

Consolidated Annual Report, Program Year 2012 - 2013

Texas

Step 3: Use of Funds: Part A

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

Yes

Secondary: Texas uses industry recognized certifications that are available to and appropriate for secondary students at the end of a program to measure technical skill attainment. The instrument LEAs use to report performance includes a list of 155 exams, as well as a mechanism for LEAs to recommend additions to the list. TEA CTE staff members periodically review this list for accuracy and currency, and review LEA recommendations for inclusion.

Postsecondary: Texas community and technical colleges use third-party developed assessments, and licensure or certification examinations to measure technical skill attainment.

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

No

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Step 3: Use of Funds: Part B

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

Secondary: Texas Education Agency (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. Local education agencies (LEAs), including both independent school districts and charter schools, receive a comprehensive report of the performance of CTE coherent sequence students. LEAs with low-performing CTE students are then assigned to various stages of intervention, and required to respond accordingly. LEAs with only a few performance deficits are staged at Level 1 intervention, whereas LEAs with more performance deficits are staged at Levels 2, 3, or 4 of intervention. The staging level determines the program improvement activities TEA requires the LEA to perform. The level of program improvement activity increases with the level of intervention; therefore, TEA requires an LEA at Stage 4 to engage in broader and deeper improvement activities than an LEA at Stage 1. Additional information is available at http://www.tea.state.tx.us/index2.aspx?id=3846&menu_id=2147483683 and <http://ritter.tea.state.tx.us/pmi/>.

Secondary LEAs report most of the data used for the Texas secondary performance measures through the Public Education Information Management System (PEIMS), which has been in place for more than 25 years and is updated and refined annually. Because the performance measures depend on the accuracy of PEIMS data, Texas has implemented strategies to improve the quality of data that LEAs report through that system.

TEA provides technical assistance in improving the quality of data at the LEA level through presentations at conferences and workshops, and by training CTE specialists and PEIMS specialists housed at twenty regional education service centers (ESC) in data collection procedures. Implementation of the state performance based monitoring system has resulted in significant improvement in data quality. TEA also conducts data validation monitoring activities and provides data validation information to LEAs and the public. More information is available at http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

The Statewide Longitudinal Data Systems grant from the Department of Education allowed three state agencies (TEA, THECB, and TWC) to work collaboratively and improve the quality of shared data. As a result, Texas is able to follow student progression from education into employment using secondary education data records, postsecondary enrollment records, wage and unemployment records, and federal employment and military enlistment data. Early adopters will test this new data system for the 2013-2014 school year, with additional users added in stages over the following three years, and statewide implementation scheduled for the 2017-2018 school year.

Postsecondary: During the 2012-2013 program year, THECB staff monitored Texas' Perkins-supported colleges for compliance. Staff conducted in-depth reviews to ensure that funding was expended appropriately and in accordance with state and federal guidelines. The colleges submit a Perkins application annually and THECB staff members work with the institutions throughout the year, addressing any needed changes. Site visits supported programmatic oversight, collaboration, and evaluation. THECB used a risk assessment to determine the sites to visit. The risk assessment factors included time since last visit, number of core indicators not met, number of amendments, allocation amount, annual fiscal desk review, fiscal reporting compliance review, and fiscal management concerns. Staff completed 15 site visits in the 2012-2013 program year. THECB staff members also review the fiscal portion of the grants through scheduled desk audits, based on a risk assessment. THECB staff members conduct ongoing evaluation of postsecondary Perkins effectiveness, including an analysis of state data surveys of public two-year colleges. Results of those surveys indicate that Perkins funds support maintaining high-quality curricula, using advanced educational technologies, and providing support for programs that target special population students.

The data used to calculate the postsecondary measures are drawn from the Coordinating Board Management (CBM) reporting system, which has been in place since 1973. The THECB continually refines and improves the data collection system. The CBM reporting system provides performance and enrollment information for all postsecondary CTE students, including special population groups. THECB used data from the CBM reporting system to calculate 2P1, 3P1, 5P1, and 5P2. Additional reports (CBM116 and Licensure Report) collect information regarding licensure and employment for the 1P1 and 4P1 indicators. The college presidents certify all data prior to submission.

The THECB's Educational Data Center (EDC) staff members work with college reporting officials to ensure accuracy in reporting. All data are processed electronically from the colleges directly to the EDC. The data are reviewed and edited prior to completion and data certification. Any changes to the core performance measures may 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' statewide longitudinal data system allows the THECB, TEA, and TWC to work together to provide student data to monitor student success from kindergarten to employment.

For each core indicator of performance not met during the fiscal year, a grantee was required to submit a performance improvement plan. The plan included a summary of the institution's plan to meet the target, and identified key CTE programs and activities to meet the target, as well as specific budget items requested to meet the target.

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

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

Secondary: 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, including a "Tech Talk" column that provides tips for the use of technology. The AchieveTexas College and Career Initiative grant has published LiveBinder pages (<http://www.achievetexas.org/Resources1.htm>) that provide digital resources for career development and each of the 16 Career Clusters. The CTE landing page (<http://www.tea.state.tx.us/index2.aspx?id=4881>) provides resources for the implementation, evaluation, and improvement of CTE programs. The CTE listserv disseminates program information and communications to the field through a subscription of more than 3,600 members.

Additionally, Project Share continues to grow. This is TEA's platform for online resources, course content, collaboration, academic networking, and professional learning communities. More information is available at <http://www.projectsharetexas.org/>. TEA has contracted with universities that have excellent CTE educator preparation programs to produce 90-contact hour professional development courses for both foundation and CTE teachers who will teach nine CTE courses that satisfy graduation requirements for either math or science. TEA is implementing these professional development courses through Project Share. More information about these courses is available at <http://www.projectsharetexas.org/node/1248>.

Postsecondary: State leadership projects were designed and funded to expand the use of technology in CTE. The CTE eCourse for High School Guidance Counselors and Community College Personnel and STARLINK are two examples. The eCourse provided a modular-based CTE professional development course for high school and college guidance counselors, including information about CTE pathways that lead to high-skill, high-wage, and high-demand occupations. The STARLINK project maximized the use of telecommunications systems for providing professional development and information to postsecondary institutions, state agencies, and other public entities. Perkins basic grant funding supported upgrades to and expansion of computer technology on college campuses, provided training for CTE faculty, and developed current and relevant curricula.

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

Secondary: To support leadership development and continuous program improvement, in 2012-2013 TEA provided \$250,000 in Perkins funds for the fifth statewide recruitment and retention conference for new secondary CTE teachers and the CTE Leadership Academy for new secondary CTE administrators and counselors. Attendance at these conferences continues to grow, and each year the conferences are filled to capacity. Sample topics include curriculum resources, programs of study, serving special populations, secondary/postsecondary linkages, data reporting and analysis, labor market information, Career Clusters, and career and technical student organizations (CTSO).

Each of the twenty state regional education service centers (ESCs) received \$10,000 in Perkins funds to provide professional development activities for LEA personnel.

Postsecondary: Several postsecondary state leadership projects were developed and served to enhance CTE programs. Professional development activities were conducted for postsecondary faculty and staff across the state. The STARLINK project delivered professional development, information, and strategies from state and national educational leaders to each community, state, and technical college campus. Webinars were held for two pertinent topics: student completion and curriculum alignment. The student completion webinar provided best practices from three colleges that made improvements in the Perkins core indicator 2P1. The curriculum alignment webinar provided information about curriculum validation using real-time labor market analysis of CTE curriculum, detailed work activities, and employer feedback. STARLINK developed presentations that it provided to all community and technical colleges. The presentations covered the Workforce Education Course Manual (WECM) Special Topics/Local Needs courses, and WECM Workshops 101. Further, each community and technical college used a portion of the Perkins allocation for professional development, to allow faculty to attend the most up-to-date training for their career field.

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

Secondary: Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the non-traditional provisions of Perkins. Texas publishes a list of secondary non-traditional courses on the TEA website. Additionally, TEA provided \$105,000 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.

Postsecondary: THECB awarded Amarillo College \$45,000 to facilitate a statewide professional development program focused on improvement on Perkins indicators 5P1 (non-traditional student participation) and 5P2 (non-traditional gender completion). The goals of this project were to provide ongoing professional development and support for CTE staff working with non-traditional gender career programs. Activities included a workshop for community college grantees not meeting the core indicators 5P1 or 5P2, follow-up assistance for workshop attendees to complete a written plan, NAPE affiliate membership for workshop attendees, and distribution of promising best practices regarding recruitment and retention for non-traditional occupations.

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

Secondary: In 2012-2013, TEA provided \$200,000 in Perkins funds to support the CTE Special Populations Resource Center at Texas A&M University (more information is available at <http://ctsp.tamu.edu/>). 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 LEAs and parents. The Center continually increases the number of multi-media products, books, videos, journals, and magazines available to stakeholders, annually adding new resources and outreach. This year, the National Alliance for Partnerships in Equity awarded the Rising Star to Lakshmi Mahadevan for facilitating work at the Center.

Postsecondary: A portion of the discretionary grant supported activities for special populations, including Amarillo College's Unlimited Potential: Increasing Opportunities for Non-traditional Gender that assists colleges in providing support for non-traditional students. The project provided support for colleges not meeting the Perkins core indicators 5P1 and 5P2 to assist in the development of a written plan for participation and retention of non-traditional gender in CTE programs.

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

Secondary: ESC CTE specialists are the primary providers of technical assistance for secondary CTE programs. TEA provided \$700,000 in Perkins administrative support funding to ESCs for technical support and professional development, \$105,000 to ESCs for support of training and employment in non-traditional fields, and \$200,000 to ESCs for support of performance based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC CTE specialists through a variety of media.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through phone support, telephone and web conferencing, email, site visits, presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. THECB staff conducted monitoring site visits for programmatic review. The THECB Perkins online portal provided technical assistance with grant management including electronic submission, amending, and reporting features. The fully interactive application/report/support system THECB uses for Perkins grants management is available at: <https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2010>.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

831532.75

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

9971

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

Secondary: The Windham School District and Texas Youth Commission received \$922,189 in Perkins funds in 2012-2013; of that amount the two institutions expended \$831,532.75. The Windham School District provides secondary education services to adult inmates and served 9,377 CTE students in 2012-2013. More information is available in the most recently published Windham School District annual report found at <http://www.windhamschooldistrict.org/>. The Texas Juvenile Justice Department provides secondary education services to juvenile inmates and served 594 CTE students in 2012-2013. The strategic plan for the TJJD is available at http://www.tjjd.texas.gov/about/TYC_Strategic_Plan_2011_to_2015.pdf and includes CTE-specific information.

Postsecondary: Although CTE programs are offered through community colleges to students at certain state correctional facilities in Texas, Perkins funds are not directly used for the programs because the prisoners are not eligible to be Pell grant recipients due to their incarceration.

Part II: State Institutions Serving Individuals with Disabilities

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

22620

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

343

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

Secondary: The Texas School for the Blind and Visually Impaired (TSBVI, see <http://www.tsbvi.edu/>) and the Texas School for the Deaf (TSD, see <http://www.tsd.state.tx.us/>) are eligible for Perkins funds. The TSBVI does not apply for Perkins funds, but the TSD does. The TSD serves students ages zero through 21 who are deaf or hard of hearing "in a culture that optimizes individual potential and provides accessible language and communication across the curriculum." TSD admits students based on referral from a local school district or parent. TSD also serves as a statewide educational resource on deafness, serving families, students, programs, and practitioners.

Postsecondary: The stand-alone postsecondary institution that serves individuals with disabilities is SouthWest Collegiate Institute for the Deaf (SWCID), a campus of Howard College. SWCID does not submit a separate Perkins grant application; rather, Howard College is the grantee. Howard College used Perkins funds at SWCID to purchase equipment and software for the Graphic Arts Technology/Computer Information Systems program, and for equipment for the Building Construction Technology program. Additional services provided with Perkins funding include tutoring in CTE areas, textbook assistance, childcare assistance, and transportation assistance.

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

Yes

Secondary: TEA, along with the ESC CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2012-2013, TEA provided \$220,578 in Perkins funding to 20 eligible charter schools that offer CTE programs.

Postsecondary: Not applicable

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

Yes

Secondary: Organizing Texas CTE courses around the Career Clusters meant moving family and consumer sciences (FCS) programs to several different Career Clusters instead of housing them in a dedicated FCS area. Texas now houses Family and consumer science courses in the Architecture and Construction, Education and Training, Hospitality and Tourism, and Human Services Career Clusters.

Postsecondary: If a family and consumer sciences programs did not perform within 90 percent of a core indicator, LEAs could use Perkins funds to make improvements.

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

Yes

Secondary: Based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators, TEA awarded incentive grants to LEAs that met or exceeded the state target for 1S1, 1S2, 3S1, 4S1, and 5S1. LEAs that met or exceeded the state target for all five core indicators received a full incentive allocation, while LEAs that met or exceeded the state target for four out of the five measures received a partial incentive allocation.

Postsecondary: Not applicable

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

No

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

No

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Step 3: Use of Funds: Part C

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

Secondary: The Texas Essential Knowledge and Skills (TEKS) are the state standards that define what students should learn in Texas K-12 education. Texas Education Code §28.002 requires that LEAs teach all the TEKS for each course an LEA offers. During 2009-2010, Texas adopted revised CTE TEKS that increased relevancy and both academic and technical rigor, and incorporated the Texas College and Career Readiness Standards (CCRS) into each course.

The College and Career Initiative grant funds an iterative study to identify and validate the integration of the CCRS in the CTE TEKS. The initial review convened secondary and postsecondary educators along with representatives from business and industry to review the Texas CCRS and identify these standards in the CTE TEKS, and to vertically align secondary and postsecondary programs for the purpose of designing seamless pathways and/or providing recommended articulations. The review and crosswalk of all 16 Career Clusters is complete. The project is in the validation and editing phase for 15 of the Career Clusters; the Education and Training Career Cluster is complete.

Additionally, Texas Workforce Commission (TWC) analyzed the 2009 TEKS and found that approximately 50% of the knowledge and skills statements are academic and 50% are technical. Finally, 17 secondary CTE courses meet graduation requirements for math, science, English language arts, or fine arts.

Postsecondary: The Workforce Education Course Manual (WECM) serves as the guide for technical curriculum development (see <http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/>). CTE faculty throughout the state developed the courses in the WECM, which include academic and technical competencies. Approved technical programs offered at Texas community, state, and technical colleges must use WECM courses in order to be eligible for state funding. The WECM provides for consistent integration of academic and technical skills and helps to ensure that students receive the same high-quality courses statewide. In 2012-2013, THECB provided the WECM project with \$224,635 for the ongoing development and maintenance of curricula. TEA staff participates in the periodic review of WECM courses, identifying corresponding secondary courses for review and updating.

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

Secondary: TEA awarded the AchieveTexas College and Career Initiative grant to Texas Tech University for 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 Career 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 College and Career Initiative grant is available at <http://www.achievetexas.org>.

Texas also uses Perkins funds to facilitate and support partnerships between local education agencies, postsecondary institutions, and employers. TEA works closely with the THECB, the 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 used Perkins funds to review almost 200 secondary courses for alignment with postsecondary courses to create a crosswalk of statewide articulated Advanced Technical Credit (ATC) courses. For more information, see entry at 2P.

Postsecondary: During 2012-2013, THECB provided \$97,846 in Perkins discretionary funds to San Jacinto College to expand the work started in 2008-2009 at Dallas County Community College with secondary to postsecondary vertical alignment of CTE programs. The project Program of Study: Strategic Alignment facilitated the development of a strategic plan to align and sustain earlier work completed as part of the secondary College and Career Initiative project, and other curriculum alignment projects associated with programs of study. The completed programs of study and vertical alignment forms are located at <http://www.txcareerclusters.org>.

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

Yes

Secondary: TEA allocated \$250,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors and the New Teacher Recruitment and Retention Conference. New administrators and counselors are selected to attend this academy through an application process; the academy fills to capacity each year. Additionally, TEA provided \$150,000 to the TWC, which included \$50,000 to support a toll-free career hotline, and \$100,000 for career development resources regarding choices for college and career and support of career orientation training for teachers and students; more information is available at <http://www.texascaresonline.com/>. This contract also included development of a free iPhone application that supports the Texas Reality Check website. This website and application allow users to link education and budgeting with career choices; more information is available at <http://www.texasrealitycheck.com/>. Finally, TEA awarded additional funds to the AchieveTexas College and Career Initiative grant for the implementation of services to counselors. The grant staff presented at two Texas Counselor Association state conferences, conducted a seminar for universities that offer counselor preparation programs, and conducted a preconference session for counselors at the state Association for Career and Technical Education (ACTE) affiliate's summer conference.

Postsecondary: A Perkins leadership grant provided \$399,945 to El Paso Community College for the TEXASgenuine CTE Statewide Project, which has a website (<http://www.texasgenuine.org>) that provides career exploration information, educational requirements, and employment and salary information for CTE programs. Another leadership project provided \$82,337 to Navarro College for CTE eCourse for High School Guidance Counselors and Community College Personnel.

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

Yes

Secondary: TEA used Perkins funds to review almost 200 secondary courses for alignment with 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 898 LEAs have 12,584 ATC-eligible teachers who may teach 58 enhanced secondary courses that articulate to 97 participating Texas colleges for postsecondary credit. More information about ATC is available at <https://www.atctexas.org/>. These alignments add to the methods secondary students can use to earn postsecondary credit; they may also use dual credit, technical dual credit, credit by exam, Advanced Placement and International Baccalaureate courses, early college high school (where approved), and locally articulated courses to earn college credit while they are in high school.

Postsecondary: Perkins funds were awarded to Midland College for the Workforce Education Course Manual (WECM) Leadership Project. To enhance articulation from secondary to postsecondary courses, the project used a revised course selection process based on TEA's College and Career Initiative (AchieveTexas) programs of study for WECM course review workshops where CTE faculty participants updated, reviewed, revised or developed new WECM courses and archived outdated or unused courses. As a result, the WECM database provides courses that reflect current technology and recognize trends in workforce education. A TEA CTE representative attends WECM workshops to produce recommendations identifying Texas Essential Knowledge and Skills (TEKS) (secondary) that these decisions may affect.

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

Yes

Secondary: Not applicable

Postsecondary: The WECM leadership grant provides for the updating and maintenance of a database of CTE courses. CTE certificate and Associate of Applied Science degree programs provide the foundation for Bachelor of Applied Technology (BAT) and Bachelor of Applied Arts and Science (BAAS) degree programs. Three community colleges in Texas are eligible to award BAT and BAAS degrees.

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

Yes

Secondary: Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school; providing opportunities for the development of leadership skills, academic skills, and technical knowledge and skills; and providing scholarship opportunities. Texas CTOS awarded members almost \$2.9 million in scholarships in 2012-2013.

Texas provided \$465,643 in Perkins funds to the state offices of nine CTOS. These funds support CTSO leadership development activities for the more than 172,000 members statewide.

Postsecondary: Not applicable

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

Yes

Secondary: Secondary students 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. The CTE TEKS that LEAs have implemented since the 2010-2011 school year provide multiple opportunities within each Career Cluster for students to participate in work based learning, including workplace simulation, external learning experiences, and independent study.

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

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

Yes

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

Additionally, TEA provided Perkins funds to the TWC to continue validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and detailed daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. When complete, LEAs may use these DWA documents to work with local business and industry to improve programs. A further step in this project is the installment of the DWA Institute at Texas State Technical College, Waco; more information is available at <http://www.dwainstitute.org/>.

Postsecondary: Programs supported with 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, programs are encouraged to incorporate skills standards from the Texas Skills Standards Board (TSSB). Before THECB staff members approve a new program, a college must demonstrate the labor market need for a new program and certify that it developed the curriculum with local industry input.

Texas colleges have thousands of partnerships with business/industry, including general categories of construction, security, technology, government, manufacturing, medical, military, petro-chemical, and service industries. Businesses support students enrolled in critical need areas, provide clinical placement in health facilities, provide internships, upgrade facilities, donate equipment, and grant job interviews upon completion of a CTE program.

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

Yes

Secondary: TEA awarded six Educational Excellence grants at \$325,000 each in Perkins state leadership funds to support the improvement of rigorous CTE programs and develop curriculum and other resources for the state adopted CTE course standards. LEAs 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. Finally, the Texas Virtual School Network (TxVSN) added Business Information Management to its CTE course inventory, which previously included only Principles of Technology, Digital and Interactive Media, and Touch System Data Entry. Information about the TxVSN is available at <http://txvsn.org/portal/default.aspx>. In addition, one of six state-recognized full-time online schools has obtained approval for three CTE courses for 2013-2014: Forensic Science, Lifetime Nutrition and Wellness, and Principles of Human Services.

Postsecondary: Texas postsecondary institutions use basic grant funds to upgrade curriculum. Innovative Perkins-funded initiatives for curriculum development included an award to Texas State Technical College (TSTC)-Waco for Detailed Occupational Skill and Learning Outcome Alignment, Part II. THECB awarded TSTC-Harlingen a grant for the Competency Based Project for the development of a competency-based Industrial Systems Technology Certificate 1 program. THECB also awarded Del Mar College a grant for a project (called Skills Standards Based Curriculum Development and Assessments) to encourage institutions to incorporate skill standards from the TSSB into their CTE curriculum or to have TSSB recognized institutions develop the assessments for technical core courses. These assessments measure student mastery of skill standards' key activities.

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

Yes

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

Postsecondary: Twelve community and state colleges in Texas offer Associate of Applied Science or Certificate programs in Entrepreneurship. Perkins funds may be used to support these CTE programs and students enrolled in these programs.

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

Yes

Secondary: TEA allocated \$250,000 of Perkins funds to support the CTE Leadership Academy for CTE administrators and counselors and the New Teacher Recruitment and Retention Conference. The New Teacher Conference provides professional development for CTE teachers who have been teaching for two years or less. 2012-2013 was the sixth year TEA has supported this conference; it fills to capacity each year and continues to grow annually.

Postsecondary: A Perkins leadership project provided \$82,337 to Navarro College to develop a series of modules called CTE eCourse for High School Guidance Counselors and Community College Personnel. This project provided training modules specifically targeted for both high school and college career guidance counselors regarding all aspects of CTE programs, including advising CTE students with a special emphasis on special populations and veterans, CTE dual credit, and career service centers.

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

Yes

Secondary: TEA provided \$150,000 to the TWC, which included \$50,000 to support a toll-free career hotline, and \$100,000 for career development resources regarding choices for college and career and support of career orientation training for teachers and students; more information is available at <http://www.texascaresonline.com/>. This contract also included development of a free iPhone application that supports the Texas Reality Check website. This website and application allow users to link budgeting and education with career choices; more information is available at <http://www.texasrealitycheck.com/>.

Additionally, TEA provided Perkins funds to the TWC to continue validation and expansion of a crosswalk between the CTE TEKS implemented in the 2010-2011 school year and detailed daily work activities (DWA) for sample careers resulting from coherent sequences of courses in the 16 Career Clusters. When complete, LEAs may use these DWA documents to work with local business and industry to improve programs. A further step in this project is the installment of the DWA Institute at Texas State Technical College, Waco.

Postsecondary: THECB awarded a \$148,521 Perkins leadership grant to Texas State Technical College –Waco for Detailed Occupational Skill and Learning Outcome Alignment, Part II. The project provided a Detailed Work Activity (DWA) process to align curriculum and course learning outcomes to DWA common skills that business and industry require for jobs directly related to the field of study. Business and industry employers validate the DWA skill list to perform a gap analysis that links job skills to program learning experiences.

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Texas

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Note: In some program areas, Texas students may take either a third-party assessment or a state credentialing exam. In those cases, I chose the predominant source for the assessment type (which is generally the state credentialing exam). "Third party assessment" denotes an industry related vendor, such as a software company. "State/local assessment" includes exams for credentials that the State requires to engage in an occupation, regardless of the source of the exam; for example, a multi-state consortium administers the nursing licensure exams, but the Texas Board of Nursing (a state agency) requires the license as a condition of engaging in the occupation.

Neither TEA nor THECB has developed assessments, and Texas does not collect data from LEAs regarding any locally developed assessments.

TEA collects 2S1 data on the state-required annual evaluation report from LEAs, called the Perkins Program Effectiveness Report (PER). That report includes a list of licensure and certification exams that meet the definition requirements for 2S1, along with a mechanism for LEAs to suggest additions to or deletions from the list of exams. TEA staff review LEA recommendations at least every two years. TEA has more than doubled the number of included exams in the last five years.

Community Colleges report to the THECB data collected from different sources, including licensing agencies.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

Texas met at least 90% of the state adjusted level of performance for all core indicators of performance. Texas does not need to provide state program improvement plans.

Local Program Improvement Plans

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 2011-2012 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.

Secondary Measures

Texas secondary students met or exceeded the target or the 90% threshold on all core indicators. With the exceptions described below, all subgroups met or exceeded the target or the 90% threshold on all core indicators.

1S1, Academic Attainment – Reading/Language Arts: The performance target was 95.0%. The actual performance was 95.99%. Individuals with disabilities and limited English proficient (LEP) students did not meet the target; all other subgroups met or exceeded the target.

1S2, Academic Attainment – Mathematics: The performance target was 95.0%. The actual performance was 94.52%. Individuals with disabilities and LEP students did not meet the target; all other subgroups met or exceeded the 90% threshold.

2S1, Technical Skill Attainment: The performance target was 60.5%. The actual performance was 82%. All subgroups met or exceeded the target.

3S1, School Completion: The performance target was 95%. The actual performance was 95.53%. LEP students did not meet the target; all other subgroups met or exceeded the target.

4S1, Student Graduation Rates: The performance target was 90.11%. The actual performance was 96.04%. LEP students did not meet the target; all other subgroups met or exceeded the 90% threshold.

5S1, Placement: The performance target was 75%. The actual performance was 70.73%. American Indian/Alaskan native, special education, economically disadvantaged, single parent, LEP, and migrant students did not meet the 90% threshold; all other subgroups met or exceeded the 90% threshold.

6S1, Nontraditional Participation: The performance target was 41.00%. The actual performance was 44.43%. Males did not meet the target; all other subgroups met or exceeded the 90% threshold.

6S2, Nontraditional Completion: The performance target was 40%. The actual performance was 43.37%. Males did not meet the target; all other subgroups met or exceeded the 90% threshold.

Postsecondary Measures

Texas postsecondary students met or exceeded the target or the 90% threshold on all core indicators. With the exceptions described below, all subgroups met or exceeded the target or the 90% threshold on all core indicators.

1P1, Technical Skill Attainment: The performance target was 93.0%. The actual performance was 92.0%. LEP students did not meet the target; all other subgroups met or exceeded the target.

2P1, Credential, Certificate, or Degree: The performance target was 33.0%. The actual performance was 32.96%. LEP, Black or African American, nontraditional students, and single parents did not meet the target; all other subgroups met or exceeded the target.

3P1, Student Retention or Transfer: The performance target was 68.50%. The actual performance was 62.35%. Males, American Indian or Alaskan Native, Black or African American, and single parents did not meet the target; all other subgroups met or exceeded the target.

4P1, Student Placement: The performance target was 80.0%. The actual performance was 73.89%. American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, students of two or more races and unknown race/ethnicity, individuals with disabilities, displaced homemakers, LEP, and nontraditional students did not meet the target; all other subgroups met or exceeded the target.

5P1, Nontraditional Participation. The performance target was 23.15%. The actual performance was 25.50%, which exceeded the target. Male students did not meet the target; all other subgroups met or exceeded the target.

5P2, Nontraditional Completion: The performance target was 17.50%. The actual performance was 19.31%, which exceeded the target. Male and LEP students did not meet the target; all other subgroups met or exceeded the target.