enrollments and completions compare with the state levels of nontraditional student course enrollments and completions. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. In 2017-2018 in response to the Texas Consolidated Annual Report Improvement Plan for nontraditional participation and completion, the ESC CTE specialists will again be trained to provide professional development in these areas primarily focusing on STEM careers.

At the postsecondary level, data are used to examine the number of special populations served as well as gender information on specific programs. Annual data profile figures provide colleges not only with local data but also with statewide comparison data. Approximately 30% of basic Perkins funds are allocated directly to special population programs that also support and encourage students to enter and complete nontraditional

programs. Additionally, local applications are required to focus funds on high-skill, high-wage, and high-demand occupations. The state's community, state, and technical colleges produce and distribute a variety of media and materials encouraging participation in nontraditional programs. A Perkins-funded state leadership grant developed and implemented a state marketing campaign for CTE programs, TEXASgenuine. The grantee has developed short videos for marketing CTE programs. At least 50% of the videos spotlight non-traditional CTE students (<http://www.texasgenuine.org/>).

4. *Describe how funds will be used to serve individuals in **State correctional institutions**. [Sec. 122(c)(19)]*

One percent of Texas's Perkins grant is provided for CTE programs at the Texas Juvenile Justice Department and the Windham school system, which serves the Texas correction system. Windham's CTE program integrates career path planning and technology training to prepare inmates for the workforce. Windham offers career and technical training in approximately 32 occupations, such as mill and cabinet making, auto repair, horticulture, and graphic arts. The competency-based curriculum is designed to meet entry-level industry standards, including certification and licensure requirements. In the 2017-2018 school year, the Texas School for the Deaf was also funded from the one percent.

Many two-year colleges offer technical and academic courses to incarcerated students in both state and federal institutions. These programs provide workplace skills as well as basic education so that, upon release, these individuals can support themselves in society. Perkins funds are used to supplement these services to incarcerated students.

5. *Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.*

Both TEA and THECB adhere to the mandates for appropriate privacy protections as provided in Section 444 of the General Education Provisions Act (GEPA) and amended by the Family Educational Rights and Privacy Act (FERPA) of 1974. Recipients of Perkins funding at both the secondary and postsecondary level must agree to the provisions and assurances that these mandates are addressed. In addition, each applicant is required to provide a description of the steps proposed to provide equitable access to and participation in all CTE program services.

#### IV. ACCOUNTABILITY AND EVALUATION

##### A. Statutory Requirements

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

Following the reauthorization of the Perkins Act in August 2006, both TEA and THECB met with stakeholders from secondary and postsecondary institutions to discuss measurement definitions and approaches for the core indicators of performance for CTE students. Presentations were made at CTE conferences with time allowed for input from participants. The transition plan was posted on the TEA website, so all secondary and postsecondary eligible recipients could provide input into the development of the State Plan.

Collaborative technical assistance workshops were held throughout the state during the summer of 2007 where both the State Director of CTE and THECB Director of Grants and Development received input from eligible recipients. Opportunities were also provided for written comments, including through electronic mail. The accountability performance measure requirements were implemented as a component of the transition plan, with the understanding that these could be revised based on input from eligible recipients during the transition year.

TEA and THECB sought input during the development of the State Plan. Public hearings were held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October 2007. The draft State Plan was posted on the TEA website, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

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

As stated in the above section, both TEA and THECB provided multiple opportunities for eligible recipients to review data and provide input into the adjusted levels of performance

for each of the core indicators and for the state levels of performance. Input was collected through public hearings scheduled at six key sites around the state in the fall of 2007. Perkins state-level baseline data for each of the core indicators of performance were shared with eligible secondary and postsecondary recipients during the 2007-2008 transition year. Both TEA and THECB also received input through email and written communication, which was used to determine the final adjusted levels of performance described in the State Plan.

Eligible secondary recipients can review state and local performance level data in their local Perkins applications. Each eligible recipient and consortium used these data to set initial local performance targets. TEA conducted several Texas Electronic Telecommunications Network (TETN) broadcasts on the secondary Perkins eGrant. TEA provided resources to guide districts on appropriate methods for establishing district performance targets. Regional ESC CTE specialists participated in additional training so they could provide direct technical assistance to local districts. As each district completed its Perkins application, TEA encouraged effective use of performance measure data to drive program planning and continuous improvement.

THECB staff obtained input from eligible postsecondary recipients through several statewide initiatives. The THECB provided opportunities for all community, state, and technical colleges to provide feedback regarding the baseline data that Texas used to negotiate core indicator performance with OVAE, now OCTAE, and provided opportunities for LEAs to negotiate corrections when appropriate. This laid the groundwork for discussion and negotiation of the adjusted performance measures for each institution each year.

3. *Identify the valid and reliable measurement definitions and approaches that the state will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

The state adjusted levels of performance are included in the final agreed upon performance level (FAUPL) document.

## **STUDENT DEFINITIONS**

### **SECONDARY LEVEL:**

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

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

### **POSTSECONDARY LEVEL:**

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

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

## **MEASUREMENT DEFINITIONS**

### **SECONDARY LEVEL:**

#### **1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS**

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school English II end-of-course (EOC) assessment administered by the State as the State of Texas Assessment of Academic Readiness (STAAR) assessment required for graduation from high school and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the end-of-course (EOC) assessment for English II required for graduation and who, in the reporting year, left secondary education.

#### **1S2: ACADEMIC ATTAINMENT – MATHEMATICS**

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the statewide high school Algebra I end-of-course (EOC) assessment administered by the State as the State of Texas Assessment of Academic Readiness (STAAR) assessment required for graduation from high school and who, in the reporting year, left secondary education.

**Denominator:** Number of CTE concentrators who took the STAAR assessment in Algebra I required for graduation from high school and who, in the reporting year, left secondary education.

#### **2S1: TECHNICAL SKILL ATTAINMENT**

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

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

### **3S1: SECONDARY SCHOOL COMPLETION**

**Numerator:** Number of CTE concentrators who earned a secondary school diploma, earned a Texas Certificate of High School Equivalency as a state-recognized equivalent to a regular high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities) during the reporting year.

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

### **4S1: STUDENT GRADUATION RATES**

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

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

### **5S1: SECONDARY PLACEMENT**

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

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

### **6S1: NONTRADITIONAL PARTICIPATION**

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

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

### **6S2: NONTRADITIONAL COMPLETION**

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

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

**POSTSECONDARY LEVEL:****1P1: TECHNICAL SKILL ATTAINMENT**

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

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

**2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA**

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

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

**3P1: STUDENT RETENTION OR TRANSFER**

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

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

**4P1: STUDENT PLACEMENT**

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

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

**5P1: NONTRADITIONAL PARTICIPATION**

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

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

**5P2: NONTRADITIONAL COMPLETION**

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

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

Texas has comprehensive student-level data collection systems at both the secondary and postsecondary levels. The TEA manages the Public Education Information Management System (PEIMS) for secondary schools. In 2014-2015, the TEA transitioned to the Texas Student Data System (TSDS), a suite of applications that will improve education data collection in the state of Texas, and equip educators with timely, actionable, and historical student data. ESC PEIMS coordinators receive training regularly to address updates and changes in the system. After submission, the data go through a series of edits to ensure the highest level of accuracy. Data elements are continuously refined to ensure that data the school districts report are valid, accurate, and reliable. The state PBMAS accountability system added a data quality measure to review the PEIMS data districts provide to identify any issues related to data quality or data integrity.

For performance measures 1S1 and 1S2, Texas used the TAKS exit level assessment developed as the eleventh grade high-stakes assessment required for graduation. Texas used this TAKS assessment in reporting the secondary Perkins academic attainment performance measures. While Texas reported adequate yearly progress (AYP) utilizing the tenth grade TAKS, students had only one opportunity to take the tenth-grade assessment. Students had multiple opportunities to retake portions of the exit level TAKS in order to pass all four portions as required for graduation. Additionally, most CTE concentrators participated in a CTE program during the eleventh and twelfth grades. The exit level assessment was, therefore, a better indicator of the effectiveness of CTE programs to support and enhance student academic achievement.

The eleventh-grade exit level TAKS test was developed using the same state assessment objectives as the tenth grade TAKS, and therefore met the parameters for validity and reliability. The same parameters for calculating the 1S1 and 1S2 academic attainment for CTE concentrators was used as the state AYP calculation. For more information, go to <http://www.tea.state.tx.us/student.assessment/taks/>.

The English language arts assessments at grades ten and eleven were integrated reading and writing tests. Although these assessments were the same length, they differed primarily in the complexity of the reading selections and the revising and editing passages. Since the TAKS was designed to measure the extent to which a student could apply the knowledge and skills



for the grade level tested, the test at the eleventh grade was more challenging than the test at the tenth grade.

The mathematics assessments at grades ten and eleven were somewhat different in that high school geometry was not included until the exit level assessment because there is not a required sequence for taking high school mathematics courses. The eleventh-grade exit level mathematics TAKS was therefore more rigorous and challenging for students.

The Texas Legislature determined that high school assessments required for graduation would transition from TAKS to STAAR end-of-course (EOC) exams in the core academic areas. This transition took several years, and was not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV, since reauthorization of the Carl D. Perkins Act continues to be delayed. Seniors who graduated in 2013-2014 school year were the last graduating class to take the exit level TAKS. Since Texas reports performance data on a one-year lag, Texas reported exit-level TAKS scores for 1S1 and 1S2 for the last time in the 2014-2015 reporting year. For the class of 2014-2015, Texas used STAAR exit exams to report these core indicators, if the high school graduation plan required it.

To report 2S1, technical skill attainment, TEA uses valid, reliable industry-recognized credentials, licensures and certifications data as reported by eligible recipients. Texas reported the total number of licensures and certifications CTE students earned as an additional measure for Perkins III. The state began collecting 2006-2007 data using the Perkins IV performance measure definition for technical skill attainment, so the 2008-2009 Perkins consolidated annual report (CAR) was the first opportunity for Texas to accurately report 2S1 data. Although all programs of study do not have valid, reliable industry certifications and licensures, the goal was to evaluate programs during the CTE vertical alignment process and identify or develop additional assessments so that by 2013, all secondary CTE concentrators have a means to validate technical skill attainment. However, Texas was not able to accomplish the vertical alignment project as early as planned. During the 2012-2013 and 2013-2014 school years, the vertical alignment process was still in the validation stage. With the implementation of HB 3485, the validation process of certifications and licensures in CTE programs of study will continue.

The 3S1, secondary school completion, measure (graduation or Texas Certificate of High School Equivalency) did not change for Perkins IV. The methodology only differs from 4S1 by the inclusion of CTE concentrators earning a Texas Certificate of High School Equivalency.

For 4S1, Texas will use the state's computation of graduation rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act (ESEA) as the method for

calculating the graduation rate for CTE concentrators. Beginning in 2005-2006, Texas put in place the National Center for Education Statistics (NCES) definition for dropout, which has an impact on the state's computation of graduation rate.

THECB provides secondary concentrator placement data for 5S1. THECB matches postsecondary enrollment data with unemployment insurance wage records from TWC. By agreement, THECB is permitted to submit secondary placement data to the Federal Employment Data Exchange System (FEDES) so THECB can access federal employment data, including military data, for the reporting of student placement.

The methodology for calculating 6S1 and 6S2 has not changed for Perkins IV. TEA developed a new list of CTE courses that are nontraditional for males and females based on the 2006 CIP (classification of instructional program) crosswalk from the Bureau of Labor Statistics, and updated that list when the SBOE adopted new CTE curriculum standards in 2010. The current lists are posted on the TEA website. With the 2015 adoption of new CTE courses, the list of nontraditional courses has been updated.

THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which are certified by the reporting institution prior to aggregation and analysis. THECB requires state institutional effectiveness indicators as well as the federal and state performance indicators. Onsite monitoring visits and desk reviews conducted by THECB staff ensure compliance with all federal and state requirements.

Texas colleges began collecting data on the core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions have redesigned their data collection methods to accommodate the new federal requirements.

The THECB currently collects data for all programs that may result in licensure or certification upon completion. Through collaboration with other state workforce organizations and industry boards, a statewide system was developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The Coordinating Board Management (CBM) reporting system provides data for certificates, degrees, retention transfer, nontraditional participation/completion, and participation/success of all special population groups. This data reporting system will be used for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-up System will provide the data for 4P1 along with the supplemental follow-up data that postsecondary institutions provide

on the CBM116 report. The THECB uses licensure pass rates for those programs with established certification and/or licensure for 1P1.

The Texas Skills Standards Board (TSSB) was an advisory body of the governor, charged with the development of a statewide system of skill standards for subbaccalaureate occupations with strong employment and earning opportunities. The TSSB collaborated with THECB to collect data on Technical Skill Attainment and Credential, Certificate or Diploma performance indicators. A leadership grant awarded to Del Mar College, the Skills Standards Based Curriculum Development and Assessments, promoted the role, awareness, adoption and assessment of skill standards among Texas community and technical colleges. The TSSB published a list of recognized skill standards on their web site at [www.tssb.org](http://www.tssb.org). Colleges that integrate TSSB-recognized skill standards into their curriculum may have their program recognized by the TSSB. As part of TSSB Program Recognition, colleges must develop assessments that measure students' attainment of the skill standards content. Such assessments, which are aligned with industry-recognized standards, directly address the technical skill attainment performance indicator required under Perkins IV.

For areas in which there were no TSSB-recognized skill standards, the TSSB maintained a list of more than 450 industry certifications on its web site at [www.tssb.org](http://www.tssb.org). The certification links were organized in 15 industry categories and were updated annually. The industry categories covered most significant work (North American Industry Classification System) and worker (Standard Occupational Classification) codes. To attain the certifications, which were aligned with de facto industry-recognized standards, individuals were required to take an assessment that measured technical skills. Many of the assessments addressed the technical skill attainment performance indicator.

In 2015, the Texas Skill Standards Board was abolished and its powers and duties were transferred to the 19-member Texas Workforce Investment Council composed of representatives from business, labor, education, and community-based organizations, as well as its five state agency partners.

4. *Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]*

Texas has aligned performance measures 1S1, 1S2, and 4S1 with ESEA calculation methodology to assure that Perkins performance measure data are valid and reliable. The state will update to ESSA methodology, now that it is in effect. For secondary schools, Texas has used the exit level TAKS in determining academic attainment for CTE concentrators.

The eleventh grade TAKS was developed according to the same quality standards as the tenth grade TAKS used for reporting Annual Yearly Progress. Because most CTE concentrators are enrolled in CTE courses primarily in the eleventh and twelfth grades, the exit level TAKS was an appropriate indicator of academic attainment of concentrators and CTE program effectiveness. Under the STAAR EOC exam assessments, the end of course assessments measure academic attainment for Algebra I, English I and II, Biology, and U.S. History.

The THECB has combined the core indicators of performance with the institutional effectiveness measures to eliminate duplication of effort in collecting information from the postsecondary institutions.

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

Performance level baseline data and targets were provided as required for the state plan (See Texas FAUPL).

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

The Perkins eGrant application for secondary eligible recipients is designed to provide three years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or negotiate targets with TEA staff. Districts were required to annually make improvement in performance, with the goal of reaching the state targets no later than 2013. TEA requires districts that do not annually make progress to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. Beginning with the 2011-2012 school year, TEA instituted an integrated intervention designed to target and

address student performance, program effectiveness, systemic issues, and data quality concerns related to substantial, continuing, or imminent risk(s) identified across programs, as described above. The integrated intervention process relies on data analysis, needs assessment, and improvement planning to improve outcomes for students served in CTE and other programs; however, TEA continues CTE program-specific monitoring and intervention activities when programs are newly identified for interventions or are identified only for low performance in the CTE program.

The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Institutions that do not meet 90% of the state's performance targets must develop a Performance Improvement Plan (PIP) and gain approval from the THECB Perkins staff before its application for the use of Perkins funds can be approved. Postsecondary institutions are evaluated through desk reviews, data analysis, bi-annual reports, evaluation/performance measures, and on-site monitoring visits. CTE programs that do not achieve performance targets can propose improvement plans before sanctions are imposed.

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

TEA developed criteria for performance measure negotiations, as well as an appeals process. During the time the eGrant application is open, districts may request assistance in understanding their performance data. No adjustments can be made after the eGrant closes unless unanticipated circumstances arise, such as a disaster that could adversely affect a district's ability to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and TEA may approve a request for renegotiation based on the district request.

A self-evaluation is part of the online application system for eligible postsecondary recipients. The THECB populates the data in the self-evaluation to allow colleges to track their performance against the targeted levels. THECB has developed a process to allow institutions to present unusual circumstances and amend their local adjusted levels of performance based on those circumstances.

8. *Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible*

*institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

TEA will report all secondary Perkins performance measure data through EDEN/EDFacts, and all postsecondary Perkins performance measure data to the USDE in the Carl Perkins CAR, submitted by December 31 each year. TEA requires public schools to report PEIMS data four times each year. When student data are entered into the PEIMS system in the fall, each student receives a code of 0 (not enrolled in any CTE courses), 1 (taking a CTE elective), or 2 (enrolled in a coherent sequence of CTE courses). Code 2 students, by definition, are CTE “concentrators”. Beginning in 2008-2009, districts also reported CTE student indicator codes during the summer submission, which improves the accuracy of coding CTE students. Texas reports secondary data to USDE using both the fall and summer submission data. Texas consolidated its remaining Title II funds when Congress defunded tech prep, so Texas no longer reports separate tech prep data to USDE. Texas continues to report performance data for CTE concentrators, which includes PEIMS code 2 3 students. Beginning in 2016-2017, code 3 is no longer be used in state reporting.

Additional elements in the PEIMS data system provide information to districts to examine the performance of CTE student subpopulations for all the core indicators, including CTE student performance by gender, ethnicity, and special populations. PEIMS CTE data, when matched with information from the state assessment records, and with wage/UI records and postsecondary enrollment data, validate the performance of secondary CTE concentrators and the effectiveness of CTE programs. Each district has access to its Perkins performance measure data, disaggregated by gender, ethnicity, and special populations, in the secure online Career and Technical Education Reports (CTER) system. Districts are required to analyze performance measure data to annually evaluate their CTE programs.

Because of the PEIMS data collection schedule, performance results for a school year are not available for publication until the following calendar year. For example, districts report year-long CTE performance data for the 2010-2011 school year to TEA in the summer of 2011. However, districts must wait until August 2012 to compile leaver data from the 2010-2011 school year. TEA can then publish complete performance data for the 2010-2011 school year in the fall of 2012, after a data validation process. To ensure that accurate data were reported for Perkins IV, Texas received permission from the USDE to report performance data one year after the reporting year.

The goal is for Texas to annually report Perkins performance measure data in December after the reporting year. Because of the availability of follow-up data, student placement data will continue to be reported one year behind.

For the state's community, state, and technical college programs, achievement of the core indicators of performance is determined based on data collected from the institutions. This data collection system uses the THECB CBM reports and data from the Texas Success Initiative, the Annual Self-Evaluation, and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community, state, and technical college students. The results are reported to the USDE each year, or as required by federal law, through the CAR. State measures and standards are collected at the postsecondary level as part of the state's accountability process to make data reporting more complete, reliable, and accurate. The community, state, and technical colleges are accountable for performance on these measures in their annual plans. The THECB has developed reliable methods of collecting data that are used consistently across the state, such as awarding of certificates or industry credentials embedded in the technical programs.

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

The required elements for local Perkins plans are integrated into the Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA Grants Administration Division staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent using text fields where TEA staff may include negotiation notes or comments about the consortium application and plan. When 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 district. The Perkins eGrant application/plan provides more guidance to districts for meeting the Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at <http://burlson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>.

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

TEA evaluates the effectiveness of secondary CTE programs annually through the program effectiveness report that applicants submit online through the eGrant system, beginning in

2008-2009. The state PBMAS is aligned with the requirements of the Special Populations Division, effectively aligning districts with high levels of concern related to CTE student performance with required program access monitoring. Districts in intervention stage IV for PBMAS receive a full site visit for CTE program effectiveness and program access. Other means of annually evaluating CTE student achievement and CTE program effectiveness include CTE performance reporting for the Texas Legislative Budget Board (LBB) and the TWIC.

The required elements for the secondary local Perkins plans include resources to assist LEAs in determining program strengths and opportunities for improvement. The online CTER system provides districts with valuable follow-up information to assist in CTE program evaluation and planning. The demographic data help districts evaluate program effectiveness and yearly progress. TEA has expanded the CTER system to provide districts with district-level Perkins performance measure data. The Perkins eGrant application includes three years of the applicant's performance data and performance measure targets for the Perkins core indicators. Applicants may negotiate local targets if the district does not accept the state targets. Districts will be required to continually make progress in meeting performance measure targets.

The THECB evaluates the effectiveness of postsecondary CTE programs through the evaluation plans that are included in all Perkins applications. The evaluation section of the applications is a district-level and program-level instrument which assesses Perkins IV core indicators of performance, addresses local plan requirements, and identifies specific programs for improvement. Other data collection systems currently in place will continue to be used to provide profile information to the institutions.

The THECB monitors and assesses the effectiveness of all CTE programs for compliance with applicable laws, regulations, guidelines, and policies. The evaluation performed by THECB is conducted in accordance with a monitoring and assessment system that is available for review by the postsecondary institutions. In addition to federal laws and regulations, state law TEC §61.051(f) and THECB rules and regulations establish a legal framework for these activities. Additional information is available at:

- <http://www.txhighereddata.org/>
- <http://www.thecb.state.tx.us/apps/Laws/default.cfm>
- <http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/gipwe.htm>



## V. TECH PREP PROGRAMS

### A. Statutory Requirements

1. *Describe the competitive basis or formula the state will use to award grants to Tech Prep consortia*

Texas closed out all Tech prep grants effective August 31, 2011.

2. *Describe how Texas will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*

Texas closed out all tech prep grants effective August 31, 2011.

3. *Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]*

Texas closed out all tech prep grants effective August 31, 2011.

4. *Describe how your agency will ensure that each funded tech prep program—*
  - (a) *Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;*

Texas closed out all tech prep grants effective August 31, 2011.

- (b) *Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;*

Texas closed out all tech prep grants effective August 31, 2011.

- (c) *Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;*

Texas closed out all tech prep grants effective August 31, 2011.

- (d) *Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c) (4) (A)-(F) of the Act;*

Texas closed out all tech prep grants effective August 31, 2011.

- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;*

Texas closed out all tech prep grants effective August 31, 2011.

- (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];*

Texas closed out all tech prep grants effective August 31, 2011.

- (g) Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203(c)(7)]; and*

Texas closed out all tech prep grants effective August 31, 2011.

- (h) Coordinates with activities under Title I [Sec. 203(c)(8)].*

Texas closed out all tech prep grants effective August 31, 2011.

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

Texas closed out all tech prep grants effective August 31, 2011.

## **B. Other Department Requirements**

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

Texas closed out all tech prep grants effective August 31, 2011.

## **VI. FINANCIAL REQUIREMENTS**

## A. Statutory Requirements

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

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split 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.

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 School District, which operate CTE programs in correctional institutions. Beginning in 2017-2018, the Texas School for the Deaf is funded from the one percent set aside for institutions. When funded, all Title II funds for tech prep flowed to the THECB for administration of tech prep programs. Since tech prep was defunded for the 2011-2012 grant year, THECB closed out the 26 tech prep consortia grants, effective August 31, 2011.

The THECB requires each eligible recipient to submit a local plan and an evaluation plan to receive Perkins Basic Grant funds. Competitive applications are developed for state leadership projects. All projects funded under Perkins must meet requirements set forth in the Texas State Plan under the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*, Public Law 109-270.

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

For each year of the state plan, TEA will make available more than \$49,000,000 in formula allocations to secondary LEAs, including charter schools. Annual funding amounts vary depending on the total Texas Perkins allocations. Specific dollar allocations are available

each spring after analyzing charter school enrollments and adjusting census data by deleting students who have elected to attend charter schools. TEA determines allocations based on the following formula: 100% of the grant is awarded based on the number of individuals age 5-17 residing in the district (30%) and the number of individuals age 5-17 in poverty (70%). Beginning in 2017-2018, the reserve funds were distributed through a competitive grant process. Perkins Reserve grantees are eligible to continue their grants for up to three years.

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

As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution shall be allocated an amount based on the number of CTE students who are Federal Pell Grant recipients.

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

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, usually an ESC or a district 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 school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in the formula grant application. 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.

Because of SBOE action (formal objection by THECB) that changed the Title I funding split from 60% secondary/40% postsecondary to 70% secondary/30% postsecondary beginning with the 2008-2009 program year, the state's postsecondary institutions have experienced a loss of more than \$9 million annually. For the 2012-2013 program year, one community college fell below the \$50,000 threshold. Consequently, a portion of the Basic Reserve was used to restore funding to the minimum required threshold for that rural institution. The

guidelines for the use of these reserve funds were followed and specifically targeted to CTE programs in rural areas, areas with high percentages of CTE students, and/or areas with high numbers of CTE students.

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

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

No alternative formula is proposed for secondary or postsecondary allocations.

## **B. Other Department Requirements**

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

Part B details the Texas Perkins budget.

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

For secondary basic grant allocations, districts may view their individual allocations online at [http://tea.texas.gov/Finance\\_and\\_Grants/Grants/Applying\\_for\\_a\\_Grant/Entitlements\\_Grants\\_Administration\\_Division/](http://tea.texas.gov/Finance_and_Grants/Grants/Applying_for_a_Grant/Entitlements_Grants_Administration_Division/).

There are 54 eligible recipients for postsecondary basic grant allocations. **The decrease from 57 institutions is due to the combining of four Texas State Technical Colleges into one single accreditation.**

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

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations. At least 85% of the State Perkins allocation is awarded to local school districts. Ninety percent of the funding that flows to local districts is awarded to eligible recipients:

- Thirty percent is based on the number of individuals age 5-17 who reside in the district as a percentage of the state total of individuals age 5-17.
- Seventy percent is based on the number of individuals age 5-17 who are from families with incomes below the poverty line as a percentage of the state total of these same individuals.

Beginning with the 2008-2013 state plan through 2016-2017, TEA distributed the 10% reserve funds as incentive grants to high-performing districts, as described in section IV (B)(4) of the state plan. Beginning with the 2017-2018 school year, the reserve funds will be distributed through competitive grants. Eligible recipients will include LEAs from rural areas; areas with high percentages of CTE concentrators (25%); and areas with high numbers (200 or more) of CTE concentrators.

Postsecondary funds are awarded to eligible institutions based on a methodology (referred to as Technical Pell) that calculates each participating institution's percentage of the total number of students who are Federal Pell Grant recipients and who are enrolled in programs meeting the requirements of Section 135 of the Perkins Act.

Technical Pell calculation steps are:

- Individual students who are Pell recipients are totaled.
  - Excludes all academic and undeclared majors

- Includes all technical majors and workforce continuing education
- Full time equivalent (FTE) students are calculated for each eligible institution; this constitutes each institution's Technical Pell.
- Total State Technical Pell FTE is determined.
- Each institution's percentage of the state total is calculated.
- This percentage is the eligible institution's allocation of Perkins funds.

The postsecondary 10% reserve funds may be used to target the implementation of programs of study, as well as enhancement of CTE programs in rural areas, areas with high percentages of CTE students, or areas with high numbers of CTE students. The THECB has initiated efforts to improve, expand, and modernize the quality and quantity of CTE programs, including relevant technology. Reserve funds continue to be used to fund the Texas Innovative Academies, as previously described in Section 10.

Historically, at the post-secondary level, after the conclusion of a grant year all unspent money has been reallocated back to grantees based on the allocation formula. In January 2015, the THECB approved a change to the methodology used to determine the distribution of the funds to be reallocated effective for the 2015-2016 grant year. The change applies only to the reallocated funds. Fifty percent of the funds will be allocated as they have been in prior years. The remaining funds will be allocated to grantees whose performance on three of the six federally designated core indicators meets or exceeds the federally negotiated state targets (for 2P1, 3P1, and 4P1). Effective for the 2016-2017 grant year and thereafter, 100 percent of the reallocated funds will go to grantees that meet or exceed the three targets.

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

From 2008-2009 through 2016-2017, Texas distributed reserve funding to secondary schools as incentive grants to high-performing districts. TEA awarded reserve funds to CTE programs based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators. TEA awarded incentive grants to LEAs that met or exceeded specific state performance targets found in their Perkins application. The amount of an individual incentive allocation was based on an eligible LEA's original Notice of Grant Award (NOGA) for the grant period, in proportion to the total NOGA awards for all LEAs that were eligible for a Perkins planning allocation in that grant period. LEAs that met or exceeded the state target for 1S1, 1S2, 3S1, 4S1, and 5S1 received a full incentive allocation, while LEAs that

met or exceeded four out of the five measures (1S1, 1S2, 3S1, 4S1, and 5S1) received a partial incentive allocation. Beginning with 2017-2018, reserve funds were distributed through a competitive grant process. Eligible LEAs are those from rural areas; areas with high percentages (25% or more) of CTE concentrators; and areas with high numbers (200 or more) of CTE concentrators. The competitive grants will focus on four areas: pathways hubs - rural schools, pathways hubs – career centers/partnerships, career cluster programs, and industry certification training for CTE teachers.

Under Public Law 109-270, Title I, Career and Technical Education Assistance to the States, Part A, Allotment and Allocation, Section 112 (c), the THECB may award up to 10 percent of the Basic formula funding for career and technical activities as “Perkins Reserve Grants.” The THECB may distribute reserve funds to eligible recipients in an alternative manner determined by state for projects for CTE activities in rural areas, areas with high percentages of CTE students, or areas with high numbers of CTE students.

For 2013-2014, the THECB published a request for applications (RFA) to invite public post-secondary institutions to submit a proposal under this RFA to receive a Carl D. Perkins Reserve grant for the development and implementation of a Career and Technical Education (CTE) Early College High School (ECHS). The CTE ECHS would allow a student to enter high-skill, high demand workforce fields by earning a high school diploma and a post-secondary credential simultaneously. A student would be able to earn a stackable credential that includes Level II certificates, at least 60 semester credit hours toward an Associate of Applied Science (AAS) degree, or an AAS degree. Collaboration among independent school districts, community colleges, and local workforce boards is a requirement of the grant.

The THECB will award grants to community colleges located in different geographical regions of the state to maximize opportunities for students to attend ECHSs that are designed specifically for CTE programs. ECHSs blend high school and college curricula into a concurrent educational experience that gives traditionally under-served students the chance to earn college credit while in high school.

The THECB awarded four CTE Early College High School (ECHS) grants in four geographic regions of the state: Dallas, Houston, Odessa, and McAllen. South Texas College, in partnership with Mission ISD and Weslaco ISD implemented two CTE ECHSs in fall 2014. Programs of study include welding, diesel mechanics, and precision manufacturing. The other three CTE ECHSs started in fall 2015.

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



Secondary reserve funds will be awarded to secondary eligible recipients through a competitive grant process. Eligible postsecondary recipients are requested to submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities.

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

NA

### **C. Procedural Suggestions and Planning Reminders**

- ✓ *Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.*
- ✓ *States must meet maintenance of fiscal effort requirements on either per student or aggregate expenditure basis. See Section 311(b) (1) (A).*
- ✓ *No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).*
- ✓ *No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See Section 314(2).*
- ✓ *All funds made available under the Act must be used in accordance with the Act. See Section 6.*
- ✓ *Funds made available under the Act for career and technical education activities may supplement and not supplant non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).*
- ✓ *No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.*

- ✓ *The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).*
  
- ✓ *Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).*