Consolidated Annual Report, Program Year 2019 - 2020 Texas

2a: Narrative Performance: Implementation of State Leadership Activities

A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)

In 2019-2020, Texas set aside 1.5% of Perkins funds for eligible state institutions. The state institutions use Perkins funds to provide CTE programming to assist students in building careers through quality instruction, preparation for industry-based certifications, and development of career connections. For example, the Windham School District tailors CTE programs to provide relevant and marketable employability skills to its students, taking into consideration the impact a previous felony conviction has on the ability of residents to secure certifications, licensure, and employment. Funding was provided to the following institutions: Windham LEA, Texas School for the Deaf, Texas School for the Blind and Visually Impaired, Texas Juvenile Justice Department, Boys Ranch ISD, and the Southwest College for the Deaf (Postsecondary).

Secondary funding amounts:

Texas Juvenile Justice Department - $319,070.12

Texas School for the Deaf - $39,706.80

Texas School for the Blind and Visually Impaired - $15,000.00

Windham LEA - $1,300,258.04

Boys Ranch ISD - $15,500.00

Secondary Correctional and Juvenile Justice:

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 18,264 industry certifications, 13,960 certificates of completion and served 14,017 distinct participants in the 2019-2020 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 55 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 Texas Juvenile Justice Department (TJJD) provided secondary education services to juvenile inmates and served over 1,300 CTE students during the 2019-2020 school year. 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 for several industry-based certifications. Additionally, TJJD is providing CTE dual credit for an expanding list of 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.

Secondary Disabilities and At-Risk:

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 received $15,000 in Perkins funds and used its funds for part of the salary for its CTE coordinator.

The TSD received $39,706 in Perkins funds in 2019-2020. 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 a 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: 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. TSD students also can earn certificates from Austin Community College through dual credit programs under Welding Technology, Visual Communication, and Automotive Technology on the TSD campus with qualified dual credit TSD instructors.

The Boys Ranch received $15,500 in Perkins funds to support its CTE program. The Boys Ranch is a local school district in Texas and serves as a residential facility for at risk students. Boys Ranch Independent School District was established in 1941 through legislative action. It is considered a "special purpose" independent school district of Texas and is supported by private donations, as well as state and federal funding.

Postsecondary: Perkins Formula funds supported individuals enrolled in the Southwest College for the Deaf affiliated with Howard College. Postsecondary State Leadership funds were not expended for this purpose.

B. **Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)—**

   i. **Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**

   ii. **Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**

   iii. **Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.**

   iv. **Providing technical assistance for eligible recipients.**

   (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

Secondary: During the transition year from Perkins IV to Perkins V, the TEA undertook a "listening tour" to gather input on the State Plan and to gather input on the needs of secondary CTE programs around the state. As a result of that work, the TEA gained insight for the 2019-2020 implementation of Perkins V on concerns and needs regarding preparation for non-traditional fields in current professions programs for special populations, including those activities that include special populations being exposed to high-skill, high-wage, and in-demand occupations. Those insights were brought to bear and are reflected in the accomplishments for the 2019-2020 year. Three important outcomes, among others, were

The beginning of implementation of new programs of study for all students across all career clusters, with the programs of study having as their basis the occupations that were high-wage and in-demand both statewide and on a regional basis (as approved by the TEA)

The revision of the list of non-traditional courses for the state, based on the most up to date analysis of the gaps in occupations for career clusters in CTE

The analysis of special populations in CTE programs via the Comprehensive Local Needs Assessment which every local educational agency completed as part of their Perkins grant application

The partnership and collaboration between CTE and the Special Populations staff at TEA to develop a Methods of Administration (MOA) that included added Perkins CTE elements to upcoming MOA reviews

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. Regional Education Service Center (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 Local Education Agencies (LEA) 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 an up-to-date list of secondary nontraditional courses, based on the latest labor market information, on the TEA website.

In addition, in the TEA's development of the Perkins Local Application, grantees were required to describe activities that

will prepare special populations for high-skill, high-wage, and in-demand occupations (reference answers provided in Part 5: Improving Equity and Access of the Local Needs Assessment), describe how special populations will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on students' status as a member of special populations.

During 2019-2020 the TEA continued work in the following areas:

-Convened statewide partners to create an Effective Advising Framework which will support districts in planning, implementing, evaluating, and continuously improving a high-quality advising program that enables students see connections between their academic and career development

-Continued developing a high-quality college and career exploration curriculum for use in middle school, designed to introduce all students to career exploration, an understanding of labor market information and support them in developing an informed plan

-Developed a work-based learning framework and began developing an aligned toolkit to support district integration of a continuum of industry-aligned practical and experiential learning activities for students

In addition, the TEA furthered the development of College and Career Readiness School Models (CCRSM) including Early College High School, Pathways in Technology Early College High School, and Texas Science, Technology, and Mathematics academies with these components:

-Pathways aligned to local and/or regional workforce needs

-Partnerships with business/industry for advisory board and work-based learning

-Blueprints for each model focus on students at-risk of dropping out of school, educationally disadvantages, special education, and English language learners

Postsecondary: Postsecondary major accomplishments resulting from the use of State leadership funds are described below:

Temple College's State Leadership grant "Nontraditional Participation – Strategies for Overcoming Inherent Issues" developed a qualitative data set of information about specific postsecondary CTE programs that continue to have low nontraditional participation statewide and researched approaches to overcoming barriers. The project held two webinars for Perkins Basic Grant Directors, CTE Administrators, and CTE faculty to help understand the inherent issues and ways to overcome the barriers with specific strategies. To support institutions' CLNA development, the grant developed a model needs assessment template for nontraditional participation and information to support stakeholder engagement meetings/forums. The grant shared information and resources beginning in fall 2019 through a blog, emails, and the listserv of the Texas Association of Career and Technical Educators (TACTE). In partnership with TACTE, the project archived all deliverables of the grant on the association's website under the TACTE/Perkins Tab for subsequent use by institutions updating CLNAs.

Providing 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 the TEA and LEAs and provided technical assistance to school districts in completing the Comprehensive Local Needs Assessment and the Local Perkins application. In addition, the education service centers were required to establish and maintain communications among school districts, colleges, universities, workforce development boards, and the 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. The TEA staff provided administrative leadership to the education service center CTE specialists through a variety of media including monthly update meetings facilitated by the TEA CTE team, specialized train the trainer sessions on Perkin V, the Comprehensive Local Needs Assessment, and the Perkins Local Application, among others. The TEA also communicated with CTE specialists by listserv bulletins, telephone, and email.

During 2019-2020, 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 Introduction to Integrating Math into CTE Classrooms, Introduction to Integrating Science into CTE Classrooms and CTE Work-Based Learning, and others, were available through the Texas Gateway.

The TEA allocated $100,000 to the Texas Workforce Commission (TWC), which supported the following: career

development resources to prepare students with information to make college and career choices, including a toll-free career hotline and educational printed materials; workforce orientation training (outreach) for teachers and students, counselors, and secondary administrators that work with CTE in their districts. TWC provided engaging, student-centered 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, the TEA provided Perkins funds and a link on its CTE webpage 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 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 21,000 members.

Also, each TEA CCRSM entity was provided technical assistance on changes in CTE programs to meet the minimum requirements established by the Blueprint for each model and to assist them in meeting the outcomes-based measures for students, developing partnerships, refining pathways, and supporting campus leaders in successful implementation.

iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.

Secondary: To support teacher development and continuous program improvement in 2019-2020, the TEA allocated each of the 20 CTE specialists housed at the regional education service centers (ESCs) $17,750 in Perkins funds to provide leadership professional development activities for LEA personnel. Professional development activities included 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 support to their member school districts. 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 included monitoring and evaluating LEA program effectiveness, including assuring compliance with applicable Federal laws and guidance, and adhering to necessary state data system standards.

Postsecondary: Postsecondary accomplishments resulting from using State leadership funds are described below: Dallas College's grant "Blended Pathways: Replicating PLA and Emerging CBE Pathway Options" provided professional development opportunities to colleges statewide on its blended pathways model incorporating prior learning assessment (PLA) and competency-based education (CBE) into CTE programs. Austin Community College's grant "Fast Track to Success: Expanding Competency-Based Education across Texas" built upon four years of previous work in building capacity at colleges statewide to develop CBE curricula in CTE programs and courses. The project held its four annual CBE conferences virtually with featured speakers who are leaders in CBE in the state and nationwide and professional development sessions on CBE and other curricular innovation trends. The project also conducted two customized regional training programs for 60 faculty, administrators, and other staff at Texas colleges and universities. Lone Star College's grant "Hirable and Desirable: Embedding Behavioral Skills into the Curriculum" recruited over 20 college campuses to participate in customized professional development on its successful model for embedding behavioral skills into CTE curricula and conducted four statewide webinars on the model. Collin County Community College's grant "Building Capacity of College CTE Advisors, Coaches, and Administrators" developed and delivered differentiated professional development modules on advising and supporting CTE students. The project worked collaboratively with STARLINK Professional Development to deliver the modules and preserve them for continuing availability.

iv. Providing technical assistance for eligible recipients.

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 futures 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 Public Education Information Management System (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 more than 275 CTE courses, and 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 the 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. As a source for this information, the resource center serves as a means for building a Texas CTE community of educators that will help today's Texas students meet tomorrow's demand for skills, knowledge, and experience.

Other examples of the TEA t-echnical support include:

-developing and disseminating editable POS framework documents to support the implementation of statewide POS (POS Frameworks)

-facilitating the creation of 33 Innovative courses to add rigor and depth to the new statewide program of study offerings resulting from Perkins V legislation

-collecting stakeholder input and other data for a Request for Proposal (RFP) for professional development for school administrators, CTE leaders, and secondary counselors

-collecting stakeholder input and other data for a Request for Proposal (RFP) for professional development for CTE teachers (new and experienced)

-conducting a gap analysis to prepare for TEKS revisions to strengthen programs of study (POS) course offerings and to align POS with current industry needs/requirements

-implementing a regional POS process

-collaborating internally with the TEA stakeholders on an enhanced MOA process to include CTE program monitoring

-refining a Grow Your Own statewide program in Education and Training

-reviewing state CTE teacher certification rules and standards to ensure alignment with statewide POS

-developing the foundation for an Energy career cluster in Texas

Postsecondary: The following postsecondary grant activities informed and facilitated postsecondary technical assistance: McLennan Community College's grant "ADA Compliance: Training for the Work of Compliance" provided hands-on technical assistance to four college districts in meeting ADA accessibility requirements for virtual learning platforms and web and non-web instructional materials. The project developed guidelines and resources to support closed captioning and document formatting and tagging and conducted workshops at locations across the state. The project also developed a model accessibility policy statement and model internal policies and procedures for ongoing accessibility maintenance. It produced online professional development modules on WCAG 2.0 compliance standards. All resources are available to institutions statewide on the project's website.

Temple College's grant "Designing Needs Assessment and Stakeholders Forums to Address Special Populations" provided technical assistance during institutions' CLNA development through data sharing, sharing of strategies among institutions, needs assessment templates, and sample agendas for stakeholder meetings. The project hosted a workshop delivered by the National Alliance for Partnerships in Equity on CLNA development specific to special populations' needs. Resources were delivered through webinars and workshops, and via a blog, email, a listserv, and conference presentations. The project archived all resources on TACTE's website under the TACTE/Perkins Tab for subsequent use by institutions updating CLNAs.

C. **Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

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.

In 2019-2020, Perkins funding was used to fund the Texas EcosySTEM to build capacity at the ESC for STEM education and to provide training for LEA implementation of STEM programs. In addition, funds were used to support STEM statewide professional development. This training was made available to the ESCs so that they could replicate the training

to school districts across the state.

In 2019-2020, 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 they attend. 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 Texas Higher Education Coordinating Board (THECB) places high priority on the recruitment and success of special populations students in CTE programs. Institutions applying for competitive State Leadership awards must "incorporate CTE access and equity for under-represented gender groups and students with unique or special circumstances (Perkins defined "special populations")" to be considered for funding. The request for applications requires that proposals support "preparation for non-traditional fields, programs for students with unique or special circumstances and other activities that will reduce disparities or performance gaps." THECB created a dedicated Access and Equity award category for State Leadership grants "in service to the priority and importance that Perkins V places on access and equity to CTE for students with unique or special circumstances ("special populations" as defined by Perkins V)." THECB also continues to invite awards for projects focused on preparation of students in non-traditional fields. All funded projects worked to build to statewide capacity to improve CTE student participation and success, including special populations. Projects built capacity to scale academic support, counseling programs, and career guidance; create secondary-postsecondary partnerships for CTE pathways in high-skill, high-wage occupations; advance completion and employability of special populations students; and recruit economically disadvantaged individuals in rural areas and high schools. Two projects conducted statewide training in equitable practices for student success and providing equitable services to special populations students.

D. **Report on the effectiveness of the use of State leadership funds in—**

   i.   **Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**

   ii.   **Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**

   (Section 124(a)(2) of Perkins V)

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2b: Narrative Performance: Fiscal Responsibility

A. **For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: https://nces.ed.gov/ccd/schoolsearch/.**

See attached file for response.

B. **For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: https://nces.ed.gov/ccd/districtsearch/. Public and Private Colleges and University IPEDS numbers can be found at: https://nces.ed.gov/collegenavigator/.**

See attached file for response.

C. **Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)**

During the 2019-2020 school year, the TEA developed and launched the Perkins Reserve Grant. This grant was designed to assist cross-sector regional partnerships with providing high-quality college and career pathways aligned with regional workforce needs. Successful applicants were able to join—or, if they were already members, continue in—the Texas Regional Pathways Network, which provided support to regions across the state that are developing college and career pathways. Regions in the Texas Regional Pathways Network commit to developing pathways that include the seven key components of high-quality college and career pathways: 1. Alignment with high-wage, in-demand labor market information (greater than $35,339 annual salary and greater than 17% annual growth for the state) 2. Links between secondary and postsecondary education with multiple entry and exit points 3. Credentials and degrees with value in the labor market 4. Integration of rigorous academics and career-focused learning 5. Strong college and career advising, and counseling supports 6. Continuum of work-based learning experiences 7. Cross-sector partnerships.

Grantees launched and/or were implementing high-quality pathways aligned to these seven components. This grant was designed to support expanded implementation of existing regional pathways initiatives. Expansion may include: 1) the development and implementation of new CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board; or 2) the expansion of existing regional partnerships to include additional LEAs, and other partners as needed, leading to an increase in the number of students served. The pathways should help accelerate completion of training in high-wage, in-demand fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with institutions of higher education in the region. LEAs and IHEs needed to ensure the courses counted toward certificate and/or degree programs (demonstrating multiple entrance and exit points into postsecondary and the workforce). Grantees were required to represent a regional team consisting of, at minimum, the following entities to be qualified for this grant:

-An intermediary who will convene and support the below stakeholders, as well as any other community and regional stakeholders who are crucial to implementing the seven key components of high-quality pathways in the Texas Regional Pathways Network

-A minimum of three LEAs in the region

-A minimum of one public institution of higher education

-A minimum of two employers in industries aligned to regional labor market data

Texas Regional Pathways Network (TRPN) was designed to build regional talent pipelines that spur economic growth across the state and ensure that all Texans have the skills and credentials needed for economic advancement. It brings together state and regional leaders to build strong educational and career pathways that prepare Texans for careers in

high-wage, in-demand industries. Leaders engaged in the TRPN represent multiple sectors, including K–12 education, postsecondary education, workforce and economic development, business and industry, government, and nonprofit and community-based organizations. Since 2019, 19 (of 20) regions have launched or expanded 30 pathways supported by regional partnerships consisting of over 75 school districts, over 20 higher education institutions, and over 45 employers.