

Consolidated Annual Report, Program Year 2018 - 2019

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 (PBM for secondary CTE programs. The PBMAS (now known as Results Driven Accountability, or RDA) 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 monitoring system has resulted in significant improvement in data quality. TEA also conducts data validation monitoring activities and provides data validation information to LEAs and the public. More information is available at http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

Another use of funds to assess the career and technical education programs funded under Perkins IV was to contract with an outside organization to conduct a statewide evaluation of CTE. The primary purpose of this evaluation was to assess the quality of high school CTE programs in Texas public school districts and charter schools. Second, the evaluation identified high-quality CTE programs in order to understand and share effective best practices more broadly.

Postsecondary: During the 2018-2019 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 2018-2019 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 a repository for CTE instructional and supplemental materials and professional development content. CTE teachers, counselors, and administrators have access to digital CTE resources to prepare Texas students for career pathways that include college, career, and opportunities in the military. The CTE resource center provides helpful instructional materials and professional development content, aligned with the CTE Texas Essential Knowledge and Skills (TEKS). The CTE resource center website includes TEKS implementation online professional development modules, and a Texas CTE course guide with course information and PEIMS numbers. In addition, there are updated CTE programs of study tied to high wage and in-demand occupations, updated CTE course scope and sequence documents for all of the more than 275 CTE courses, and CTE lesson plans for courses linked to in-demand occupations in all CTE career clusters. Special populations support webcasts and videos, information and links to college and career counseling online resources, and updated CTE Texas college and career planning guides for each career cluster can be found there as well. The site provides important CTE related 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 serves as a resource for building a Texas CTE community of educators that will help today's Texas students meet tomorrow's demand for skills, knowledge, and experience.

An annual professional development conference provided new CTE teacher training in using technology to enhance teaching and learning of content-specific knowledge and skills. Additionally, during 2018-2019 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 aid students in making decisions regarding college and career choices; workforce 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 support 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 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 19,200 members.

Postsecondary: State Leadership projects were designed and funded to expand the use of technology in CTE. McLennan College's "ADA Compliance: Training for the Work of Compliance" built upon the previous year's work of creating a model program to address ADA and copyright compliance in the Web content of CTE courses. This year's project focused on scaling the project for use across the state through creation of shareable Professional Development resources, such as handouts, videos, and training frameworks posted on the college's website and disseminated through four train-the-trainer and train-the-teacher webinars. The project also funded mentorship of an additional four partner colleges that implemented the ADA compliance model on their campuses. 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 teacher development and continuous program improvement, in 2018-2019 the TEA allocated \$100,000 in Perkins funds to provide for the statewide recruitment and retention conference for new secondary CTE teachers. Sample topics addressed through this professional development activity included new CTE teacher mentoring, curriculum resources, 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 (ESCs) was allocated \$17,750 in Perkins funds to provide leadership 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 programs of study that prepare students for college and career. Additionally, the TEA provided \$1,000,000 for ESCs to provide CTE administrative and performance based monitoring to their member districts. Some of the areas of professional development included technical assistance for developing and implementing quality CTE programs, providing quality work-based learning opportunities for students, and aligning CTE programs to labor market demands. Additional supports provided through this funding were monitoring and evaluating program effectiveness, assuring compliance with applicable Federal laws and guidance, and adhering to necessary state data system standards.

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 FY18 Leadership project to provide continued training and technical assistance workshops throughout the state. The college added new mentorship partners to its Competency Based Education Consortium for two-year colleges and, for the first time, added a secondary partner. The secondary/postsecondary partnership introduced CBE strategies for the implementation of a CTE curriculum for Cybersecurity for dual-credit students. The project continued its expansion of the annual CBE conference, attended by nearly 300 K-20 institutions. The project continued its capacity-building statewide webinars and also produced new videos and case studies for its CBE website. Temple College's "Specific, Substantial, and Significant Understanding: 5P1 & 5P2" project provided comprehensive professional development, including initial faculty preparation, for secondary and postsecondary CTE faculty, administrators, career guidance and academic counselors. The project held two webinars and created online resources for best practices and programmatic guidance to assist schools and colleges with the recruitment and program completion of nontraditional CTE students. Lone Star College's "Hirable and Desirable: Embedding Behavioral Skills into the Curriculum" project sponsors faculty in six CTE areas to adapt curricula to include up to 15 behavioral skills identified as critical by employers. The project held six webinars and mentored college faculty. Collin College's "Building the Capacity of College CTE Advisors, Career Coaches, and Administrators" project created five one-day, self-paced professional development seminars directed at new and experienced CTE advisors, career counselors, coaches, and administrators. Professional development focused on researched approaches to improving career guidance to students. 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 on the Perkins V transition and implementation. THECB staff also presented a Perkins V breakout session at the spring 2019 meeting of the Texas Association of College Technical Educators (TACTE).

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 \$355,000 to the CTE specialists housed at the regional education service centers in part 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, "Specific, Substantial, and Significant Understanding: 5P1 & 5P2," held webinars led by state leaders in CTE education to provide an understanding of how 5P1 and 5P2 core indicators are calculated, specific performance improvement plans that can improve core indicator performance, as well as field questions from Perkins Basic Grant Directors to facilitate understanding of best practices toward improving the state's performance in the nontraditional core indicators. 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 2018-2019, 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, using \$500,000 in State funds, the TEA provided additional support for the special population group of students-Youth with Parent in Active Military. The purpose of the Support for Texas Students of US Military Personnel grant program is to provide resources to assist Texas students who are the children of active-duty members of the United States military in their educational pursuits via technical assistance to their families and the schools that serve them. This project specifically recognizes the unique needs of these students and includes strategies to reduce barriers and facilitate achievement by taking on issues such as grade/course placement, transfer of records, access to special programs, and on-time graduation.

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 the Perkins Program Effectiveness Report. In addition, the education service centers were required to establish and maintain communications among districts, colleges, universities, workforce development boards, and TEA CTE staff. Regional education service centers were provided \$105,000 for support of training and employment in nontraditional fields and \$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/?progr=2020>.

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 (TJJD) were allocated \$1,021,508 in Perkins funds in 2018-2019.

The Windham School District (WSD) provides career and technical education (CTE) training courses and apprenticeship opportunities to incarcerated adults within the Texas Department of Criminal Justice (TDCJ). WSD awarded 33,695 industry certifications, 25,754 certificates of completion and served 21,134 distinct participants in the 2018-19 school year. The WSD provides CTE programming to assist students in building careers through quality instruction, preparation for industry certifications, development of career connections, and placement in apprenticeship and post-release employment. 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 incarceration has on the ability of returning citizens to secure certification, licensure, and employment in various fields. WSD offers CTE training with a competency-based curriculum in 50 different courses. 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 <https://wsdtx.org/en/reports>

The TJJD provides secondary education services to juvenile inmates and served 1,297 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/index.php/component/jdownloads/send/377-2018/1263-strategic-plan-for-fiscal-year-2019-2023> 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:

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 \$31,103. 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: \$2,743. Number of students participating in Perkins CTE programs in institutions serving individuals with disabilities: 119. The stand-alone postsecondary institution that serves individuals with disabilities is Southwest College 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 (computers, monitors, and printers) to help improve skills for students in the Interpreter Training Program. The college also purchases equipment for its CTE programs. In addition to interpreter training, 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, through the regional education service center CTE specialists, and through presentations at various statewide CTE professional development conferences, provided administrative leadership and technical support to charter schools to develop quality CTE programs. In 2018-2019, the TEA provided \$1,194,428 in Perkins funding to 36 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 participation in the new teacher training conference, as well as having access to 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 2018-2019, the TEA used Perkins funds to award grantees with innovative initiatives. The TEA extended the Perkins Reserve Grants for 2018-2019. 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 study, 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 2018-2019 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 2018-2019 (\$3,342,231) 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 44 institutions were eligible for reallocation funds in 2018-2019, an increase of 4 institutions over the 2017-2018 program year and 20 institutions over the 2016-2017 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 2018 - 2019 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 enrollment 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 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 of College, Career, and Military Preparation at Texas Education Agency

Date

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