

Texas Consolidated Annual Report for Fiscal Year 2009-2010 Carl D. Perkins Act of 2006

State Administration

A. Sole State Agency and Governance Structure

The State Board of Education (SBOE) and the Texas Education Agency (TEA) are the eligible recipients of the Perkins funds for Texas. TEA provides leadership for secondary career and technical education (CTE) programs, and the Texas Higher Education Coordinating Board (THECB) provides leadership for postsecondary and tech prep programs. In 2009-2010, Texas was allocated \$92,532,081 in Perkins basic grant and \$8,391,458 in tech prep funds for a total of \$100,923,539 for required, permissive, and core indicator activities. Attachment A is the TEA organizational chart. Attachment B contains the THECB organizational charts.

B. Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. This department provides oversight for establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school, ensuring that students are college and career ready. The Division of Curriculum supports policy guidance, development and implementation of curriculum, adoption of instructional materials, and leadership regarding school improvement. The Department of Planning, Grants and Evaluation is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants.

THECB is responsible for postsecondary CTE programs as well as tech prep programs. The priority goal for higher education in Texas is to provide an affordable, accessible, and high quality system of higher education that prepares individuals for a changing economy and workforce, and furthers the development and application of knowledge through research and instruction.

In keeping with this goal, the Commissioner of Higher Education has identified three goals for postsecondary workforce education in Texas: 1) development and support for high quality postsecondary technical programs; 2) access to programs for all the people of the state; and 3) efficiency in the delivery of programs throughout the state.

There are two statewide initiatives that are currently underway throughout the state to foster creating a college-going culture and well educated communities: Closing the Gaps by 2015 and the adoption and implementation of the College and Career Readiness Standards.

Closing the Gaps by 2015 is the state plan for higher education in Texas. This plan outlines the four goals of closing the gaps in higher education participation and success,

in educational excellence, and in funded research by 2015. Two of the challenges, Participation and Success, may be addressed in part through high-quality academic and technical education.

I. State Leadership Activities

A. Required Uses of Funds

Assessment of CTE programs

TEA has established a performance based monitoring analysis system (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a comprehensive report of the performance measures of CTE coherent sequence and tech prep program students. Districts with low-performing CTE students are then assigned to various stages of intervention, and are required to respond accordingly. All activities are focused on continuous program improvement. Additional information is available at http://www.tea.state.tx.us/index2.aspx?id=3846&menu_id=2147483683 and <http://ritter.tea.state.tx.us/pmi/>.

Texas (along with South Carolina) participated in the Organisation for Economic Co-Operation and Development (OECD) International Policy Review for CTE during 2009-2010. The initial OECD review visits to Texas took place January 13-20, 2010, with follow-up visits April 21-23, 2010.

During the 2009-2010 program year, Texas' two-year colleges were monitored and evaluated through the annual Perkins application process and through scheduled Perkins programmatic and fiscal site visitation processes. Programmatic oversight, collaboration, and evaluation were supported by means of biannual regional meetings of college administrators and staff and by site visits that occur on a four-year rotation. During the same program year, the THECB authorized an evaluation of postsecondary Perkins effectiveness that included an analysis of state data and surveys of public two-year colleges. Results indicate that Perkins funds are maintaining a high quality of curricula, educational technologies, and support programs for special population students.

Development, improvement, or expansion of the use of technology in CTE

At the secondary level, statewide annual professional development conferences provided teacher training in utilizing technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants fund the development of curriculum resources to facilitate the use of technology in the classroom. TEA is updating and improving its website and the CTE listserv to better disseminate program information and enhance communications to the field. The TEA CTE website (<http://www.tea.state.tx.us/index2.aspx?id=4881>) currently provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv maintains a membership of more than 2,500 members.

Additionally, TEA entered into collaboration with Epsilon LLC and The New York Times Company to develop and deliver high quality professional development in an interactive online environment. The platform offers online resources, course content, collaboration, academic networking, and professional learning communities. This initiative is called Project Share; more information is available at <http://www.projectsharetx.org/>.

Postsecondary state leadership projects were designed and funded to expand the use of technology in technical education, e.g., Podcasting to Enhance Instruction of CTE students in Health Fields, and STARLINK. The Podcasting project developed training and technical assistance for community college faculty on the use of podcasts to improve instruction of CTE students in the critical health fields. The STARLINK project maximized the use of telecommunications systems for providing professional development and information to higher education, state agencies, and other public entities. Perkins basic grant funding supported upgrades and expansion of computer technology on college campuses, provided training, and developed curricula.

Professional development programs

At the secondary level in 2009-2010, TEA provided \$150,000 in Perkins funds for the third statewide recruitment and retention conference for new secondary CTE teachers. To support leadership development and continuous program improvement, Texas also held the third year-long CTE leadership academy for CTE administrators and counselors.

Each participating education service center (ESC) received \$10,000 in Perkins funds to provide professional development activities for local school district and charter school personnel. ESC 13 received an additional \$225,000 in Perkins funds for technical support and statewide professional development for the High Schools That Work initiative. Several colleges and universities received Perkins funds to conduct teacher training for specific CTE courses. A list of the secondary professional development projects is found in Attachment D.

Several postsecondary state leadership projects were developed and served to enhance the career and technical programs. Professional development activities were conducted for postsecondary faculty and staff across the state. The Texas Network for Teaching Excellence in Career and Technical Education project continued a statewide career and technical education professional development system for the purpose of connecting personnel, institutions, resources, and ideas. The STARLINK project delivered professional development, information, and strategies from state and national educational leaders to each community, state, and technical college campus. The Podcast to Enhance Instruction of CTE Students in Health Fields was supported for the purpose of improving the use of instructional technology in health programs. The Texas Counselor's Network Community College Counseling Connections project provided professional development related to student advising teams (counselors, advisors, student services, faculty, and business partners) with the goal of increasing student enrollment from high schools to community colleges, and increasing transfer from community colleges to universities. A complete list of postsecondary discretionary projects is found in Attachment F.

Support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE

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 §28.002 requires that districts teach the TEKS in every course a school district offers. During 2009-2010, Texas adopted new courses that increase relevancy and both academic and technical rigor, and incorporate the Texas College and Career Readiness Standards (CCRS) into each course. Additionally, the teacher professional development to implement the new TEKS in the 2010-2011 school year includes specific modules for college and career readiness standards and the integration of academics and CTE.

At the postsecondary level, the *Workforce Education Course Manual (WECM)* continued to provide the framework for technical curriculum development. The WECM is composed of courses that include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use WECM courses. The WECM provides for the consistent integration of academic and technical skills and ensures that all Texas postsecondary students across Texas receive the same high quality curricula. The THECB provided \$192,009 in Perkins funds for the ongoing development and maintenance of WECM curricula in 2009-2010.

Preparation for nontraditional fields in current and emerging professions in high-skill, high-wage occupations

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 maintains a crosswalk of nontraditional courses. Additionally, TEA provided \$99,750 for the ESC CTE specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female non-traditional fields.

At the postsecondary level, \$48,500 in a Perkins discretionary grant was used to fund the Engaging Students in Non-traditional Programs project. The purpose of the project was to improve student participation in underrepresented gender groups. Programs were selected based on having the greatest disparity between the statewide and institutional percentage of underrepresented participants. The project matched students in nontraditional gender programs with role models in the form of teachers, community members, and recent graduates to provide experience for students in the work environment. Amarillo College was awarded \$45,000 to facilitate a statewide professional development program, Gender Equity in Non-Traditional Careers, with the purpose of improving student participation and completion in at least one program of study at each of the community and technical colleges in Texas that receive Perkins Basic funds.

Support for partnerships to enable students to achieve state academic standards, CTE skills, or complete CTE programs of study

TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for coordinating the continuing development of comprehensive programs of study for CTE, which began in 2005 with a statewide work group composed of relevant stakeholders. The programs of study facilitate cluster design and management to assure that students develop the knowledge and skills essential for college and career success. Texas has fully implemented all 16 national career clusters as the basis for organizing CTE. More than 120 updated programs of study are posted on the AchieveTexas website. Information on the AchieveTexas initiative is available at <http://www.achievetexas.org>. During 2009-2010, Dallas County Community College District received \$119,557 in Perkins funds to expand the work done in 2008-2009 with secondary – postsecondary vertical alignment of CTE programs. The project facilitated realignment of the secondary and postsecondary coursework for each program of study. The project further focused on developing regional articulation plans based on completed model programs of study. The completed programs of study and vertical alignment forms are located at <http://www.txcareerclusters.org>. These two projects work collaboratively.

Texas uses tech prep and other Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the Texas Workforce Commission (TWC), the Texas Workforce Investment Council (TWIC), and the Texas Business Education Coalition (TBEC), as well as other stakeholders, to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

TEA has partnered with companies such as Computing Technology Industry Association (CompTIA), Intel, Cisco Systems, and Apple to develop vendor-neutral innovative courses. Additionally, Texas funded statewide site licenses under which districts receive training and resources to implement courses preparing students for high-skill, high-wage, and/or high-demand careers. The Statewide Longitudinal Data Systems Grant from the Department of Education allowed the three state agencies (TEA, THECB, and TWC) to strengthen the partnership and improve the quality of the shared data. Due to this collaboration Texas is able to follow student progress through the educational system and into employment using secondary education data records, postsecondary enrollment records, wage and unemployment records, and federal employment and military enlistment data.

Perkins funds have been used to align almost 200 secondary and postsecondary courses to create statewide articulated advanced technical credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training. Approximately 890 school districts have 11,200 ATC-eligible teachers who may teach 193 enhanced secondary courses for postsecondary credit. The alignments allow students to use dual credit courses, Advanced Placement and International Baccalaureate courses, ATC courses, and locally-articulated courses to earn college credit while they are in high school. More information about ATC is available at <http://www.atctexas.org>. In 2009-2010, 21,307 CTE students earned college credit for 24,618 courses.

Service to individuals in state institutions

The Windham School District and Texas Youth Commission received \$925,320 in Perkins funds in 2009-2010. The most recently published Windham School District annual report is available at <http://www.windhamschooldistrict.org/PDF/APR.pdf>. In May 2009, the Texas Youth Commission began education reforms, including accelerated educational programs, improved special education, transition services, assessment and placement, and professional development. Updated information is available at http://www.tyc.state.tx.us/reform/educ_action_plan.pdf.

Support for programs for special populations that lead to high skill, high wage, or high demand occupations

In 2009-2010, TEA provided \$150,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University. The Center offers 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. These services are available to school districts, charter schools, and parents. In 2009-2010, the center continued to increase the number of multi-media products, books, videos, journals, and magazines available to stakeholders. More information is available at <http://ctsp.tamu.edu>.

At the postsecondary level, 5% of the discretionary grant was used for activities for special populations. Supported leadership projects included: "Solutions for Gender Equity in CTE, Gender Equity in Non-Traditional Careers," and "Engaging Students in Non-traditional Programs".

Technical assistance

ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided \$665,000 in Perkins administrative support funding for technical support and professional development related to CTE programs, advanced technical credit courses, and industry certifications and licensures for students. TEA also provided \$99,750 to ESCs for support of training and employment in non-traditional fields, and \$190,000 to ESCs for support of performance based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC CTE specialists, school districts, and charter schools through extensive telephone support, presentations at conferences and workshops, email communications, the CTE listserv, and the Texas education telecommunication network (TETN), which is a statewide network for video conferencing.

THECB staff provided technical assistance to individuals and institutions through telephone support, telephone and web conferencing, email communications, site visits, presentations at statewide professional organization conferences, and presentations at agency-sponsored professional development meetings and workshops. Additionally, monitoring site visits were conducted for programmatic review and fiscal monitoring. The THECB staff maintained a listserv and an email discussion group as a communications channel to the community, state, and technical colleges that received Perkins funds. In addition, enhancements to the website provided technical assistance with grant management including electronic submission, amending, and reporting features. A copy

of the annual application has been required as an attachment to this report; however, a non-interactive printed document does not do service to the fully interactive application/report/support system THECB uses for Perkins grants management, found at the following link:

<https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2010>.

B. Permissible Activities

Improvement of career guidance and academic counseling programs

TEA allocated \$90,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors. Additionally, TEA provided \$50,000 in Perkins funds to support a toll-free career hot line, \$250,000 for career development resources regarding choices for college and career (more information is available at <http://www.texascaresonline.com/>), and \$200,000 to support Career Orientation training for teachers and students, including management of deployment online.

THECB allocated \$4,000 to support the Community College Counseling Connections to provide professional development for student advising teams (counselors, advisors, student services, faculty, and business partners).

Support for CTE programs that offer experience in all aspects of an industry, including work based learning

Secondary students have the opportunity to 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 field. Newly implemented TEKS provide multiple opportunities within each cluster for students to participate in work based learning, including workplace simulation, external learning experiences, and independent study.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a work-based learning experience such as an internship, a cooperative education experience, a major project, or a clinical experience. Additionally, Perkins-supported CTE programs involve many education/business partnerships in some or all of the following ways: 1) employer sponsorship (including fees, tuition, books, uniforms, equipment, and tools); 2) employer adjustment of work schedules to allow time for attending classes; 3) employer paying for time to attend class or provide pay raises or promotions for course or degree completion; and 4) employer-sponsored career exploration for eligible students. For example, several employers fund their employees' education to the baccalaureate level if the employee has completed an associate of applied science (AAS) degree and has been determined to be a good candidate for promotion. Programs are also offered to update and re-skill employees in the workforce.

Support for career and technical student organizations

Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school; providing opportunities for the development

of leadership skills, academic skills, and technical knowledge and skills; and providing scholarship opportunities. Texas members received more than \$2.8 million in scholarships in 2009-2010. TEA holds nine CTSO state charters, and in 2009-2010 provided \$353,103 in Perkins funds to support CTSO leadership development activities for the more than 163,000 members.

Support for charter schools

TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2009-2010, TEA provided \$148,793 in Perkins funding to 18 charter schools offering CTE programs. (Attachment C)

Support for partnerships between education and business

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

TEA has established a state partnership with CompTIA to allow all state high schools (including charter schools) and postsecondary institutions to become members of CompTIA's Education to Careers (EtoC) program. This program targets recruitment and training, as well as opportunities to receive industry recognized certification. In 2009-2010, Texas public schools and postsecondary institutions participated at a cost of \$143,885. Schools receive vouchers for students to take exams such as CompTia's A+, Network+, Security+, INET+, and Linux+.

Additionally, TEA provided Perkins funds to the TWC to construct and validate a crosswalk between newly adopted and implemented TEKS and daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 career clusters. When complete, districts may use these DWA documents to work with local business and industry to improve programs.

Postsecondary programs that are supported by Perkins funding are required to have an active advisory committee with representation from local business and industry. When a national, regional, local, or outside certifying agency skill standard does not exist, program staff are encouraged to incorporate skill's standards recognized by the Texas Skills Standards Board into the curriculum. Colleges must indicate how they have determined a need for a new program and certify that the curriculum was developed with local industry input prior to the program being approved by THECB staff.

Within the state, there are thousands of partnerships between educational institutions and businesses/industry that include the general categories of petro-chemical, construction, medical, government, high tech, manufacturing, military, media, retail, and service industries. A few examples include partnerships between Western Texas College and the Big Country Electric Cooperative, San Jacinto College and NASA, Angelina College and Lockheed Martin, El Paso Community College and KFOX-TV, Odessa College and Saulsbury Engineering, Panola College and Samson, Dallas County Community College District and Lone Star Plastic, College of the Mainland and Marathon Refining, McLennan Community College and ALCOA, and Victoria College

and DuPont. Businesses support students enrolled in critical need areas, provide clinical placement in health facilities, internships, donate equipment, and/or require CTE enrollment for maintaining employment.

Improvement or development of new CTE courses, including career clusters and distance education

TEA awarded six Educational Excellence grants at \$300,000 each in Perkins state leadership funds to support the improvement of rigorous CTE programs (Attachment D). School districts may also develop innovative or other locally-designed courses to enable students to master knowledge, skills, and competencies not included in the required curriculum (19 TAC §74.27) to provide education and training opportunities in new and emerging careers for which there are no state-adopted CTE courses.

Texas postsecondary institutions use a portion of the basic grant funds to upgrade curriculum. Additionally, some leadership projects focused on developing new and innovative curriculum. A listing of statewide postsecondary leadership projects can be found in Attachment F.

Tech prep programs are offered in more than 97% of the independent school districts and all of the state's community, state, and technical colleges. In 2009-2010, districts reported 187,346 secondary tech prep students, and colleges reported 103,409 postsecondary tech prep students. The definition of tech prep programs and program participants is included in the Texas Education Code, and requires that all tech prep programs be based on the Recommended High School Graduation Program. This requirement mandates that all Texas secondary students complete four credits in each of the foundation subjects: mathematics, science, social studies, and English/language arts.

Texas has developed formal written agreements for its community, state, and technical colleges to ensure that students who choose a technical career are able to pursue further education, to baccalaureate and beyond. For example, the Texas Career Clusters: Using Programs of Study to Facilitate Articulation project builds upon articulation agreements established by secondary and postsecondary institutions to create an aligned curriculum plan by developing vertical alignment between secondary and postsecondary CTE programs.

Another innovative Perkins-funded initiative was the Integrating Hybrid Electric Vehicle Servicing into Automotive Curriculum project. Texas State Technical College, Waco upgraded an automotive technician program's curriculum to include training modules in servicing hybrid electric vehicles. A conference for high school and other community college automotive instructors was part of the grant. The curriculum and lab components were showcased and high school to college articulation agreements were initiated.

II. Progress in Developing and Implementing Technical Skill Assessments

TEA requires secondary school districts and charters to report end-of-program industry-recognized licensures and certifications to verify program technical skill attainment data.

A copy of the end-of-year report that includes the list of end-of-program industry-recognized licensures and certifications is included as Attachment K, on pages 10-12. This list includes 80 end-of-program industry-recognized licensure and certification exams. For 2009-2010, TEA added a mechanism to allow districts to suggest additions or revisions to this list.

Districts report only students who attempted end-of-program industry-recognized certification and licensure exams. Few of these assessments apply to secondary students. However, 758,694 CTE concentrators were enrolled in secondary CTE courses in this reporting period. 28,298 of those students attempted an end-of-program industry-recognized certification or licensure exam while 16,622 of those who attempted the exam passed. Therefore, 3.7% of secondary CTE concentrators attempted an end-of-program industry-recognized certification or licensure exam, and of those who attempted an exam, 58.74% passed.

At the postsecondary level, in the 2009-2010 program year, THECB required all public community, state, and technical colleges offering career and technical education programs to verify workforce competencies through capstone courses, an external learning experience, or a credentialing exam. Additionally, all new career and technical program applications are required to include verification that all new programs met the criteria outlined in the *Guidelines for Instructional Programs in Workforce Education* (GIPWE). This documents local or regional demand for the program, integration of basic and workforce skills into the curriculum, and an enrollment management plan. Beginning in 2009-2010 every public two-year institution was required to report data related to licensure and certification examinations for every technical program offered. Of all the technical and tech-prep programs approved for public institutions 8% have licensure exams available, 8% have certifications available, and 12% have both; 72% of programs have no licensure or certification offered. GIPWE can be found at: <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm>.

III. Implementation of State Program Improvement Plans

Section 123 (a)(1) of Perkins IV requires development and implementation of a program improvement plan for each state that fails to meet at least 90% of an agreed upon state adjusted level of performance for any of the core indicators of performance. Texas met at least 90% of the performance targets for all but one secondary core indicator. Texas fell well below the target for 2S1, technical skill attainment; however, this is a data collection/reporting issue, not a performance issue.

For 2007-2008, districts were instructed to report unduplicated data for this core indicator. For 2008-2009 and subsequent years, districts were/are instructed to report duplicated data. Duplicated data are more accurate, as a single student may have taken more than one technical skill assessment. However, given the instruction in 2007-2008 to report unduplicated data, districts would be expected to report the most favorable student outcomes for this indicator, which would inaccurately skew the performance data upwards. For example, if a student took three exams and passed one, in the unduplicated report, districts would likely report the one exam the student passed, for a 100% performance level. However, using the same example but reporting duplicated data, the report is more accurate (all exams and outcomes are reported) but the performance level is only 33%. Texas based its performance target on unduplicated results. Switching to duplicated reporting will more accurately reflect Texas's

performance but will clearly cause Texas to fall well below the performance target for this core indicator until the next opportunity to negotiate a new performance target. The performance targets are set through 2010-2011; states will negotiate new performance targets for 2011-2012 and 2012-2013. Because Texas reports performance on a one-year lag, this will mean a new performance target for data reported in 2013.

IV. Implementation of Local Program Improvement Plans

TEA has an electronic grant application system populated with allocations for each eligible institution. School districts use the online system to apply for Perkins funds, develop a local CTE program plan, submit budget requests, and report performance. Districts in a PBM intervention stage must submit additional analysis and program improvement plans. A copy of the secondary Perkins grant application is included in Attachment H. Attachment C is a list of the 2009-2010 secondary districts and charter schools and their Perkins award, and Attachment D is a list of the TEA state leadership grant recipients. A table illustrating secondary eligible recipients' performance is in Attachment L.

The THECB has an electronic, interactive grant system that provides an application populated with data for each institution. The system indicates the institution's progress in achieving Perkins quality indicators by program. The institutions use the application to: a) respond to problems with their degree or certificate programs and b) develop goals, objectives, and action items to resolve the problems. The annual budget is developed around the action plan. The same application system is used to evaluate the results that have occurred during the grant year. While a PDF application form has been provided, it does not reflect the interactive capabilities of the electronic application. An electronic version of the Annual Basic Application is found in Attachment I and at <http://www.thecb.state.tx.us/index.cfm?objectid=C1E077B1-E905-3034-9EDD31137CD747E6>. The annual request for applications (RFA) for leadership and tech prep grants may be accessed from the same URL. A list of the 2009-2010 eligible postsecondary institutions and the corresponding Perkins award is located in Attachment E and the list of THECB discretionary leadership grant recipients is found in Attachment F. The list of tech prep consortia is found in Attachment G.

V. Tech Prep Grant Award information

State law and Coordinating Board rules require THECB to hold a public hearing on the tech prep funding formula for the coming academic program year. At their November 2008 quarterly meeting, the tech prep directors re-approved the funding formula for the 2009-2010 program year. THECB held the public hearing in December 2008, and the Coordinating Board approved the 2009-2010 funding formula at its January 2009 meeting.

The funding formula includes 5% that is used for state administration of tech prep activities and 95% that is distributed to the consortia, using a 65/35 formula. Specifically, 65% is distributed equally among the 26 consortia as a base operating fund, and the remaining 35% is distributed among the consortia based upon the grades 9-12 student population served by each consortium region.

Budgets for the 26 tech prep consortia totaled \$8,312,766 in Perkins Title II funds for the regional implementation of tech prep programs and activities during the 2009-2010 program year. During the 2009-2010 year, THECB negotiated with the 26 consortia on levels of performance based on the requirements in Perkins IV. Because of the unique structure of each consortium, individual negotiations were conducted to establish levels of performance measures and strategies to determine continual progress. During 2009-2010, all consortia operated under the performance measures negotiated with the Coordinating Board for the program year. For more information, go to <http://www.techpreptexas.org/>. A list of tech prep consortia and funding amounts are included in Attachment G.

VI. State Program Improvement Plans

For 2009-2010, Texas exceeded the secondary target for five of the eight negotiated secondary core indicators, fell within the 90% threshold for two indicators, and fell below the target for one indicator (2S1, see explanation above). Texas missed the target for 1S1 and 5S1 but remained within the required 90% threshold for both. CTE students exceeded the graduation rate performance target by 4.5 percentage points, which is a significant improvement over the previous year when Texas exceeded the target by more than 2 percentage points. CTE students exceeded the completion target by 4.3 percentage points, exceeded the target for reading/language arts by 2.9 percentage points, and missed the target for mathematics by only 0.4 percentage points. The score required to pass the mathematics assessment increased during this reporting period, which likely accounts for the slight drop in performance. The two academic targets for Texas are set at the maximum of 95%.

The secondary state data system influences performance outcomes. Prior to 2008-2009, CTE students were coded as concentrators only in the fall reporting period. Course completion is reported in the summer following the school year, so differences in CTE student records for fall and summer data submission must be reconciled. Students who transfer districts may not be reflected in both data submissions, which negatively impacts actual performance data. TEA is testing an enhancement to the data system reporting requirements so CTE students are not lost between fall and summer reporting periods. This change began with the 2008-2009 data standards.

TEA used base year data for the Perkins IV indicators to negotiate performance targets with the Department of Education for the new performance indicators. The state used the same data to negotiate performance levels for each institution included in the program. Texas reported postsecondary performance data for the first time in December 2009. THECB published postsecondary performance data on its website. THECB used the data for monitoring the institutions' performance so that improvement plans can be implemented when necessary.

VII. Accountability

A. Core Indicators

By agreement with the Office of Vocational and Adult Education (OVAE), Texas reports the core indicator data one year behind the actual reporting period; therefore, Texas is reporting performance data for 2008-2009 student concentrators in this report. The delay

in reporting student performance data reflects Texas's timeline for the reporting and validation of student-level data to ensure that data are reconciled, accurate, and reliable, as described above. This time delay is factored into performance target negotiations, so although the 2008-2009 performance data are compared with 2009-2010 performance targets, those targets are adjusted for the reporting delay.

Secondary Measures

1S1 Academic Attainment – Reading/Language Arts: The performance target was 95.0%. The actual performance was 97.90%, slightly down from 98.90% in 2007-2008, but still higher than the target. Female (98.61%) CTE students passed the exit level assessment at a higher rate than male (97.16%) students. All ethnic groups performed above the state target. Individuals with disabilities (71.18%) and limited English proficient (76.79%) CTE students performed significantly below the state target.

1S2 Academic Attainment – Mathematics: The performance target was 95.0%. The actual performance was 94.60%, slightly below the target, but still well within the 90% threshold. Female (95.22%) CTE students performed slightly above male students (93.94%). Asian (98.78%) and White (96.32%) CTE students performed above the performance target. American Indian (94.01%), Hispanic (93.76%), and Black (90.63%) CTE students performed below the target. Limited English proficient (73.03%) CTE students and individuals with disabilities (44.32%) performed significantly below the state target.

2S1 Technical Skill Attainment: The performance target was 78.22%. The actual performance was 58.74%, compared with 80.24% reported for 2007-2008. Female (64.83%) CTE students performed well above male (53.35%) CTE students. All ethnic groups performed below the target. Limited English proficient (45.65%) CTE students and individuals with disabilities (38.21%) performed significantly below other special populations groups. Nontraditional enrollees (89.93%) performed significantly better than other subpopulations and the general CTE population.

3S1 School Completion: The performance target was 90.56%. The actual performance was 94.89%, a slight increase over last year's 93.11%. Female (95.13%) CTE students completed at a slightly higher rate than male (94.65%) students, with females performing slightly above the overall performance and males slightly below. All ethnic groups performed above the target. Individuals with disabilities (93.63%) completed above the target, while limited English proficient (79.82%) students completed below. Nontraditional (97.25%) CTE students completed at a higher rate than all other special populations groups and at a higher rate than the CTE population overall. All subpopulations performed at a higher rate than the previous reporting year.

4S1 Student Graduation Rates: The performance target was 89.81%. The actual performance was 94.26%, which is well above the target. Both female (94.69%) and male (93.83%) CTE student graduation rates are above the target. All ethnic groups performed above the target. Limited English proficient (79.65%) CTE students alarmingly are completing at rates significantly below the CTE state

performance level. However, all subpopulations performed at a higher rate than the previous reporting year.

- 5S1 Placement:** The performance target was 76.75%. While the actual performance was below target at 70.01%, it is still within the 90% threshold requirement (69.08%). Male (69.01%) CTE students were placed at a slightly lower rate than female (71.01%) students. White (74.85%) CTE students had the highest placement rate, followed by American Indian (71.05%), Asian (70.98%), Hispanic (66.63%), and Black (65.96%) CTE students. Limited English proficient (36.76%) CTE students' placement rates were disturbingly lower than the other groups. Nontraditional (71.04%) CTE students were placed at a higher rate than most other subpopulations and at a higher rate than the overall CTE population.
- 6S1 Nontraditional Participation:** The performance target was 38.64%. The actual performance was above the target and slightly above the last reporting year at 40.06%. Female (46.98%) CTE students participated at a higher rate than male (35.40%) CTE students. All ethnic groups except Hispanic (38.72%) CTE students participated at a higher rate than the state target Migrant (34.50%), individuals with disabilities (36.88%), and limited English proficient (36.91%) students participated at a lower rate than the state target.
- 6S2 Nontraditional Completion:** The performance target was 38.30%. The actual performance was 39.49%, slightly above the state target. Female (45.66%) CTE students completed at a higher rate than both the state target and the overall performance, while male (34.08%) CTE student completion was below both the target and the overall performance. All ethnic groups except Hispanics (37.19%) completed above the target. Individuals with disabilities (35.22%) and limited English proficient (33.03%) students completed at a rate lower than both the state target and the actual performance.

Postsecondary Measures

- 1P1 Technical Skill Attainment:** Beginning in 2009, Texas uses licensure/certification pass rates to evaluate technical skills attainment. No comparison data with previous years are available. Hispanic, African American, and special population categories, with the exception of displaced homemakers, performed below the state average.
- 2P1 Credential, Certificate, or Degree:** The performance target was 32.00%. The state's performance was slightly lower, at 31.21%, meeting the required 90% threshold. Both females and males increased their performance by almost 1%. White and Asian students' performance decreased slightly, but Black and Hispanic students' performance improved. All special population groups, with the exception of displaced homemakers, increased their performance compared with last year.
- 3P1 Student Retention or Transfer:** The performance target was 65%. The state's performance was slightly higher, at 65.81%. White, Asian, Hispanic, females, tech prep, nontraditional, individuals with disabilities, and economically disadvantaged students all performed above the negotiated performance target.

- 4P1 Student Placement:** The performance target was 78%. The state's performance was 73.67% and was within the 90% threshold. Females, Hispanics, tech prep students, and single parents were the only subpopulations that exceeded the state level of performance. These data indicate that students may be affected by the economic situation in the state, with an unemployment rate of approximately 8%.
- 5P1 Nontraditional Participation:** The performance target was 22.75%. The state's performance was 22.43%. Males, Whites, economically disadvantaged students, and displaced homemakers were the only subpopulations that did not perform above the target. The highest performing ethnic group was Asian followed by African Americans. The single parent subpopulation was the highest performer in the special population category.
- 5P2 Nontraditional Completion:** The performance target was 17.25%. The state's performance was 16.97% and was within the 90% threshold. Three ethnic groups – Asian, African American, and Hispanic – exceeded the performance target. Of the special population groups only single parents, economically disadvantaged students, and individuals with disabilities exceeded the target.

B. Tech- Prep Measures

Secondary Measures

- 1STP1 Enroll in postsecondary education:** More than 64% (64.53%) of secondary tech prep students enrolled in higher education in the year following their high school graduation. This is an increase of 2% compared with last year.
- 1STP2 Enroll in the postsecondary in the same field or major:** Slightly more tech prep students (6.65%) continued their postsecondary education in the same career cluster that they pursued in high school compared with last year (5.53%).
- 1STP3 Complete a state or industry-recognized certification and licensure:** In 2008-2009, 9,545 secondary tech prep students took a state or industry-recognized certification or licensure examination; 8,096 of those students passed the examination, resulting in an 85% pass rate.
- 1STP4 Complete course(s) that award postsecondary credit:** Almost one third (30.96%) of tech prep high school graduates earned college credits by means of dual credit courses or concurrent enrollment.
- 1STP5 Enrolled in remedial mathematics, writing, or reading courses:** More than 37% (37.60%) of tech prep students who were enrolled in higher education were enrolled in one or more developmental education courses in mathematics, reading, and/or writing. This is a decrease from the previous year, when 38.52% of students were enrolled in developmental courses.

Postsecondary Measures

1PTP1 Employment in related field after graduation: Approximately 82% (81.98%) of postsecondary tech prep graduates were employed in the fourth quarter of the calendar year following their graduation, a decrease from last year.

1PTP2 Complete a state or industry-recognized certificate and licensure: Beginning this year Texas uses licensure/certification pass rates to report technical skills attainment. More than 90% (90.17%) of the tech-prep students attempting a licensure/certification examination passed.

1PTP3 On-time completion of a 2-year degree or certificate: More than 12% (12.57%) of tech prep students earned an associate degree or certificate within three years.

1PTP4 On-time completion of a baccalaureate degree program: More than 4½% (4.67%) of tech prep students earned a baccalaureate degree within six years, an increase from last year's 3.6%.

State's Performance Results for Special Populations and Program Improvement Strategies

Major Challenges for Special Populations that Did Not Reach Performance Level

Limited English proficient students, individuals with disabilities, economically disadvantaged students, and single parents generally exhibited below-average performance. These special population groups must overcome many challenges in order to be successful. Because the challenges are too numerous and complicated to address fully in this report, the report includes only a few examples.

For instance, limited English proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the performance based monitoring system have significant challenges with the performance of CTE limited English proficient and special education students. While secondary schools and community colleges spend a significant portion of their Perkins basic grant to assist these subpopulations, a number of contributing factors negatively impact the ability of Texas to make the progress essential for its special populations.

In addition, disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled students. Economically disadvantaged students face financial challenges that make meeting essential life needs more critical than preparing for future employment. This is particularly true in an economy that offers employment at reasonable wages and where families do not see the value of borrowing money for an education. Single parents are most often supported through Perkins funds by the provision of child care or funds for child care for their children. However, other demands of parenthood including illness, school conferences, changing work schedules, loss of transportation, or other life challenges make completing a school year extremely difficult for single parents.

B. Definitions

The definitions used for the Texas Perkins core indicators are found in Attachment J.

C. Measurement Approaches

TEA negotiated with OVAE the secondary definitions and parameters for core indicators under the 2006 Perkins Act. The secondary enrollment and performance measure data for 2008-2009 does not include displaced homemakers; however, TEA began collecting these data during 2009-2010. The data for 4P1 do not include demographic performance for students in an apprenticeship program.

TEA CTE staff works closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators. Districts receive an annual performance based monitoring report for their CTE student populations and have access to follow-up reports in a secure online career and technical education reports (CTER) system.

The THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which each reporting institution certifies prior to aggregation and analysis. The THECB no longer requires institutional effectiveness monitoring. However, the agency is in the process of developing a program review for certificate and applied associate degree programs offered at community and technical colleges to evaluate program quality. A pilot review and full implementation are planned for 2011. Data are collected on federal and state performance indicators. Onsite monitoring visits, regional technical assistance meetings, and desk reviews conducted by THECB staff ensure compliance with all federal and state requirements.

The TEA and THECB actively participate in the data quality webinars and Next Steps Work Group (NSWG) telephone conferences with OVAE and other states and territories to continue to refine definitions and parameters for core indicators under the current Perkins Act, as well as discussions for changes at reauthorization.

The core indicators provide the foundation for the goals, activities/strategies, and evaluation of programs in the State's community, state, and technical colleges. The 2008-2009 program year was the final year that the institutional effectiveness desk review process was used as a means to evaluate institutional performance. The core indicators play a major role in the annual application for Perkins funds, which is driven by core indicator data for individual programs.

D. Improvement Strategies

TEA staff continued to provide professional development training and technical support to districts in 2009-2010 regarding federal and state performance indicators and the state performance based monitoring system. Districts must continue to evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close achievement gaps. As part of their responsibilities for the 2009-2010 award year, TEA required districts to submit a performance report through its online eGrants system. A sample of the report is included as Attachment K. As part of

their annual application, districts must also provide an improvement plan for any core indicators for which a local target is lower than the statewide target.

Electronic delivery of postsecondary information, technical assistance, and data, along with web enhancement of the annual application and RFA for Perkins leadership grants, reinforce the core indicators and the need for accountability. The RFAs can be accessed on the Internet at <http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm>.

State's assessment of the data quality

Most of the data used for the Texas secondary performance measures are drawn from the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is annually updated and refined. Because the performance measures are based on accuracy of PEIMS data, Texas has focused on strategies to improve the quality of data that districts report.

The data used for the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting system, which has been in place since 1973 and is continuously refined and improved. The CBM reporting system provides data for certificates, degrees, retention, transfer, nontraditional participation/completion, and participation/success of all special population groups. THECB used this data reporting system for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-Up System provided the data for 4P1 along with the supplemental follow-up data that postsecondary institutions provided. The THECB also collects data for all licensure programs beginning with 2008-2009 year and used it for 1P1 indicator. All data are certified by the college presidents as being accurate.

State activities to improve data quality

TEA provides technical assistance in improving the quality of data at the district level through presentations at conferences and workshops, and by training ESC CTE specialists and PEIMS specialists in data collection procedures. Implementation of the state performance based monitoring system has resulted in significant improvement in data quality. Placement data are based on linkages and administrative record exchanges with the wage and unemployment records system, Federal Employment Data Exchange System (FEDES), and public postsecondary enrollment records.

At the postsecondary level, the Educational Data Center (EDC), the Planning and Accountability Division, the Academic Research and Grants Department, and the Academic Program departments in the Academic Affairs and Research Division at THECB work together to provide technical assistance workshops throughout the state to college reporting officials so that the college data will be accurately reported. All data are processed electronically from the colleges directly to the EDC where professional staff members process the data. The Planning and Accountability Division produces the reports in collaboration with the EDC. The reports go through a stringent review and editing process before they are considered complete and the data are certified. Any/all changes to the core performance measures can only be implemented if the CBM reporting system is modified as a result of the Texas Legislature's mandate regarding the reduction in college reporting requirements. Texas received an Institute of Education Sciences (IES) grant to develop a statewide longitudinal data system. The THECB, TEA,

and TWC will work together to provide student data to monitor student success from kindergarten to employment.

Texas has made progress with its statewide data collection systems. Specifically, unemployment insurance wage records were obtained via administrative record exchange with the TWC, allowing the collection of outcome information on the success of graduates in the workforce. Data from the Office of Personnel Management, the Department of Defense, the Defense Manpower Data Center, and the United States Postal Service were obtained through FEDES, which is managed by the State of Maryland. Additional employment and enrollment data were obtained through the CBM116 report. This report collects information about students who are not found in other accessible databases. Postsecondary institutions contact students to obtain employment status or out-of-state enrollment information.

The following improvement strategies will be applied to improve performance under all core indicators:

Secondary Education

TEA will continue to improve the quality of professional development activities to ensure that educators have the academic and career and technical knowledge and skills they need to help students improve their educational preparation. Project Share (<http://www.projectsharetexas.org/>) will also expand access to professional development opportunities. When fully deployed, Project Share will provide access to professional development in core academic areas as well as CTE courses.

As described above, TEA has developed policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement. Districts and TEA staff evaluate CTE student performance. TEA then identifies and monitors districts with high percentages of CTE students who do not perform well, and initiates intervention and improvement procedures.

Collaboration will continue with other programs that serve special population students, including bilingual and special education, to ensure that districts are meeting the needs of special population students. TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation, college and career readiness, and postsecondary education and/or training.

TEA will continue to collaborate with the THECB to identify and promote statewide articulated advanced technical credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

THECB will continue to require that colleges review core indicator data and perform a self-evaluation as part of the annual application process for basic and tech prep funds.

THECB will continue to focus on priority topics based on the state's accelerated strategic plan for Perkins implementation in the annual RFA for state leadership funds.

THECB will continue to provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures.
<http://www.thecb.state.tx.us/apps/Perkins/perkdata.cfm>.

THECB will continue to evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.

THECB will continue to provide STARLINK teleconferences and other technical assistance workshops throughout the state including regional meetings.

THECB will continue to provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.

THECB will continue to align the Perkins measures with the revised goals of the Texas Higher Education Coordinating Board's Strategic Plan, *Closing the Gaps* by 2015.

Monitoring Follow-up

The State of Texas received a full monitoring visit in April 2006. The State has addressed and corrected all monitoring findings. The State considered and/or implemented the suggested improvement strategies during the development of the Perkins Transition Plan for 2007-2008 and continued in the State Plan for 2008-2013.

Attachments

(mailed separately to the Perkins CAR e-mail inbox at CAR2010@ed.gov)

Attachment A: TEA organizational chart

Attachment B: THECB organizational charts

Attachment C: Perkins Secondary Eligible Recipients, 2009-2010

Attachment D: TEA Discretionary Projects, 2009-2010

Attachment E: Perkins Postsecondary Eligible Recipients, 2009-2010

Attachment F: THECB Discretionary Projects, 2009-2010

Attachment G: Tech Prep Consortia

Attachment H: Perkins Secondary Application

Attachment I: Perkins Postsecondary Application

Attachment J: Perkins Core Indicator Definitions

Attachment K: Program Effectiveness Report

Attachment L: Secondary Eligible Recipients' Performance