

Consolidated Annual Report, Program Year 2017 - 2018

Texas

Step 3: Use of Funds: Part A

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

No

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

No

Consolidated Annual Report, Program Year 2017 - 2018

Texas

Step 3: Use of Funds: Part B

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

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

Secondary LEAs report most of the data used for the Texas secondary performance measures through the Texas Student Data System (TSDS). Because the performance measures depend on the accuracy of data, Texas has implemented strategies to improve the quality of data that LEAs report through that system.

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

Postsecondary: During the 2017-2018 program year, the Texas Higher Education Coordinating Board (THECB) staff monitored Texas' Perkins-supported colleges for compliance. Staff conducted in-depth reviews to ensure that funding was expended appropriately and in accordance with state and federal guidelines. The colleges submit a Perkins application annually, and THECB staff members work with Perkins institutions throughout the year to address any needed changes and provide technical assistance. THECB used a risk assessment to determine which community and technical colleges would receive a programmatic desk review or site visit. Risk assessment factors included time since last visit, number of core indicators not met, number of amendments, allocation amount, annual fiscal desk audit, fiscal reporting compliance review, number of new (<3 yrs.) fiscal or programmatic staff, and any fiscal management concerns. Each of the risk assessment factors is assigned a weighted point value to determine the risk assessment score. The 15 institutions with the highest risk assessment scores were subject to programmatic desk reviews. The five institutions at the top of the risk ranking were selected for site visits. Staff completed 15 programmatic desk reviews and five site visits in the 2017-2018 program year.

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

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

For each core indicator of performance not met during the fiscal year, a grantee was required to submit a performance improvement plan (PIP). The plan identified key CTE programs and activities to meet the target, as well as specific budget items requested to meet the target. An applicant that failed to meet the target for a core indicator in each of the last three years was required to identify a minimum of three programs or activities and three specific budget items for improvement. In instances where applicants met or exceeded the target, they described how they would maintain a level of effort to meet or exceed the target. Colleges submit evaluative reports on the progress and effectiveness of their core indicator PIPs twice annually. Reports are reviewed by THECB staff.

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

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

Secondary: The Texas Education Agency CTE team continues to support the Texas CTE Resource Center (www.txcte.org). The CTE resource center is the central repository for CTE instructional and supplemental materials and professional development content.

CTE teachers, counselors, and administrators have a one-stop-shop for digital CTE resources to prepare Texas students for a career pathway that may include college, career, and opportunities in the military. The CTE resource center provides a wealth of helpful and up to date instructional materials and professional development content, aligned with the recently implemented CTE Texas Essential Knowledge and Skills (TEKS).

The CTE resource center website includes

CTE TEKS Implementation online professional development modules

an updated Texas CTE course guide with course information and PEIMS numbers

updated CTE programs of study/pathways in higher wage, in-demand fields

updated CTE course scope and sequence documents for all 277 CTE courses

updated and aligned CTE lesson plans for courses linked to in-demand occupations in all 16 CTE career clusters

special populations support webcasts and videos

information and links to college and career counseling online resources

updated CTE Texas College and Career Planning Guides in each career cluster

links to TEA's partners- the Texas Workforce Commission and Texas Higher Education Coordinating Board, and others

Job growth and demand in high-skill careers require a highly trained, and well-prepared Texas workforce. The resource center is a foundation for building a Texas CTE community of educators that will help today's Texas students meet tomorrow's demand for skills, knowledge, and experience.

Statewide annual professional development conferences provided teacher training in using technology to enhance teaching and learning of content-specific knowledge and skills. Additionally, during 2017-2018 the TEA continued the use of the Texas Gateway, the state's electronic platform for professional development and online resources. More information is available at <http://www.texasgateway.org/>. CTE professional development courses, including CTE 101, an introductory course for new CTE teachers and others, were available through the Texas Gateway.

TEA allocated \$100,000 to the Texas Workforce Commission (TWC), which included funds to support the following:

career development resources to prepare students with information to make wise college and career choices including a toll-free career hotline and educational printed materials

career development resources to aide students in making decisions regarding college and career

career orientation training (outreach) for teachers and students, counselors and administrators

TWC provided video hosting services for the Texas Career Check (www.texascareercheck.com) application. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices. More information is available at <http://www.texasrealitycheck.com/>. Additionally, TEA provided Perkins funds to the TWC to provide an online application, Help Wanted Online, that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve CTE programs.

The CTE listserv bulletin disseminates program information and communications to the field through a subscription of more than 16,610 members.

Postsecondary: State Leadership projects were designed and funded to expand the use of technology in CTE. Victoria College's "TEXASgenuine Sustainability, Phase 3: Scaling Sustainability across Texas" project provided online resources for exploration of career fields for prospective CTE students with information about CTE programs, educational requirements, and salary information. The TEXASgenuine resources can be used by all current and prospective CTE students and by all middle school students statewide. McLennan College's "ADA Compliance: Building Accessibility into Online Courses" project built a model program to address ADA and copyright compliance in CTE courses, including Web-enhanced, hybrid, and fully online formats, developed a manual of operations for dissemination to other colleges, and produced an evaluation of commercially available software resources for digital accessibility.

Perkins Basic grant funding supported upgrades to and expansion of computer technology on college campuses, provided related technology training for CTE faculty, and developed CTE curricula incorporating industry-current technology.

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

Secondary: To support leadership development and continuous program improvement, in 2017-2018 the TEA allocated \$ 790,000 in Perkins funds to provide for four professional development activities: the statewide recruitment and retention conference for new secondary CTE teachers, the CTE Leadership Academy for new secondary CTE administrators, the CTE Professional School Counselor Academy, and the New CTE Teacher Mentoring program. . Sample topics addressed through these professional development activities include new CTE teacher mentoring, curriculum resources, best practices information on counseling for CTE programs, work-based learning, programs of study, special populations, secondary/postsecondary linkages, data reporting and analysis, labor market information, career clusters, and career and technical student organizations.

Additionally, each of the 20 CTE specialists housed at the regional education service centers was allocated \$ 17,500 in Perkins funds to provide professional development activities for LEA personnel. Professional development activities included providing information on the use of instructional materials, programs, strategies, and approaches derived from scientifically based research in CTE. In addition, the regional education service centers worked with counselors, administrators, and teachers to provide an understanding of the benefits of an individualized program of study based on the career clusters and career pathways that prepare students for college and career.

The TEA developed 19 professional development online modules to support the revised Texas Essential Knowledge and Skills (TEKS) that were implemented beginning with the 2017-2018 school year.. In addition to an overview module, a career development module, and a module for counselor and administrators, there are 16 additional modules, one specifically for each career cluster. These modules explain the TEKS design and structure, the rationale for course revisions, avenues for student endorsements, and information for implementation. The TEKS training modules are housed in the Texas Gateway.

Postsecondary: State Leadership projects provided professional development toward enhancement of CTE programs and provided career guidance resources and training. Professional development activities were conducted for postsecondary faculty and staff across the state. The Austin Community College's "Fast-Track to Success: Expanding Competency-Based Education (CBE) Across Texas" built upon the work of its FY17 Leadership project to provide continued training and technical assistance workshops throughout the state, added new mentorship partners to its Competency Based Education Consortium for two-year colleges, and expanded the annual CBE conference, opening the conference to more attendees and adding a conference category for other innovative delivery of CTE. Temple College's "Intentional, Intensive, and Involved: 2P1, 3P1, & 4P1 Core Indicator Improvement" built upon the work of its FY17 Leadership project for promising/best practices to develop, deliver, and archive for public availability a series of three webinars on each of the identified core indicators. The project also created a Perkins listserv and blog to support ongoing communication between the state's Perkins professionals.

Each community and technical college used a portion of its Perkins Basic allocation for professional development, supporting CTE faculty in attending statewide and national conferences in their career fields toward improvement of curricula and course delivery.

THECB staff provided a one-day technical assistance workshop for Perkins grant staff with three years' or less experience. The conference was conducted onsite at the agency. Workshop topics included an overview of the Carl D. Perkins Act and postsecondary grant program, orientation to the Request for Applications, overview of the Perkins online portal system, strategic planning for grant programs, application development, reporting requirements, desk reviews, and site visits. Participants were provided hands-on exercises and scenarios regarding the Perkins grant.

THECB staff presented a Perkins breakout session at the spring 2018 meeting of the Texas Association of College Technical Educators (TACTE). Session topics included an update on the Perkins program; program accountability, including training on how THECB calculates core indicator performance, and a Perkins reauthorization update. In other TACTE breakout sessions, Perkins Leadership grantees briefed attendees on the progress and deliverables of their grants.

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

Secondary: The TEA allocated \$100,000 to the CTE specialists housed at the regional education service centers to conduct regional workshops and provide resources for career counseling and for recruiting students into both male and female nontraditional fields. ESC workshops provided training in identifying barriers students may experience in entering nontraditional careers and offered strategies to eliminate those barriers. In addition, information was distributed to LEAs to increase awareness and understanding of nontraditional fields that lead to high skill, high wage, or high demand careers.

Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. Texas also publishes a list of secondary nontraditional courses on the TEA website.

Postsecondary: Temple College's Nontraditional Leadership project, "5P1 & 5P2: Promising/Best Practices and Performance Improvement Ideas," performed a comprehensive survey of high-performing Perkins institutions and produced a catalog of 5P1 and 5P2 best practices and performance improvement ideas vetted by field experts. The catalog's materials directly supported outreach and equity in nontraditional fields.

Each college receiving Perkins Basic allocation funds committed a portion of the funds to recruitment, retention, and completion of students in nontraditional programs.

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

Secondary:

in 2017-2018, high quality special populations resources, including technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations, were available to LEAs, parents, and other stakeholders from the TEA. These supports are housed in the comprehensive Texas CTE Resource Center, www.txcte.org. In addition, the TEA provided a workshop for CTE teachers covering student self-efficacy as it applied to special populations students.

Postsecondary: The Perkins Basic grant supported services that reduced or removed barriers to success for special populations students training in CTE programs at community and technical college campuses. Examples of services include childcare, transportation, textbooks, credentials testing vouchers, tutors, and sign language interpreters and other accessibility services.

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

Secondary: CTE specialists housed at the regional education service centers are the primary providers of technical assistance for secondary CTE programs in Texas. The TEA allocated \$1,000,000 in Perkins administrative support funding to the 20 regional education service centers for technical support and professional development. Each regional education service center CTE specialist served as a liaison between TEA and LEAs and provided technical assistance to districts in completing the annual Carl D. Perkins application and Perkins Program Effectiveness Report. In addition, the education service centers establish and maintain communications among districts, colleges, universities, workforce development boards, and TEA CTE staff. Regional education service centers were provided \$100,000 for support of training and employment in nontraditional fields and \$250,000 for support of performance-based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the education service center CTE specialists through a variety of media including videoconferencing, annual face-to-face training, listserv bulletins, telephone, and email.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through telephone support, web conferencing, email, site visits, and presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. THECB staff conducted monitoring site visits for programmatic review of Perkins programs at community, state, and technical colleges. The THECB Perkins online portal provided technical assistance with grant management including electronic submission as well as amendment and reporting features. The fully interactive application/report/support system THECB uses for Perkins grants management is available at: <https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2019>.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

896792

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

21639

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

Secondary: The Windham School District (WSD) and Texas Juvenile Justice Department (TJJJ) were allocated \$896,792 in Perkins funds in 2017-2018. The Windham School District provides secondary education services to adult inmates and served 20,162 CTE students. The WSD provides CTE programming to assist students in building careers through quality instruction, preparation for industry certifications, and development of career connections. The WSD continually assesses job markets in the state and tailors CTE programs to provide relevant and marketable employability skills to its students, taking into consideration the impact that a previous felony conviction has on the ability of offenders to secure certification, licensure, and employment. WSD offers CTE training with a competency based curriculum in over 30 different occupational fields to offenders in the Texas Department of Criminal Justice (TDCJ). All apprenticeship courses offered have standards of work processes and required instruction that are registered with the Employment and Training Administration with the US Department of Labor (USDOL). These courses may result in an industry certification issued through the USDOL. More information is available in the most recently published Windham School District annual report found at <http://www.windhamschooldistrict.org/>.

The TJJD provides secondary education services to juvenile inmates and served 1,477 CTE students. TJJD strives to give students the best possible chance of participating and completing CTE programming that will equip them with occupational skills, a sense of accomplishment, and a drive to continue learning. Due to the inability of students to leave campus, where applicable, TJJD has applied and qualified to be an official testing site. Additionally, efforts to align CTE courses with dual credit have been underway and are operating successfully in a few welding classes. Where applicable, TJJD will continue to expand opportunities for CTE dual credit with other courses. At each campus, students have an Education Reentry Liaison available to help them with transition planning to include employment preparation, college readiness, advocacy skills, and career exploration. The strategic plan for the TJJD is available at <https://www.tjjd.texas.gov/publications/reports/RPTSTRAT201401.pdf> and includes CTE-specific information.

Postsecondary:

None

Part II: State Institutions Serving Individuals with Disabilities

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

28150

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

336

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

Secondary: The Texas School for the Blind and Visually Impaired (TSBVI) (<http://www.tsbvi.edu/>) and the Texas School for the Deaf (TSD) (<http://www.tsd.state.tx.us/>) are eligible for Perkins funds. The TSBVI does not apply for Perkins funds, but the TSD does. The TSD received \$25,694. The TSD served 230 students ages 0 through 21 who are deaf or hard of hearing "in a culture that optimizes individual potential and provides accessible language and communication across the curriculum." TSD admits students based on referral from a local school district or parent. TSD also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners. TSD currently offers 25 different CTE courses, from seven of the 16 career clusters: Education and Training; Hospitality and Tourism; Manufacturing; Architecture and Construction; Arts, A/V Technology and Communication; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. Under the Foundation High School Program, TSD offers endorsements in all five areas; Arts and Humanities, Business and Industry, Public Services, STEM, and Multidisciplinary Studies, including ten programs of studies related to CTE.

Postsecondary:

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities: \$2,456

Number of students participating in Perkins CTE programs in institutions serving individuals with disabilities: 106

Postsecondary: The stand-alone postsecondary institution that serves individuals with disabilities is SouthWest Collegiate Institute for the Deaf (SWID), a campus of Howard College, which is the Perkins grantee. Howard College used Perkins funds at SWID to pay tutors and to purchase equipment (computer, monitor, and printer) to help improve skills for students in the Interpreter Training Program. One SWID student used Perkins funds for tutoring for a total of 11 sessions during the academic year. The Interpreter Training Program had 12 students utilize the purchased equipment in the fall and eight in the spring. SWID offers a variety of CTE programs including automotive maintenance technician, deaf support specialist, office technology, welding, and graphic arts technology.

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

Yes

Secondary: The TEA, along with the regional education service center CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2017-2018, the TEA provided \$852,260 in Perkins funding to 32 eligible charter schools that offer CTE programs.

Postsecondary: Not applicable

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

Yes

Secondary: Organizing Texas CTE courses around the Career Clusters meant organizing family and consumer sciences courses into several different career clusters instead of housing them in a dedicated family and consumer sciences program area. Texas now includes family and consumer sciences courses in the Architecture and Construction; Arts, Audio/Video Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services career clusters. Teachers in these career clusters benefited from new teacher training conference, as well as the CTE resource center where resources were developed for their support.

Postsecondary: Colleges may use Perkins Basic allocation funds for improvement and upgrades to CTE family and consumer sciences programs.

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

Yes

Secondary: Previously, based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators, the TEA awarded incentive grants to LEAs that met or exceeded the state target for 1S1, 1S2, 3S1, 4S1, and 5S1. LEAs that met or exceeded the state target for all five core indicators received a full incentive allocation, while LEAs that met or exceeded the state target for four out of the five measures received a partial incentive allocation. For 2017-2018, the TEA used Perkins funds to award grantees with innovative initiatives. Named the Perkins Reserve Grants, these competitively awarded grants were to assist LEAs in

preparing students who enroll in CTE courses for high skill, high wage, or high demand occupations in current or emerging fields,

strengthening linkages between secondary and postsecondary CTE programs of stud

establishing or strengthening partnerships with business and industry to include work-based learning opportunities for students and teacher externships,

fostering innovation through the identification and promotion of promising CTE programs, which may include practices and strategies that prepare individuals for nontraditional fields;

increasing the number of students who earn workforce certificates, industry certifications, and other high-quality credentials of value; or

the development, implementation, and adoption of programs of study or career pathways aligned with Texas identified in-demand occupations or industries.

Postsecondary: In the 2017-2018 grant year, THECB continued the procedure begun in 2016-2017 of apportioning reallocated funds (unspent funds from the previous grant year) to institutions meeting 2P1, 3P1, and 4P1. Funds available for reallocation 2017-2018 (\$2,428,385) were apportioned using the Basic formula, but distributed proportionately only to those institutions that met the identified core indicators. The purpose of the merit-based reallocation is to incentivize institutions to plan strategically toward improved core indicator performance. A total of 40 institutions were eligible for reallocation funds in 2017-2018, an increase of 16 institutions over the 2016-2017 grant year.

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

No

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

No

Consolidated Annual Report, Program Year 2017 - 2018

Texas

Step 3: Use of Funds: Part C

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

Secondary: The Texas Essential Knowledge and Skills are the state standards that define what students should learn in Texas K-12 education. Texas Education Code Section 28.002 requires that LEAs teach all the Texas Essential Knowledge and Skills for each course an LEA offers.

The Texas Essential Knowledge and Skills for CTE increase relevancy and both academic and technical rigor, incorporate the Texas College and Career Readiness Standards, and address employability skills. Also, some courses were added to address labor market needs, including courses in health care, manufacturing, and transportation. Eighteen secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the web-based inventory of pre-approved CTE courses available for use at Texas public community, technical, and state colleges: (<http://www.theccb.state.tx.us/wecm>). CTE faculty throughout the state developed the courses in the WECM. Approved technical programs offered at Texas public community colleges must use WECM courses to be eligible for state funding. The WECM provides for consistent integration of academic and technical skills and helps to ensure that students receive the same high-quality courses statewide. In previous Perkins grant years, the THECB supported the ongoing development, review, revision, updating, and maintenance of WECM with Leadership funds. In 2017-2018, THECB completed a staged transition of WECM oversight from a grant-funded project leadership committee to a THECB Board-approved advisory committee that oversees industry- and field-driven CTE course updates and creation based upon identified triggers.

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

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

Additionally, Texas developed 13 industry advisory committees representing the 16 career clusters. These committees were comprised of individuals from secondary CTE education, postsecondary faculty, and business and industry representatives.

Postsecondary: During 2017-2018, staff of the Academic Quality and Workforce Division of the THECB continued its Programs of Study initiative begun the previous year for development of approved, statewide CTE curricula based on the 16 career clusters of the National Career Clusters Framework. Advisory committees for programs of study are composed of representatives from business and industry; community, technical, and state colleges; and secondary institutions. The initiative continues, but has produced five programs of study in the Health Science career cluster and nine in the Architecture and Construction career cluster.

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

Yes

Secondary: During 2017-2018, the TEA supported the CTE Leadership Academy for CTE administrators, the CTE Professional School Counselor Academy, and the new teacher recruitment and retention conference. New counselors are selected to attend these academies through an application process; the academies fill to capacity each year. The Professional School Counselor Academy is a nine-month professional development program for persons whose responsibilities include the implementation or oversight of college and career readiness at the campus and/or district level. The program is implemented in collaboration with Texas Tech University and Texas A&M University-Corpus Christi.

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

Additionally, TEA allocated \$100,000 to the Texas Workforce Commission (TWC), which included funds to support the following:

Career development resources to prepare students with information to make wise college and career choices including a toll-free career hotline and educational printed materials

Career development resources to aide students in making decisions regarding college and career

Career orientation training (outreach) for teachers and students, counselors and administrators

TWC provided video hosting services for the Texas Career Check (www.texascareercheck.com) application. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices. More information is available at <http://www.texasrealitycheck.com/>.

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

In collaboration with the Texas Higher Education Coordinating Board, TEA allocated \$35,000 for the TEXASgenuine Sustainability project, which has a website (<http://www.texasgenuine.org>) that provides career exploration information, educational requirements, and employment and expected salary information for graduates of CTE programs. The website also has a career exploration component which serves middle school students.

Postsecondary: A Perkins Leadership grant provided \$52,500 to Victoria College for the "TEXASgenuine Sustainability, Phase 3: Scaling Sustainability across Texas" project, which has a website (<http://www.texasgenuine.org>) that provides career exploration information, educational requirements, and employment and expected salary information for graduates of CTE programs. The website also has a career exploration component which serves middle school students.

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

Yes

Secondary: TEA used Perkins funds to support statewide articulation through the Advanced Technical Credit (ATC) program. Secondary educators who teach CTE courses through the ATC program must be appropriately credentialed and complete additional training. More than 1,000 teachers taught approximately 80 enhanced secondary courses that articulated to 95 participating Texas colleges for postsecondary credit. The ATC program is being phased out at the end of the 2017-2018 grant year due to lack of data on credit articulation.

Students may also earn college credit through approved Early College High Schools, technical dual credit, Advanced Placement and International Baccalaureate exams, and locally articulated courses to earn college credit while they are in high school.

Postsecondary: HB 2628, Texas 84th Legislature, requires the THECB, with the assistance of institutions of higher education, career and technical education experts, college and career readiness experts, and representatives from industry and secondary education to establish statewide programs of study (POS). Statewide POS incorporate rigorous college and career readiness standards, support attainment of employability and career readiness skills, add content specificity, offer multiple entry and exit points, and result in attainment of industry-recognized certification, credential or licensure, registered apprenticeships, or certificates. In addition, students may earn an associate, or baccalaureate degree. THECB's initiative is organized around the 16 career clusters of the National Career Clusters Framework. The initiative continues, but has produced five programs of study in the Health Science career cluster and nine in the Architecture and Construction career cluster. Perkins funds for administration were used to support staff who work with the Perkins grant to undertake this initiative.

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

Yes

Secondary: Not applicable

Postsecondary: The Workforce Education Course Manual provides for the updating and maintenance of a database of CTE courses. CTE certificates and Associate of Applied Science degree programs may provide a content foundation or credit toward for Bachelor of Applied Technology (BAT), Bachelor of Applied Arts and Sciences (BAAS), Bachelor of Applied Sciences (BAS), and Bachelor of Science Nursing (BSN) degree programs. Public junior colleges meeting specific requirements are eligible to apply to offer these applied baccalaureate degree programs. Colleges must have THECB program approval, as well as approval from additional accreditors and quality review bodies such as SACSCOC and the Texas Board of Nursing, prior to offering these degrees. Perkins funds for administration were used to support staff who work with the Perkins grant to further develop this state initiative.

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

Yes

Secondary: Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school by providing opportunities for the development of leadership and academic skills and technical knowledge and skills. CTOS also provide scholarship opportunities. Texas CTOS awarded members around \$4 million in scholarships in 2017-2018.

Texas provided \$384,992 in Perkins funds to the state offices of nine CTOS. These funds support CTOS leadership development activities for over 250,000 members statewide.

Postsecondary: Not applicable

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

Yes

Secondary: Secondary students can participate in relevant classroom instruction with career training in areas of personal interest and to prepare for postsecondary education and training or employment in their chosen fields. The state-approved CTE courses provide multiple opportunities within each career cluster for students to participate in work-based learning such as job shadowing, mentoring, internships, school-based enterprises, workplace simulation, external learning experiences, and pre-apprenticeships. Our CTE courses also emphasize student learning in all aspects of an industry. The new Career Preparation courses allow students to repeat the course if they are working in a different aspect of the industry and/or learning at a more rigorous level.

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

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

Yes

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

Additionally, Texas developed 13 industry advisory committees representing the 16 career clusters. These committees were comprised of individuals from secondary CTE education, postsecondary faculty, and business and industry representatives.

Postsecondary:

Programs supported with Perkins funding are required to have an active advisory committee with representation from local business and industry. Minutes from Advisory Committees are reviewed by THECB Perkins staff during monitoring desk reviews and site visits. Minutes must reflect active participation by members in curriculum development and revisions, actions taken and recommendations made at meetings, and follow-through on actions/recommendations from previous meetings.

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

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

Yes

Secondary:

The Texas Essential Knowledge and Skills (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code Section 28.002 requires that LEAs teach all the TEKS for each course an LEA offers. During 2015-2016, Texas completed the revision process of the CTE TEKS including receiving public comment and adoption by the State Board of Education. The revised TEKS increase relevancy and both academic and technical rigor, incorporate the Texas College and Career Readiness Standards, and address employability skills. Also, some courses were added to address labor market needs, including courses in health care, manufacturing, and transportation. Currently, 19 secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts.

During 2017-2018, a number of innovative CTE courses were approved by the Commissioner of Education. The innovative course applications submitted by LEAs meet a local, regional, or state labor market demand. Among those courses were Introduction to Process Technology, Petrochemical Safety, Health, and Environment, Forensic Psychology, and Principles of Maritime Science. .

The Texas Virtual School Network (TXVSN), although not funded by Perkins, is the online learning initiative administered by the TEA. A needs assessment was conducted in 2014 to determine which career clusters and courses school districts and charters most wanted to be made available through the TXVSN. Because of the needs assessment, additional new online CTE courses were developed and offered through the TXVSN statewide course catalog. The 18 CTE courses available in 2017-2018 to students across the state through the supplemental TXVSN course catalog included Accounting I; Anatomy and Physiology; Business English; Business Information Management I and II; Business Management; Digital and Interactive Media; Human Resources Management; Medical Terminology; Money Matters; Pathophysiology; Principles of Business, Marketing, and Finance; Principles of Health Science; Principles of Information Technology; Principles of Law, Public Safety, Corrections, and Security; Professional Communications; Touch System Data Entry; and World Health Research. In addition, most of the five TEA-approved TXVSN full-time online schools offer one or more CTE courses to students enrolled in their virtual campus. Information about the TXVSN is available at <http://txvsn.org> and at <https://tea.texas.gov/curriculum/txvsn/>.

Postsecondary:

Texas postsecondary institutions use Perkins Basic allocation funds to upgrade curricula. Innovative Perkins-funded initiatives for curriculum development in FY18 included a Leadership award to Austin Community College to develop further its project “Fast Track to Success—Competency Based Education in Information Technology” to encourage the continued development and implementation of competency based education in CTE computer skills programs. THECB also awarded Leadership funds to Alamo Community College District for its “Cyber-Security Education Conference” to establish a conference and statewide consortium supporting the development of cybersecurity educational pathways between secondary and postsecondary institutions. Dallas County Community College District received Leadership funds to support the “Blended Pathways: From Industry to Degree” project, which developed blended and accelerated pathway models incorporating third-party issued industry certifications into for-credit CTE programs of study. Finally, San Jacinto College District’s “Apprenticeship Crosswalk Project” used Leadership funds to develop crosswalks for statewide use between non-credit apprenticeship training and college credit for specific CTE courses in the state’s Workforce Education Manual (WECM).

Perkins FY17 Reserve funds were carried over to FY18 support funding for “Innovative Academy: The Next Generation of ECHS (Early College High School)” programs. Funding was provided collaboratively by the THECB, TEA, and the Texas Workforce Commission. This effort was the result of Governor Gregg Abbott’s Tri-Agency Workforce Initiative. The initiative, created to address the Governor’s goal of meeting local workforce needs, provided competitive grants to establish Innovative Academies within Texas high schools. In FY18, the academies provided students with continued learning opportunities in high demand occupations while earning college credit prior to high school graduation. The grant program promoted, engaged, and expanded the development of partnerships between regional employers, independent school districts, community colleges, universities, local workforce boards, and local industry.

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

Yes

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

Postsecondary: Associate of Applied Science or Certificate programs in Entrepreneurship were offered by 22 community and technical colleges in Texas. Perkins funds may be used to support these CTE programs and students, including nontraditional students enrolled in these programs.

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

Yes

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

TEA concluded the new CTE teacher mentoring program to address the retention of CTE teachers. Student outcomes will be enhanced because new CTE teachers have been trained and mentored on improving their instructional practices and strategies. The specific goal of this project was to increase new CTE teacher instructional expertise and self-efficacy. With these added qualities, increased numbers of beginning CTE teachers will be retained, thus promoting greater student achievement of valuable knowledge and skills in their classrooms.

New CTE teachers receive resources, professional development, and mentoring services designed to develop the core competencies that aid the new CTE teacher in improving teaching and learning. One of the innovative resources includes CTE career cluster online communities where new CTE teachers can share ideas and receive additional guidance and support from other new teachers. This online community allows a new CTE teacher to benefit from the support of an experienced and trained online mentor teacher for that career cluster.

Additional resources for new CTE teachers include online foundational learning sessions designed to address their needs in the areas of lesson planning, classroom management, development and use of summative and formative assessments, differentiating for student needs, and other critical areas of concern.

Postsecondary: Victoria College's "TEXASgenuine Sustainability, Phase 3: Scaling Sustainability across Texas" project had a component of career guidance for academic counselors and faculty available on the website.

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

Yes

Secondary: TEA allocated \$100,000 to the Texas Workforce Commission (TWC), which included funds to support the following:

Career development resources to prepare students with information to make wise college and career choices including a toll-free career hotline and educational printed materials

Career development resources to aide students in making decisions regarding college and career

Career orientation training (outreach) for teachers and students, counselors and administrators

Monthly data reporting of services used and associated details

TWC provided video hosting services for the Texas Career Check (www.texascareercheck.com) application. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices. More information is available at <http://www.texasrealitycheck.com/>. Additionally, TEA provided Perkins funds to the TWC to provide an online application, Help Wanted Online, that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve CTE programs.

In collaboration with the Texas Higher Education Coordinating Board, TEA allocated \$35,000 for the TEXASgenuine Sustainability: Phase 2 project, which has a website (<http://www.texasgenuine.org>) that provides career exploration information, educational requirements, and employment and expected salary information for graduates of CTE programs. The website also has a career exploration component which serves middle school students.

Postsecondary: A portion of the THECB administration grant was provided to the Texas Workforce Commission (TWC). Funds were used for an Automated Student and Adult Learner Follow-up Study. The follow-up system provides a coordinated avenue whereby the Texas Workforce Investment Council, local workforce boards, educational institutions, and state agencies determine the workforce and education outcomes of individuals that have participated in the Texas workforce system.

Consolidated Annual Report, Program Year 2017 - 2018 Texas

Review & Certification

CAR Certification

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

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

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

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

State Director

Title/Agency

Division Director College, Career, and Military Preparation, Texas Education Agency

Date

1/18/2019 2:36:00 PM