

**Texas
State Plan
for
Career and Technical
Education

2008-2013**

**In fulfillment of the requirements for the
Carl D. Perkins Career and Technical Education Improvement Act of 2006**

INTRODUCTION

A Shared Vision

Analysis of growth and economic trends reveal that the population within the state of Texas is changing at a rapid pace. In the 2003 report, *The New Texas Challenge*, Steve Murdoch, Texas State Demographer, noted that, “If current trends persist, by 2040 a whole host of alarming statistics for the state of Texas will be much, much worse. In 2000, the average income for African-American and Hispanic households in Texas was less than two-thirds of that of Anglos. The average female-headed household in Texas had an income of less than \$25,000. Today, educational attainment is faltering and the demand for welfare and subsidized health care is growing.” As population growth continues to surge among various demographic groups, e.g., Hispanic households, the above statistics will have an inevitable impact on educational policy. This, associated with an increasingly global economy, dictates to the secondary and postsecondary educational systems that there is an immediate need to strengthen not only the current workforce, but also the workforce of tomorrow.

The state of Texas is in the position to be proactive and address the above mentioned trends by a coherent plan of action. The Texas State Plan for Career and Technical Education, 2008-2013 is focused on improving academic and technical educational opportunities for students, including rigorous and relevant career preparation. A new workforce ready to meet the demands of the 21st century can become a reality in Texas through the collaborative efforts of the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB).

The TEA envisions a comprehensive plan of action for Career and Technical Education (CTE) that acknowledges the fact that the state is facing a time of great demographic and economic change. The public education systems must take immediate action by addressing the following challenges:

- Recognize the unique needs of a diverse student population;
- Prepare students for college and career success;
- Provide students with a quality education that prepares them to be competitive within a global economy; and
- Recruit and retain qualified teachers.

As formidable as these challenges may seem, taking direct action is a necessity for protecting the economic interests of the state. This State Plan for CTE has been developed with the understanding that academic education and technical education are not incompatible concepts; instead, academic concepts are reinforced and applied through high quality, rigorous technical education.

In accordance with this plan of action, the THECB sees the next step as being premised on a clear vision for the future, that is, “Closing the Gaps by 2015”. Higher education will address

the global economic demands by increasing student participation and success through rigorous postsecondary educational programs. To accomplish these goals, Texas must:

- Close the gaps in participation and success in higher education across the state to build a better-educated population and workforce through collaborations with institutions of higher education, the public school system and the business community;
- Close the gaps in excellence by providing the highest quality education programs and services at every college and university and establishing centers of national and international prominence in teaching, research and public service; and
- Close the gaps in research by increasing the State's share of federal research funds.

The above plan of action is designed to meet the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), and serve as a catalyst for the improvement of CTE statewide. This collaborative plan will serve as the standard for improving the content and delivery of secondary and postsecondary CTE programs. This in turn will lead to increased academic rigor through innovative strategies designed to align secondary and postsecondary CTE programs.

Both the TEA and THECB see an increased need to focus on the vertical alignment and college readiness standards for rigorous academic and CTE secondary and postsecondary curricula. This, in addition to the above defined challenges and goals, provided the incentive to develop a cohesive plan of action. A shared vision for CTE is the key to successful implementation of the State Plan for Career and Technical Education, 2008-2013.

The State Plan for Career and Technical Education, 2008-2013 was approved by the State Board of Education on November 16, 2007.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. *Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]*

The Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) conducted statewide public hearings to provide all stakeholders the opportunity to present their views and make recommendations regarding the development of the State Plan for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Six public hearings were conducted October 15-26, 2007 in the following cities: Austin, Houston, Harlingen, Dallas, Lubbock and El Paso. A Public Meeting Notice was posted on September 10, 2007 in the *Texas Register* to solicit testimony and input from the public and interested organizations and groups on the Texas State Plan 2008-2013. (Attachment A)

2. *Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]*

Comments received were evaluated and incorporated into the development of the State Plan as appropriate. A summary of comments from stakeholders during the public hearings and through other written communication is provided in Attachment B.

3. *Develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]*

A series of stakeholder meetings were held prior to the development of the State Plan. Input from the stakeholder meetings was utilized in identifying and developing the procedures and activities to support improvement of Career and Technical Education (CTE) programs at both the secondary and postsecondary levels. A summary of stakeholder meetings and relevant input is provided. (Attachment C)

4. *Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]*

Key entities in the state responsible for workforce and development, including secondary and postsecondary career and technical education, were identified in the planning process. A timeline of critical meeting dates was developed to assure stakeholders were provided access to information related to the development of the State Plan. The timeline details the opportunities provided to key workforce stakeholder groups identified below, including the Governor represented by the Texas Workforce Investment Council and the Texas Workforce Commission. (Attachment D)

The P-16 Council advises the State Board of Education (SBOE), THECB, and the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. The Council is composed of the commissioner of education, the commissioner of higher education, the executive director of the Texas Workforce Commission, the executive director of the State Board for Educator Certification, and the commissioner for the Department of Assistive and Rehabilitative Services, and other members as appointed, including representatives from business and industry. (TEC §61.076)

The Department of Assistive and Rehabilitative Services (DARS) works in partnership with Texans with disabilities and families with children who have developmental delays to improve the quality of their lives, achieve employment of choice, and enable their full participation in society. Equal access to Career and Technical Education (CTE) programs for students with disabilities is an important component of the State Plan. This agency provides valuable resources to CTE programs at both the secondary and postsecondary levels to prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.

The Texas Workforce Investment Council (TWIC) assists the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce development system; promotes the development of a well-educated, highly skilled workforce for Texas; and advocates for the development of an integrated workforce development system that provides quality services. TWIC develops a single strategic plan for workforce development and also functions as the state workforce investment board under the Workforce Investment Act (WIA). The TWIC goals, objectives and core performance measures for the delivery of quality workforce development programs promote the coordination of employment and training activities at the state and local levels.

The Texas Skills Standards Board (TSSB), an advisory body of the Governor and Legislature, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB has developed skill standards and a list of related industry certifications for many occupations which will be essential resources for identifying valid, reliable industry certifications for secondary and postsecondary technical skill attainment.

The Texas Workforce Commission (TWC) was established to operate an integrated workforce development system. Through local workforce development boards, this agency administers job training, employment, and education programs formerly administered by several state agencies. TWC integrates the delivery of workforce development services to ensure non-duplication of programs. At the Governor's request, TWC voted to pursue early implementation of the Workforce Investment Act (WIA) of 1998. TWC convened the appropriate agencies, including TEA and THECB, to provide advice and input into the development of the WIA state plan. Provisions in WIA allowed Texas to maintain many of the features of its current system, including the relationship and responsibilities of the postsecondary partners in the one-stop centers. Community and technical colleges continue to participate in the centers under existing Memoranda of Understanding (MOU) with the local workforce development boards. Effective implementation of WIA has allowed Texas to continue integrating workforce development services.

These state-level entities play an important role in facilitating and supporting the coordination of public education and workforce development systems in Texas. Leaders from these organizations provided guidance for the development of the Texas State Plan. They actively support the collaboration among local schools, community colleges, and workforce development boards in providing quality CTE programs. These state and local partnerships focus on meeting the needs of two important constituents: students (both youth and adults) and employers. Effective partnerships ensure the attainment of rigorous academic and technical skills and ultimately expand the pool of highly skilled, highly qualified workers for Texas.

5. *Develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. [Sec. 122(e)(3)]*

The SBOE serves as the State Board for Career and Technical Education and is responsible for CTE and administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (TEC §29.182). TEA is the designated agency for management and disbursement of CTE Perkins funding. By agreement with the THECB, funding is provided to support postsecondary career and technical education programs and Tech Prep education. TEA in consultation with THECB recommends to the SBOE the funding split between the two agencies. Careful analysis of program data and other quantitative information are used to determine the funding split. More details on Perkins funding is located in this State Plan in Section VI, Financial Requirements.

Sec. 61.076 of the Education Code mandates that the entire system of education supported by public funds be coordinated to provide the citizens with efficient, effective, and high quality educational services and activities. The state P-16 Council advises the SBOE on the

coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities. The State Plan 2008-2013 was presented to the state P-16 Council for review in accordance with this section of the Education Code.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. *Prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]*

This document serves as the five year State Plan 2008-2013 for implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The unified plan includes secondary and postsecondary Career and Technical Education (CTE) components. The State Board of Education (SBOE) is responsible for approving the CTE State Plan and administration of the Perkins funds for CTE. The Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), is responsible for ensuring quality CTE programs in Texas.

The state priorities during the transition year included an increased focus on improving the academic and technical achievement of CTE students through rigorous programs of study; designing state and local accountability systems to promote continuous improvement of CTE programs, including preparing students for high-skill, high-wage, or high-demand occupations in current or emerging professions; and strengthening the connections between secondary and postsecondary education. Effective implementation of the goals of the *AchieveTexas College and Career Initiative* and *Closing the Gaps by 2015* is critical to the success of college and career preparation for Texas students.

The Texas Perkins Transition Plan for 2007-2008 was approved by USDE in July, 2006. The transition year provided the state with opportunities to effectively utilize Perkins IV criteria to improve CTE programs in Texas.

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*
 - (a) *The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—*
 - i. *Incorporate secondary education and postsecondary education elements;*
 - ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*

- iii. *May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
- iv. *Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;*

The State Plan is based on the understanding that a rigorous academic foundation contributes to success in school and in life and that all students are entitled to equal educational opportunities. CTE programs complement and enhance academic preparation by enabling students to apply academic principles and technical skills essential to career success. CTE allows students to see the relevance of their academic preparation to their future career goals. All activities set forth in the plan are intended to assist local education agencies and postsecondary institutions in meeting or exceeding the state adjusted levels of performance. The programs of study have been carefully designed to include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. Opportunities for secondary public education students to acquire postsecondary education credits are provided through articulated and dual credit agreements between secondary and postsecondary institutions.

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of sixteen career clusters. The sixteen clusters supported by the United States Department of Education (USDE) encompass all careers and provide an effective tool for reorganizing occupational education and training around common elements.

Model programs of study were developed with the input from secondary and postsecondary academic and CTE faculty to help students, parents and counselors in college and career planning. Currently, there are 114 state-recognized programs of study aligned with the 16 career clusters. At least one program of study has been developed for each of the 81 cluster pathways. Secondary schools are required to offer a minimum of three CTE programs of study from three different clusters. Each state-recognized program of study includes:

- Rigorous secondary academic courses based on the Recommended High School Graduation Program or the Distinguished Achievement Program;
- Postsecondary education programs leading to associate, baccalaureate and/or graduate degrees;
- A relevant, coherent sequence of CTE courses with college credit opportunities, including dual credit, statewide and locally articulated credit, Advanced Placement (AP) and/or International Baccalaureate (IB) credit;
- Opportunities for industry-recognized certifications and licensures, where appropriate and available; and
- Extended learning - including curricular and extracurricular activities, work-based and service learning, and professional associations.

Postsecondary education in Texas is directed by THECB. There are two primary 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 House Bill 1 passed by the 79th Legislature. House Bill 1 requires the creation of College Readiness Standards.

Closing the Gaps by 2015 is the state plan for higher education in Texas. This plan outlines the goals of closing the gaps in higher education participation and success, in educational excellence, and in funded research by the year 2015. Two of the challenges, Participation and Success, can be addressed in part through high quality academic and technical education:

Goal 1: Closing the Gaps in Participation

Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students over year 2000.

Targets for 2006-2015:

- Increase the overall Texas higher education participation rate from 5.0 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015.
- Increase the higher education participation rate for the African-American population of Texas from 4.6 percent in 2000 to 5.6 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to 4.8 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to 5.7 percent by 2010, and to 5.7 percent by 2015.

Goal 2: Closing the Gaps in Success

Revised Goal: By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

Targets for 2006-2015:

- Increase the overall number of students completing bachelor's degrees, associate's degrees and certificates to 171,000 by 2010; and to 210,000 by 2015.
- Increase the number of students completing bachelor's degrees to 100,000 by 2010, and to 112,500 by 2015.
- Increase the number of students completing associate's degrees to 43,400 by 2010; and to 55,500 by 2015.
- Increase the number of students completing doctoral degrees to 3,350 by 2010, and to 3,900 by 2015.
- Increase the number of African-American students completing bachelor's degrees, associate's degrees and certificates to 19,800 by 2010; and to 24,300 by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates; to 50,000 by 2010; and to 67,000 by 2015.
- Increase by 50 percent the number of students who achieve identifiable successes other than with certificates and degrees by 2015. Exceed the average performance of the 10 most populous states in workforce education provided by community and technical colleges.

House Bill 1, passed by the 79th Texas Legislature in the summer 2006, contained a number of initiatives regarding high school success and college readiness and success. Section 5.01 of the bill called for joint higher education and public education cooperation and is summarized below:

Section 5.01: Advancement of College Readiness in Curriculum requires that the Commissioner of Education and the Commissioner of Higher Education establish statewide discipline-based Vertical Teams of faculty from public education and higher education. The teams will:

- Phase I
 1. Establish four subject-specific vertical teams (English, mathematics, science, and social studies).
 2. The vertical teams composed of Texas secondary and postsecondary educators will develop college readiness standards and expectations.
 3. Upon completing their tasks, the teams will then recommend for approval by the Texas Higher Education Coordinating Board and the Commissioner of Education readiness standards and expectations.
- Phase II
 1. Evaluate whether the high school high school curriculum requirements, i.e., Texas Essential Knowledge and Skills (TEKS) prepare students for college-level course work.
 2. Recommend how the TEKS can be aligned to the College Readiness Standards.
 3. Evaluate whether institutions of higher education courses appropriately align with the college readiness standards.
- Phase III
 1. Develop instructional strategies for teaching courses to prepare students to successfully perform college-level work.
 2. Develop or establish minimum standards for curricula and professional development materials.
 3. Develop online support materials in English, mathematics, science, and social studies for students who need additional assistance in preparing to successfully perform college-level course work.

The statewide Vertical Teams have been appointed and are working on draft college readiness standards that will be considered by the Commissioner of Education and the Commissioner of Higher Education in early 2008. Once approved, the SBOE will incorporate the standards in the Texas Essential Knowledge and Skills (TEKS). Phase II of the Vertical Team work to begin the spring of 2008 and continue on a legislative schedule. Dr. David Conley a nationally known expert from the University of Oregon consulted with the state on the development of the College Readiness Standards. Dr. Conley has developed a process and strategy for developing college readiness standards as part of a project sponsored by the Association of American Universities.

In 2005, the Texas Legislature modified and strengthened the P-16 statute by passing House Bill 2808, § 61.076. This legislation helped to define P-16 Council efforts by outlining the following objectives:

- Alignment between the goals of the State P-16 Council and educational programs to promote more effective functionality of the public education continuum;

- Coordination of plans and programs, including curricula, instructional programs, research, and other functions as appropriate;
- Examine and make recommendations regarding the alignment of secondary and postsecondary education curricula, testing and assessment; and
- Advise the Coordinating Board and the State Board of Education on the coordination of postsecondary career and technical activities, career and technical teacher education programs offered or proposed to be offered in the colleges and universities of this state, and other relevant matters.

The Tech Prep programs are examples of P-16 alignment between high schools and postsecondary institutions. In the Lower Rio Grande Valley, the P-16 Council evolved from the Tech Prep consortia board and efforts to align CTE programs.

House Bill 3485, passed in 2006, requires the SBOE to begin a review of CTE TEKS, including the advanced technical credit (ATC) statewide articulation process. This review process will facilitate the vertical alignment of CTE programs of study. The CTE vertical alignment strategy will bring together secondary teachers and postsecondary faculty to align rigorous academic and technical courses in the career cluster areas. The programs of study developed through this collaborative process will be updated and evaluated throughout the five year implementation of the State Plan. The CTE vertical teams will develop model programs of study, consisting of rigorous academic and CTE courses which meet college readiness standards, and will recommend appropriate technical skill attainment measures at all exit points.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

A statewide workgroup composed of representatives from TEA, THECB, secondary education, postsecondary education, Educations Service Center (ESC) CTE Specialists, Texas Workforce Commission (TWC), Texas Business and Education Coalition (TBEC), and the Governor's office participated in a statewide research and visioning project. Hundreds of stakeholders were interviewed prior to the development of the programs of study. The CTE State Leadership Council comprised of representatives from postsecondary institutions provided content experts to review the programs of study. In addition, CTE stakeholders were given the opportunity to validate or recommend changes to the programs of study. All recommendations were taken into consideration before disseminating the new programs of study.

The ***AchieveTexas Implementation Guide*** was developed and distributed to superintendents, counselors, Tech Prep consortia, postsecondary and workforce stakeholders, and secondary academic and CTE teachers. Extensive training and technical assistance is being provided by Education Service Center (ESC) CTE Specialists to assist communities and schools in implementing career clusters and programs of study. Ongoing professional development for postsecondary faculty and administrators is provided during technical assistance workshops

that are offered statewide. Resources for the career clusters and programs of study are available on the www.AchieveTexas.org web site.

The CTE Texas Essential Knowledge and Skills (TEKS), the state standards for secondary education courses, are scheduled to be reviewed during 2007-2008. State teams will revise CTE course standards, eliminate outdated courses, and recommend new courses based on their alignment with the 16 career clusters and programs of study. All secondary CTE courses must be relevant, rigorous, support student attainment of academic standards, and effectively prepare students for college and career success. Ultimately, the SBOE approves all TEKS for foundation and enrichment courses, including CTE courses. The postsecondary WECM and ACGM courses will also be reviewed, outdated courses eliminated, and new courses developed based on the alignment with the programs of study and provisions for the bachelor degree extension.

Perkins State Leadership funds are being utilized to develop model programs of study with postsecondary instructional teams within the 16 career clusters, utilizing the League of Innovation's CCTI program of study models, which will be further aligned with *AchieveTexas*. This is an essential process in identifying out-dated courses, aligning with college readiness standards, and insuring that all CTE programs prepare students for career success and/or baccalaureate options. Postsecondary program in Texas currently are "job" focused and this process will establish program of study models that are "career" focused.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Beginning in fall of 2008, each secondary school district must implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program (TEC §28.009). The opportunities for college credit may include AP, IB and dual credit, including local and statewide articulated credit.

Twenty-six Tech Prep Consortia Directors and CTE Specialists from the twenty ESC provide direct technical assistance to secondary and postsecondary institutions to develop and effectively implement local articulation agreements, including the development of successful Tech Prep programs. All new Tech Prep plans are being aligned to the sixteen career clusters and programs of study. In addition, a system of statewide articulation for Advanced Technical Credit (ATC) courses has been implemented. Texas has identified over 100 statewide articulated technical courses. Both local and statewide articulation opportunities are promoted through state professional development. Opportunities for secondary teachers and postsecondary faculty to collaborate on course design, curriculum, and valid, reliable assessments is ongoing. In addition, there are numerous articulation agreements between Independent School Districts and Community and Technical Colleges that are not through Tech Prep Consortia.

(d) *How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;*

The Texas approach to implementing Section 118 of the Perkins Act is a multifaceted strategy to:

- facilitate informed education and career decision-making of students
- prepare all students for the academic rigors of postsecondary education; and
- meet the workforce needs of the Governor's initiatives for economic development.

The *AchieveTexas* website provides information and resources to help communities redesign their high schools, including small learning communities, comprehensive high schools, academies and magnet schools. Sixteen cluster guides were developed to help students, parents, academic and guidance counselors, secondary teachers and postsecondary faculty, and business and industry partners to implement effectively the career clusters and programs of study. Extensive technical assistance will be provided to inform stakeholders about high-skill, high-wage, or high-demand occupations in each of the sixteen career clusters.

The Labor Market Career Information (LMCI) division of the Texas Workforce Commission (TWC) is the state American Career Resource Network (ACRN) entity that provides career information products and activities. The LMCI resources are based on the sixteen career clusters and include:

- The development of a new middle school and high school career tabloid. Both tabloids will be organized around the career clusters and will be made available in hard copy and online as an "e-zine" or electronic magazine.
- The update and upgrading of the Digital Occupational Career Video Show. The DVD/CD ROM based package organizes occupational videos by cluster and provides regional narratives that address the educational preparation and job opportunities of the various occupations. The new version will be both in English and Spanish, complete with Spanish language video narration.
- In cooperation with TEA, LMCI will operate a toll-free career information hotline. Still a useful outreach service, the hotline has a bilingual operator who provides college and occupational information through a low-tech, but high volume service.
- LMCI provides and supports Texas CARES, a state career information delivery system. Formerly available on CD ROM, the new Texas CARES will be available in both CD/DVD format and online. The system offers comprehensive Texas occupational data, college programs, employer data, and integrates all of the items through an interconnected World of Work and World of Learning structure.
- LMCI provides Career Orientation Training (COT), which is required for CTE secondary teachers who will teach Career Investigation or Career Connections courses. After participating in the training, teachers receive the curriculum with daily lesson plans linked to appropriate career information resources. Each school receives a classroom set of student materials, including Texas CARES and the Digital Career Video show

products. An online version of the COT is being developed and will allow more teachers to access the training while reducing travel costs and teacher downtime.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;*

Developing, improving and expanding access to appropriate technology is a required use of local and state Perkins funds. Eligible recipients are required to describe how they will provide and expand access to appropriate technology in their local plans. Three related elements include: training CTE teachers, faculty and administrators to effectively use technology, including distance learning; providing CTE students with essential academic and career and technical skills (including mathematics and science knowledge that provide a strong basis for such skills) that lead to careers in technology fields; and encouraging collaboration with technology industries. Other uses of technology include the development of programs that increase the academic performance of special populations in high-skill, high-wage, or high-demand occupations; enhancing academic and technical skills related to design and innovation, as well as supporting internet research to analyze information and solve problems. Technology also plays a vital role in providing access in rural areas, for individuals with disabilities and other special populations, and enhancing distance learning.

Perkins State leadership funds support efforts to develop, improve, and expand access to appropriate technology in CTE programs at both the secondary and postsecondary levels. Postsecondary State leadership funds have been allocated to re-design technical courses that have been identified as “gatekeepers” for various career pathways. Innovative technology and simulations are being utilized to facilitate student mastery in courses such as Computer Programming and Drug Dose Calculations. In order to support data driven decisions for program improvement, state and local performance data is provided online to encourage educators to analyze data to drive decisions for continuous program improvement.

- (f) Criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*
- i. Promote continuous improvement in academic achievement;*
 - ii. Promote continuous improvement of technical skill attainment; and*
 - iii. Identify and address current or emerging occupational opportunities;*

Eligible recipients must annually submit a local plan to receive Perkins funds. Local plans for secondary and postsecondary institutions must meet all the elements required in Section 134 of the Perkins Act. Eligible recipients must complete an online application and provide all information required prior to funding approval. Each application is reviewed to determine compliance with all legal requirements. Eligible recipients must also submit an evaluation and use of funds report each year.

The local plans for both secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational opportunities are identified through

analysis of statewide and regional data provided by the local Workforce Development Boards.

All programs of study must include opportunities for rigorous academic and technical skills attainment. At the state level, vertical teams of secondary teachers, postsecondary faculty, and industry partners will align the academic and technical standards for each program of study, including an assessment to determine the academic and technical skills necessary for preparation and success in college and career.

- (g) *How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;*

Secondary CTE programs of study are based on the Recommended High School Graduation Program or Distinguished Achievement Program in order to effectively prepare students for college and career success. Each program of study includes a rigorous 4x4 core academic foundation (4-English language arts, 4-mathematics, 4-science, and 4-social studies) that is enhanced with relevant CTE career-related courses. The state-recognized programs of study help students understand the importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college.

The Performance Based Monitoring Analysis System (PBMAS) state accountability system annually monitors the academic performance and graduation rates of every district's CTE concentrators and Tech Prep participants including the following CTE subpopulations: CTE Limited English Proficient (LEP), CTE economically disadvantaged, CTE special education, CTE Tech Prep, and CTE nontraditional students. Districts that are found to have low student performance for its CTE students are placed in a stage of intervention. Districts are required to submit to TEA documentation of intervention activities including the Program Effectiveness Review, Focused Data Analysis, and Continuous Improvement Plan. Districts in Stage IV Intervention are required to have a full Program Effectiveness and Access monitoring visit. The TEA Program Monitoring and Intervention Division conduct approximately twenty-five monitoring visits each year.

- (h) *How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;*

Texas CTE programs integrate rigorous academic concepts with technical skills to prepare students for entry into high-skill, high-wage, or high-demand fields in current or emerging occupations. Career development, guidance, and counseling resources and activities help students, including special populations, explore career opportunities, identify the appropriate routes to enter occupations of their choice, and the postsecondary education required to enter those fields. Once college readiness standards are finalized, they will be incorporated into each program of study. Local programs of study are developed with the assistance of

program advisory committees and workforce boards that analyze current high-skill, high wage, or high-demand occupations by region, and provide information on high-skill, high-wage, and high-demand occupations by region.

Tech Prep programs and technical dual credit articulation agreements identify appropriate secondary courses for college credit to ensure that students are directed toward the completion of a college degree in a specific career field. To enable students to matriculate two-year technical coursework into baccalaureate programs with minimal loss of credit and duplication of effort, Texas has identified a common academic core curriculum and more than 20 programs of study in specific career areas. As part of the program approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand in the marketplace for projected graduates.

Texas community and technical colleges use TWC information to design programs and counsel students. They also use information distributed by the Texas State Technical College system regarding new and emerging careers. Additionally, each college has access to Community College Strategic Planner software customized for its service area that forecasts and projects educational and economic trends. In accordance with guidelines established by the THECB for approval of new postsecondary CTE programs, each community and technical college must provide assurance that an advisory committee composed of representatives from business and industry has been directly involved in the development of the program.

The Texas Workforce Commission defines high wage and high demand occupations in accordance with the definitions established by the Bureau of Labor Statistics (BLS). The following BLS definitions were used during 2006 to assure that each state-recognized CTE program of study leads to high-wage or high-demand occupations.

- A high wage occupation is defined as occupations that exceed the median weekly wage threshold for all earners. For Texas, the median figure is currently \$13.19 per hour, or \$27,443 annually.

In support of economic development for the state, communities should consider offering CTE programs for occupations that significantly exceed the median wage threshold for their region. Regional wage information will be provided to adjust for regional median wage variations.

- High demand for Texas is defined as an occupation growing faster than average for all occupations in the 2004-2014 projections, which is 17.6%.

The Texas Workforce Commission has 28 approved Local Workforce Development Boards (LWDB) and permits each workforce board to publish its own demand occupations list based on local needs. Given the size of Texas and its geographic economic differences, Texas' community and technical colleges will apply the statewide percentage to occupations identified by their respective LWDB and/or the strategic planner forecasting data.

Texas does not have an official state definition for high skill, but currently for CTE and program accountability purposes, high skill occupations are defined as those that 1) require licensure, or 2) require apprenticeship, or 3) are identified by the Texas Skills Standards Board.

- (i) *How funds will be used to improve or develop new career and technical education courses—*
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;*
 - ii. At the postsecondary level that are relevant and challenging; and*
 - iii. That leads to employment in high-skill, high-wage, or high-demand occupations;*

State leadership funds will be used to align secondary and postsecondary technical programs that lead to high-skill, high-wage, or high-demand occupations. This vertical alignment will allow Texas institutions to provide high quality programs of study which include rigorous courses that are based on relevant and challenging academic and technical standards. The vertical alignment planning process previously described will allow instructional teams to determine courses that need to be enhanced, new courses that need to be developed, and those existing course that can be redesigned or eliminated to accommodate vertical alignment and non-duplication. The vertical alignment process began with three clusters identified by the Governor as priority areas for economic development. These include: Advanced Manufacturing, Informational Technology, and Science, Technology, Engineering and Mathematics (STEM). This alignment will provide the model for all future alignment activities. Our goal is to vertically align all 16 Career Clusters and provide model programs of study by 2009.

- (j) *How Texas will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);*

The website www.TechPrepTexas.org includes a best practices feature that allows each College Tech Prep consortium and other eligible recipients to describe their best practices and assist others to improve program quality and student achievement.

- (k) *How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and*

Perkins funds will be used to begin the vertical alignment of secondary and postsecondary technical programs as described previously. The focus of the alignment is on increasing the achievement of students choosing to participate in CTE programs. Tech Prep consortia will be included in this significant statewide endeavor. Increasing opportunities for dual credit between secondary and postsecondary institutions is a priority, and the goal is to encourage more students to continue in postsecondary education by creating a college-going culture in every public school.

The Advanced Technical Credit (ATC) statewide articulation program was initiated to reduce duplication of course work and provide a seamless transition from secondary to postsecondary education, overcome problems associated with the mobility of student populations, and reduce the paperwork for schools and colleges. When used with a six-year Tech Prep program of study, the statewide articulation program enables students to complete an associate degree in as few as three semesters, or less if students also take dual credit or Advanced Placement academic courses while in high school. As of 2007, ATC was approved for over 100 courses and offered by over 800 Texas school districts. More than 8,000 teachers have received ATC training and have been certified to teach ATC courses.

Perkins secondary state leadership funds support two components of the ATC statewide initiative: the ATC Leadership Committee that provides oversight for the statewide articulation program and the ATC teacher training accountability system for eligible secondary teachers, which can be found at www.atcTexas.org. Perkins State leadership funds are being used to provide technical assistance in creating articulation agreements between two-year colleges and universities to provide a seamless transition for students seeking a baccalaureate option.

- (l) How Texas will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122 (c) (1) (A)-(L)]*

Secondary and postsecondary institutions are required in their local plan to identify strategies for the integration of rigorous academic standards into technical programs. Evaluation of CTE programs is a two-fold process. Desk reviews are conducted by both TEA and THECB annually to assess compliance with performance standards and fiscal guidelines. Monitoring is conducted for public schools to evaluate CTE programs, including the extent of integration of coherent and rigorous content aligned with challenging academic standards. Onsite monitoring visits are conducted for the postsecondary institutions upon request or if warranted after the desk review.

The academic achievement of secondary CTE student concentrators is effectively evaluated and monitored through the state PBMAS accountability system. School districts are required to analyze performance data, research effective integration strategies, and develop a plan to improve the academic performance of its CTE students. Improvement plans must include strategies to improve the CTE programs in order to increase academic performance of CTE students. Examples of effective program improvement strategies include reinforcing rigorous English language arts, math, and science instruction in CTE curricula, increasing instructional planning time for academic and CTE teachers, and Sheltered Instruction training for academic and CTE teachers to better serve students with limited English proficiencies.

The Texas Higher Education Coordinating Board's state-level Institutional Effectiveness (IE) process is a comprehensive initiative designed to evaluate and verify the effectiveness of public community and technical colleges in Texas. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance,

services, and the quality of workforce education programs. All institutions are on a four-year IE cycle and the THECB or the institution can request a Peer Review site visit. Additionally, the IE Process also provides a methodology for the identification of exemplary programs.

The THECB requires CTE programs at postsecondary institutions to submit performance information through the online self-evaluation. This information is reviewed by THECB staff. Upon request or where data analysis indicates a need for improvement, technical assistance visits are scheduled and conducted. In addition, a peer review process was developed to allow teams of professionals to go onsite and review the CTE programs for compliance with federal and state requirements. This process is helpful to the teams as well as the institution and supports the sharing of ideas across the state.

3. *Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*
 - (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*
 - (b) *Increases the percentage of teachers that meet teacher certification or licensing requirements;*
 - (c) *Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;*
 - (d) *Encourages applied learning that contributes to the academic and career and technical knowledge of the student;*
 - (e) *Provides the knowledge and skills needed to work with and improve instruction for special populations; and*
 - (f) *Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]*

Secondary Perkins Educational Excellence leadership funds have been awarded to several Texas universities for CTE professional development: Attachment E contains the Perkins leadership projects for 2007-2008. A statewide professional development project was awarded to provide professional development related for the recruitment and retention of secondary CTE teachers.

Annually, statewide conferences are held for career and technical administrators and guidance counselors. The conferences include training for new administrators and guidance personnel. Conferences are also conducted by most of the teacher professional associations, providing essential opportunities for networking and content-specific professional development. In addition, ESC CTE specialists, provide direct technical assistance and professional development to school district personnel in their regions. The TEA CTE web site provides up-to-date information on opportunities for professional development.

Through Tech Prep activities, postsecondary as well as secondary, academic and CTE instructors and teachers have been encouraged to participate in professional development that promotes the integration of academic and technical knowledge and skills. Texas' commitment to quality professional development for academic and CTE teachers, instruction in the effective use of technology in teaching and learning, development of Tech Prep programs, emphasis on secondary and postsecondary partnerships, and coordination of activities with other federal programs and resources will continue. A priority is to develop a quality, high-tech professional development system that is provided online 24/7 so teachers can access the resources and tools to improve teaching and learning.

Professional development activities include, but are not limited to, topics in academic and technical knowledge and skills, labor market and career information, integration of rigorous academic and technical curricula, developing and delivering online courses, effective strategies for teaching and learning, methods of teaching to diverse student backgrounds and needs, effective use of research in instruction, and the use of technology, multimedia, and telecommunications in instruction.

Each postsecondary institution utilizes a portion of its allocation to support the professional development of faculty, counselors, and administrators related to rigorous academic and CTE standards, industry standards, applied learning strategies, and improvement of access/success of special populations, including nontraditional occupations.

The Texas Network for Teaching Excellence in Career and Technical Education, a postsecondary leadership project, coordinates, and implements a statewide career and technical education professional development system that connects people to people, institutions, resources, and ideas. To accomplish this, a system of partnerships is being created between professional organizations and colleges. This project establishes a central network and repository for past and future professional development projects and modules similar to the North Carolina Model. A list of the postsecondary leadership projects is found in Appendix F.

4. *Describe efforts that your agency and eligible recipients will make to improve—*
- (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
 - (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*

Improving the quality of teachers is a national and state priority. The State Board for Educator Certification is responsible for maintaining teacher certification standards to improve teacher quality. CTE teacher certifications have been aligned to the state standards and identify what new teachers must know and be able to do to successfully teach rigorous CTE courses. New teachers are required to complete a teacher certification program, either a traditional teacher preparation or an alternative certification program approved by the state, and pass both a test for Pedagogy and Professional Responsibilities (PPR) and a content

examination to demonstrate content proficiency prior to becoming certified to teach CTE. Teachers are required to complete a minimum of 150 hours of professional development every five years in order to stay current in their field. For additional information on Texas CTE teacher certification, go to <http://www.sbec.state.tx.us/SBECOnline/certinfo/cte.asp>.

A new statewide CTE Recruitment and Retention Conference is being conducted the fall of 2007 in an effort to support the recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. Activities are being planned to support the transition to teaching from business and industry, including small business.

5. *Describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]*

Historically, Texas public universities have accepted technical degreed students into Bachelor of Applied Science (BAAS) or Bachelor of Applied Technology (BAT) programs with a minimal loss of credit depending on the policies of the individual university. Recently, Texas universities have begun accepting the complete Associate degree (AAS) into BA and BS programs either as a BA or BS in Interdisciplinary Studies or into traditional BA or BS programs. Good example of this collaboration are the Texas TWO STEP (Technology Working Opportunities through Seamless Transitions and Educational Partnerships) programs at the University of Texas at Arlington, Stephen F. Austin State University, Texas A&M University – Commerce, the University of Texas at Brownsville, and Midwestern State University. Aligning AAS degree programs at Texas two-year public colleges has enabled these universities to award college credit with minimal loss of course credits to the student. The model programs of study will include pathways to the baccalaureate degree. Perkins State leadership funds have been used to provide technical assistance to universities for the development of BAAS and BAT programs to facilitate the transition of students from the subbaccalaureate CTE programs into baccalaureate degree programs at universities. These articulation agreements supplement the 2+2 programs that currently exist and that are being refined by the development of programs of study.

6. *Describe how Texas will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]*

Texas requires that eligible recipients to annually evaluate their CTE programs. They must involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business and industry representatives in an annual evaluation of CTE programs. Texas school districts have local advisory committees for CTE that are involved in decisions related to the implementation, improvement and evaluation of CTE programs.

At the postsecondary level, every program is required to have an advisory committee. Small and medium-sized businesses are the major employers in all college areas, particularly in rural areas. Advisory committee members not only help establish the need for new programs but provide worksite learning experiences and job for graduates. Even though Texas is a right-to-work state, labor unions are represented in those programs in areas where organized labor is the prime provider of employees to regional businesses. Institutions must affirm that they have used the advisory committee in the development of a new program prior to that program being approved by the THECB. Through the required program advisory committee, employers are contacted regularly regarding the quality of program completers.

In 2006-2007, TEA contracted for an external evaluation of its statewide CTE program. The evaluation report was used for program planning and funding priorities. The report is located at <http://www.tea.state.tx.us/cte>

7. *Describe efforts that your agency and eligible recipients will make to—*
- (a) *Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the **integration of academics** with career and technical education to ensure learning in--*
- i. *The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and*
 - ii. *Career and technical education subjects;*

All Texas students, including students in CTE programs, must pursue a rigorous program of study in order to graduate from high school. Three high school graduation programs have been established by the State Board of Education: the Minimum Program; the Recommended Program, and the Distinguished Achievement Program. TEC §28.025(b) requires all students to graduate under the Recommended or Distinguished Achievement Program, unless a student's parents agree that the student should be allowed to graduate under the Minimum Plan. In addition, TEC 28.002, Subsection (a)(2)(F), authorized the SBOE to develop and implement a plan to incorporate academic curriculum requirements into the CTE curriculum.

Texas provides rigorous CTE program standards that enable students to explore career options while developing advanced technical knowledge and skills; apply concepts to real-world situations; and gain experience in, and understanding of, all aspects of an industry. The TEKS provide the framework for Texas courses. CTE TEKS were developed by teams of CTE and academic educators, representatives of business and industry, parents, and representatives of other groups. All CTE TEKS integrate concepts from the academic curriculum, guide students in applying high-level academic concepts to real-world activities, and provide opportunities for students to explore all aspects of an industry. As required by recent legislation, the TEKS for CTE will be revised and approved by the SBOE during 2007-2009. The growing number of certification and licensing programs in high-skill, high-wage or high-demand occupations reflect the extent to which CTE courses prepare students for advanced technical skills. Over 16,000 secondary CTE students annually earn rigorous

industry recognized licensures or certifications. The top three licensure or certification areas are in Information Technology, Health Services, and Cosmetology.

TEA has implemented a new state-wide accountability system based on data-driven, performance based monitoring and interventions. CTE academic indicators provide incentives for all districts to improve the performance of CTE students.

Texas statute has codified Tech Prep as a recognized educational preparation that includes the program parameters required within Title II of the Perkins Act and also extends those requirements by requiring that all Tech Prep programs be based on the Recommended High School Graduation Program. Tech Prep programs of study must have some method for students to earn college credit while they are in high school including dual credit courses, advanced placement courses, locally articulated courses, and/or statewide Advanced Technical Credit (ATC) articulated courses. Students, who participate in Tech Prep programs, earn college credit in appropriate courses, and those who meet some additional requirements are eligible for recognition as Distinguished Students and/or as Tech Prep Texas Scholars.

In accordance with principles established by the Southern Association of Colleges and Schools Commission on Colleges, all associate of applied sciences degrees must contain a minimum of 15 semester credit hours of general education, academic transfer level courses in specified discipline categories. Many contain additional English and mathematics courses that are appropriate to the specific degree program. Technical job skills are identified by local advisory committees and, where appropriate, by third party accrediting agencies. The rate at which program completers pass credentialing examinations is one measure of institutional effectiveness for the colleges. All postsecondary CTE programs are required to identify a capstone course and most utilize an External Learning Experience such as clinical, internship, practicum, or cooperative experiences to provide students with a strong experience and understanding of all aspects of an industry.

Texas two-year colleges partner with secondary schools through Tech Prep or other P-16 programs to increase the rigor of high school programs and thus increase the academic level of students entering postsecondary programs. College equivalent courses including dual credit, advanced placement, locally articulated courses, and ATC courses that are embedded in Tech Prep programs enable students to have courses added to a college transcript prior to their high school graduation and matriculation to a college program. State data shows that students who have participated in these programs complete high school and matriculate in greater numbers than high school students in other programs.

*(b) Provide students with **strong experience** in, and understanding of, **all aspects of an industry**; and*

All programs of study provide students with strong experience in, and understanding of, all aspects of an industry. The vertical alignment of CTE programs will ensure that all CTE programs include rigorous academic and technical content, coherent sequences of courses, opportunities for industry certification and licensure and work-based learning experiences.

Active participation by business and industry partners during the vertical alignment will provide the relevance of content to industry standards. Eligible recipients are required to describe how their CTE programs provide students with strong experience in all aspects of an industry.

- (c) *Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]*

TEC §28.025(b) requires all students, including students served in CTE programs, to choose between two rigorous graduation programs: the Recommended Program or the Distinguished Achievement Program. A third plan, the Minimum Graduation Program, provides the minimum requirements for admission to most postsecondary institutions. However, students may only graduate under the Minimum Program if the student, the student's parents and a school counselor agree that the student should graduate under the Minimum Program. Additionally, all CTE courses have state-adopted standards (TEKS) that reinforce and enhance the rigorous academic standards which are measured on the statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS) tests.

All students in Texas, including CTE students, are held to the same high academic standards, and all must pass rigorous statewide academic achievement tests (TAKS) in order to graduate from high school. As Texas implements the accountability system required under No Child Left Behind, CTE programs have integrated standards for English language arts, mathematics, science and social studies into curriculum so students master challenging academic skills while learning advanced technical competencies.

All school districts are required to offer students the opportunity to earn at least 12 college credits during high school. Dual credit courses are taught by teachers or faculty qualified to teach college courses. They are the actual college courses often taught on high school campuses. Advanced placement courses are taught by teachers that have participated in professional development, and the students must pass a standardized test in order to be eligible for college credit. High school teachers that teach articulated courses are required to participate in regular meetings with college faculty to ensure that the course syllabus and content are indeed college equivalent. Teachers of ATC statewide articulated credit courses must participate in state-mandated professional development which includes meeting with college faculty.

All two-year colleges are required to develop their CTE programs utilizing general academic transfer courses found in the *Academic Course Guide Manual (ACGM)* and CTE courses from the *Workforce Education Course Manual (WECM)*. The courses found in these state manuals are reviewed regularly by instructional specialists to ensure that they reflect the appropriate academic rigor and content. The CTE courses are also reviewed to ensure they reflect industry-recognized skills standards and all new courses are developed using the common guidelines developed for these state manuals. All programs (content, materials, equipment, faculty, and student success) are reviewed by peers during the four-year institutional effectiveness review cycle and are under constant review by the institutional

program advisory committees. Many postsecondary programs result in the students being qualified to sit for licensure or certification examinations. The ability for students to pass those examinations is an institutional effectiveness measure of the program's rigor.

8. *Describe how Texas will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]*

TEA CTE program staff members respond to hundreds of emails and phone calls each week from school districts, educators, and stakeholders seeking guidance regarding CTE programs. A comprehensive website is maintained that often receives more than 200,000 visits monthly from individuals seeking reliable information about CTE programs in Texas. State leadership and program oversight is frequently provided through the TEA two-way interactive video conferencing system. The CTE Listserv serves more than 2,600 stakeholders and provides timely communications and information for effective management of CTE programs. Perkins secondary administration funds support a CTE Specialist at each ESC. The ESC CTE Specialists provide direct technical assistance to school districts, regional training activities, and workshops on CTE program effectiveness strategies.

The ESC CTE Specialists have provided extensive professional development training during the two statewide professional development conferences for CTE administrators and counselors. A new statewide Leadership Academy for CTE administrators and counselors is being developed to provide better resources for local administrators to implement quality CTE programs. Ongoing technical assistance for local ESC administrators is provided frequently by the ESC CTE Specialists.

THECB provides technical assistance to eligible recipients as follows:

- THECB staff and participants in various leadership projects provide regional and state technical assistance workshops on topics ranging from curriculum, distance education techniques, innovative programs for special populations, College Tech Prep student identification, to assessment of programs. Technical assistance is provided through regional workshops or state conferences. The State Leadership Council assists institutions in the transition to Perkins IV. Three initial workshops were conducted during July, 2007 in Austin, Dallas, and Houston.
- Staff members of the Perkins Grants Administration, in conjunction with the State Leadership Council, meet with State leadership grant recipients to review their progress. Perkins staff at THECB also meets quarterly with Tech Prep Consortia to evaluate their activities.
- Institutions that receive Basic Grant and Tech Prep funds are visited to provide on-site peer-based technical support and provide third-party evaluations of their programs and support systems.
- Evaluative feedback is collected from all training activities as well as on-site reviews. An analysis of the evaluation data is then provided to improve programs.

9. *Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*

The CTE TEKS revision process will utilize research regarding local and statewide employment trends to identify courses that should be added or dropped as state approved courses. School districts are encouraged to use area occupational projections and labor market information from the TWC when evaluating the relevance of their course offerings. When an emerging occupation shows promise of offering significant employment opportunities, school districts may develop TEKS for an innovative course that teaches the proficiencies required in emerging occupations, and apply to TEA for approval to offer the course for state graduation credit.

Postsecondary institutions must indicate the labor market demand for their program completers prior to the approval of new programs through the use of advisory committees, TWC labor market information, national labor market information, and other labor market information as appropriate. The Texas State Technical College system is required by state law to provide information to state two-year colleges on emerging technical careers. As reported earlier, Texas has a process through which technical trends are monitored and new curriculum topics are recommended for statewide development. All colleges are required to have local advisory committees through which they can monitor regional workplace trends. Texas two-year colleges also have access to Community College Strategic Planner software that looks at their service area counties and enables them to make trend forecasts and if-then studies regarding curricular needs and economic forecasts. The postsecondary Instructional Effectiveness Process requires all colleges to justify continuing programs that fall below state adjusted performance measures, especially licensure pass-rates and placements.

10. *Describe the methods you propose for the **joint planning and coordination of programs** carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*

TEA and THECB, in collaboration with the P-16 Council and SBOE, jointly plan and coordinate the development, implementation, and evaluation of CTE programs. Under state law, the P-16 Council advises the TEA, THECB, and TWIC on issues related to career and technical education and workforce preparation. An SBOE representative serves on TWIC to develop a strategic plan encompassing all the state's workforce development programs. Several CTE measures are included in the TWIC Strategic Plan.

TEA and THECB jointly approve all Tech Prep sequences to ensure that they meet rigorous academic standards as well as current requirements of business and industry. State-level consistency is achieved through collaboration among consortia directors, bi-agency staff and executive directors of various associations. Tech Prep programs in Texas are required to develop six-year educational plans that are based on the Recommended High School Graduation Program so students are prepared for college and career success. Tech Prep information is offered to students and their parents in the eighth or ninth grade. The six-year plan leads to postsecondary education, usually culminating in an Associate Degree, and includes courses where students can receive college credit through such avenues as dual credit, Advanced Placement, ATC courses and locally articulated courses, which lead to

high-skills, high-wage, or high demand occupations in new or emerging careers. Tech Prep programs are available in 93.4 percent of all Texas school districts and all of the state's two-year colleges.

TEA and THECB have identified the components of Tech Prep programs as established in Title II of Perkins and identified in the state education code. Each local Tech Prep program is carried out under an articulation agreement between the participants in the consortium and consists of rigorous secondary school preparation preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction. A common core of required mathematics, science, reading, writing, communication, and technical proficiency leads to an associate degree or a two-year postsecondary certificate in a specific career field. Tech Prep programs are based on the Recommended or Distinguished Achievement High School Graduation Programs to meet the requirements established by the State Board of Education and prepare students for college participation as well as direct entry into the world of work. Tech Prep programs also provide equal access to the full range of technical preparation for individuals who are members of special populations. Tech Prep programs have been developed that are appropriate to the needs of special populations and preparatory services that assist participants in achieving success.

11. *Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

The TWIC develops a single strategic plan for workforce development in its role as the state workforce investment board under WIA. The TWIC goals, objectives, and core performance measures for the delivery of quality workforce development programs promote the coordination of training and activities, including postsecondary students and school dropouts.

B. Other Department Requirements

1. *Submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.*

Copies of the Texas local application/plan for secondary and postsecondary eligible recipients are found in Appendices G and H.

2. *Provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.*

The SBOE is responsible for administration of CTE programs in Texas. The TEA Department of Standards and Programs includes the Division of Standards and Alignment and the Division of Special Programs, Monitoring, and Interventions. The Division of Curriculum is responsible for coordination of CTE secondary programs through the CTE

Unit, which is responsible for management and leadership for CTE. Functions of the Department of Standards and Programs include providing oversight for No Child Left Behind, IDEA Coordination, Monitoring and Intervention, P-16 Coordination, Curriculum, and adoption and distribution of instructional materials. Functions of the Division of Curriculum include development and implementation of curriculum; aligning curriculum with assessments; directing statewide initiatives; and providing administrative leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants was assigned to the new Department of Planning, Grants and Evaluation, which is responsible for strategic planning, budgeting, evaluation of TEA programs, and distributing formula and discretionary grants to school districts and other eligible recipients.

THECB is organized to accomplish its strategic goals as published in the Closing the Gaps by 2015 initiative document. The Perkins Grants Administration unit is now under the Academic Excellence and Research Division.

A list of 2007-2008 eligible recipients and allocations for secondary education is found in Attachment G. A list of the eligible recipients and allocations for postsecondary education is found in Attachment H. A list of Tech Prep Consortia is found in Attachment I. Organizational charts for TEA and THECB are found in Attachments J and K.

3. *Provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

The community and technical colleges will continue to participate in the one-stop centers under existing Memoranda of Understanding (MOU) with the local workforce development boards. The TWIC advises the State Board of Education on CTE issues in its capacity as the state advisory council under Carl Perkins legislation. The TEA, THECB, and TWC are represented with membership on TWIC and have provided input on the development of TWIC goals, performance measures, and the strategic plan.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. *Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*
 - (a) *Will be provided with equal access to activities assisted under the Act.*

The definition of special populations for the Texas State Plan follows Section 3(29) of the Perkins Act, which includes:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for non-traditional fields;

- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with limited English proficiency.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs are required to sign provisions and assurances in their contractual agreements with the State in order to receive Perkins funding.

As the state agency responsible for public education, TEA provides statewide leadership in the areas of special education for special populations students. TEA allocates Perkins funding to support a Special Populations Resource Center at Texas A&M University, which provides resources to assist public schools in their efforts to effectively serve special populations students. The resources can be found at <http://ctsp.tamu.edu>.

CTE program staff in the Division of Curriculum support regional and statewide workshops to assist teachers in meeting the needs of students who are members of special populations. An analysis of participation data documents that an increasing number of academic teachers attend CTE professional development, illustrating Texas' expanding emphasis on integrating academic and technical education. Additionally, CTE teachers employed in the state correction institutions are invited to participate. School administrators are encouraged to support the participation of academic teachers as well as CTE teachers.

In the eGrant application for secondary Perkins funds, districts must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. The Admission, Referral, and Dismissal (ARD) committee for students with disabilities must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in CTE programs.

Colleges use a variety of strategies for assisting special populations such as:

- Providing outreach and recruitment information
- Identification of and follow up with special populations students
- Determination of special needs for accommodations so that students can succeed
- Provision of in-service activities for CTE teachers, counselors and administrators
- Provision of special instructional materials as needed

Eligible recipients at the local level ensure that strategies and services for special populations in CTE programs are appropriate and prepare special population students for high-skill, high-wage, or high-demand occupations. Additional strategies include:

- Career exploration activities and resources that are free of gender bias
- Comprehensive career development for academic counseling and career guidance
- Equitable access to quality work-based learning opportunities
- Information on nontraditional training in high-skill, high-wage, or high-demand fields

Each postsecondary institution must describe in the local application how they will meet the needs of special populations. In addition, Perkins State Leadership funds at the postsecondary level are distributed for statewide projects through a Request for Application (RFA) process and are used to develop innovative ways of closing the achievement gaps of special population students and bring the performance of special populations to the level of performance of the rest of the CTE students. Through research-based programs in mentoring, career guidance, tutoring, and contextual learning programs, the participation, retention, and graduation achievement rates of special population and nontraditional students are being monitored.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

School districts ensure equal access to programs through yearly non-discrimination notifications to students, parents, school employees and the general public. Nondiscrimination statements are required in all district publications. Exclusion of special population students from CTE programs, or a disproportionately high number of special population students in CTE programs, is monitored by TEA and may trigger a monitoring visit. Individuals who have complaints regarding program access issues may take their concern to their local school boards or to TEA. All complaints and resolutions are annually reported to the Office of Civil Rights (OCR).

TEA and THECB conducts a system of regularly scheduled Program Access (OCR) on-site visits to secondary and postsecondary institutions as required by federal rules and regulations. Eligible recipients are required to provide assurances of nondiscrimination via their local application. Technical assistance and professional development in the area of nondiscrimination are available to eligible recipients from TEA and THECB staff and through state leadership activities. A strict policy prohibiting non-discrimination is included in the provisions and assurances of all Perkins grants.

Texas universities and community and technical colleges are required to be non-discriminatory and must post a statement to that effect in all college publications. Data on student populations is gathered and reported in the Annual Data Profile which is analyzed through the institutional effectiveness process. The THECB has a staff member who has the responsibility of responding to all complaints regarding Office of Civil Rights issues. An annual report is submitted to the Office of Civil Rights regarding the complaints and resolutions during the preceding year and the staff person attends the annual meeting called by the Office of Civil Rights.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

All Texas students, regardless of demographic group or special population, have access to rigorous CTE programs that prepare them for further learning and for careers in high-skill,

high-wage or high-demand fields. The TEA Division of Standards and Programs coordinates its efforts with the Special Education Division, which is charged with ensuring that Texas students who are members of special populations are appropriately served. The division's mission is to assure students have the opportunity to achieve the academic and technical state standards. The Department of Standards and Programs includes services for migrant students, bilingual students, and those served in special education programs.

Districts may create CTE courses specifically for students with special needs that can better be served in Career and Technical Education for the Disabled (CTED) courses. CTED courses are eligible for state weighted funding for CTE in grades 7-12, while non-CTED CTE courses receive weighted funding in grades 9-12.

Texas provides educational support programs for students who are members of special populations. State law also provides additional support for students who are bilingual, students who are migrants, students who have limited English proficiency, or students for whom English is their second language. Students who have vision impairments or who are deaf or hard of hearing may be served through public school districts or through the Texas School for the Blind and Visually Impaired or through the Texas School for the Deaf. Other programs that assist special population students in meeting the state's rigorous academic standards include:

- **Texas Assessment of Knowledge and Skills (TAKS) Tests Remediation:** Under the Texas Education Code (TEC) §28.0211, students who do not meet the minimum standards on the TAKS tests must have at least two additional opportunities to take the assessment. Each time the student does not meet the minimum standards on the assessment instrument, the school district shall provide the student accelerated instruction in the applicable subject area, including reading instruction if the student does not meet the minimum reading standards. The student-to-teacher ratio in the accelerated instruction settings cannot be more than ten to one. If a student does not meet the minimum standards on the assessment instrument a second time, state law requires that a grade placement committee prescribe the instruction that the student must receive before the next administration of the tests. If the student does not perform satisfactorily on the assessment instruments after at least three attempts, the student must be retained at the same grade level and a Personal Graduation Plan must be developed for the student.
- **TAKS (Accommodated):** TAKS (Accommodated) is a general assessment that is available to students served by special education who require specific accommodations. TAKS (Accommodated) will be available for all English and Spanish TAKS tests beginning in spring 2008.
- **TAKS-Modified (TAKS-M):** TAKS-M is being implemented to fulfill the requirement of an alternate assessment based on modified academic achievement standards for certain students served by special education who meet the participation requirements. The decision to administer TAKS-M to a student must be made by the student's ARD committee.

- **TAKS-Alternate (TAKS-Alt):** TAKS-Alt is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements.
- **Personal Graduation Plan:** TEC §28.0212 mandates that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a Personal Graduation Plan for each student in junior high, middle school, or high school who does not perform satisfactorily on the TAKS tests, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district).
- **Optional Extended Year Program (OEYP):** School districts and charter schools may apply to TEA for funding of an extended year program for students in Kindergarten through Grade 11 who did not perform well on the state's academic assessments, or who are unlikely to perform well on the assessments. The program also serves students in Grade 12 who are not likely to graduate. In order to be eligible to receive funding for the OEYP, at least 40 percent of the district's students must be from economically disadvantaged families. The OEYP received \$16,500,000 in funding for the 2006-07 school year. See <http://www.tea.state.tx.us/opge/formfund/oeyp/index.html> for more information about the OEYP.
- **Communities in Schools (CIS):** CIS is a stay-in-school program funded by the Texas Legislature. CIS uses a case-management model to prevent dropouts, help students stay in school and successfully learn. Texas is served by 27 CIS programs that received \$15,788,865 in state funds and \$4,842,342 in federal Temporary Assistance for Needy Families (TANF) funding for the 2006-07 school year. See <http://www.tea.state.tx.us/cis/> for more information about CIS in Texas.
- **Life Skills Program (formerly Pregnancy, Education and Parenting - PEP):** The Goal of the Life Skills Program for Student Parents is to reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. See <http://www.tea.state.tx.us/pep> for more information about the Life Skills Program.

Perkins funds are used as supplemental support for postsecondary special population technical students. Supplementary support services include: mentoring, career guidance, Elder/Child care services, textbooks, transportation, tutoring, and other services as required. State Leadership funds distributed to projects through the competitive RFA process support the development of special curricula and effective teaching strategies for students from special populations.

2. Describe how you will adequately address the needs of students in **alternative education programs**, if you have such programs. [Sec. 122(c)(14)]

Texas school districts are not required to offer alternative education programs, except in the case of students who have been removed from school for inappropriate conduct. State law

requires districts to establish alternative education programs for students who have been removed from regular classrooms for inappropriate conduct. TEC §37.008(4) requires alternative education programs to focus on English language arts, mathematics, science, history, and self-discipline. For districts operating state-mandated alternative education programs that choose to provide CTE programs, Perkins funding may be used to support students who receive instruction in CTE areas.

3. *Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]*

TEA provides Perkins funds to the 20 education service centers for promoting programs that are nontraditional for gender. All state-recognized programs of study lead to high-skill, high-wage, high demand occupations. TEA also provides school districts with data demonstrating how the local school district's nontraditional course enrollments and completions compare with the state levels of nontraditional student course enrollments and completions. Perkins funds are used to purchase materials produced by the National Alliance for Partnerships in Equity and similar entities, and the materials are provided to Texas school districts to support their equity efforts.

At the postsecondary level, the statewide institutional effectiveness process looks at the number of special populations served as well as gender information on specific programs. Annual Data Profile figures provide colleges not only with local data but also with statewide comparison data. In Texas, approximately 38 percent of basic Perkins funds are allocated directly to special populations programs that also support and encourage students to enter into, and complete, nontraditional programs. Additionally, local applications are required to focus funds on high skill, high wage, and high demand occupations and colleges and Tech-Prep consortia produce and distribute a variety of media and materials encouraging participation in nontraditional programs.

4. *Describe how funds will be used to serve individuals in **State correctional institutions**. [Sec. 122(c)(19)]*

One percent of Texas' Perkins grant is provided for CTE programs in the Windham school system, which serves the Texas correction system, and the Texas Youth Commission. Windham's CTE program integrates career path planning and technology training to prepare inmates for the workforce. Windham offers career and technical training in approximately 40 occupations, such as mill and cabinet making, auto repair, horticulture, and graphic arts. The competency-based curriculum is designed to meet entry-level industry standards, including certification and licensure requirements.

Many two-year colleges offer technical and academic courses to incarcerated students in both state and federal institutions. These programs provide workplace skills as well as basic education so that upon release these individuals can support themselves in society. Perkins funds are used to supplement these services to incarcerated students.

5. *Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.*

Both TEA and THECB adhere to the mandates for appropriate privacy protections as provided in Section 444 of the General Education Provisions Act (GEPA) and amended by the Family Educational Rights and Privacy Act (FERPA) of 1974. Recipients of Perkins funding at both the secondary and postsecondary level must agree to the provisions and assurances that these mandates are addressed. In addition each applicant is required to provide a description of the steps proposed to provide equitable access to and participation in all CTE program services.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. *Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Following the reauthorization of the Perkins Act in August 2006, both TEA and THECB met with stakeholders from secondary and postsecondary institutions to discuss measurement definitions and approaches for the core indicators of performance for CTE students. Presentations were made at CTE conferences and time allowed for input from participants. The Transition Plan was posted on the TEA website, so all secondary and postsecondary eligible recipients could provide input into the development of the State Plan.

Collaborative Technical Assistance Workshops were held throughout the state during the summer of 2007 where both the State Director of CTE and THECB Director of Grants and Development received input from eligible recipients. Opportunities were also provided for written comments, including electronic mail. The accountability performance measure requirements were implemented as a component of the Transition Plan, with the understanding that these could be revised based on input from eligible recipients during the transition year.

During the transition year, the THECB and the Perkins State Leadership Council for postsecondary education convened regional stakeholder meetings to discuss Perkins IV definitions and the core performance measures. Workforce deans and instructional staff from all two-year colleges were strongly encouraged to participate in these important meetings. The regional meetings took place in July, 2007 in Austin, Dallas, and Houston. Additionally,

THECB participated in meetings with the Texas Association of Career and Technical Educators (TACTE), the Texas Association of Continuing Education (TACE), the Texas Community College Instructional Administrators Association (TCCIA), and the Association of College Presidents (TACC), the Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TAIR) to receive additional feedback. Initially, feedback was received from the Perkins State Leadership Council, TACTE, and TACE.

TEA and THECB continued to seek input during the development of the State Plan. Public Hearings were held in Austin, Houston, Harlingen, Dallas, Lubbock, and El Paso during October, 2007. The draft State Plan was posted on the TEA web site, and stakeholders were invited to provide comments on components of the State Plan and core indicators of performance and accountability measures.

2. *Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

As stated in the above section, both TEA and THECB provided multiple opportunities for eligible recipients to review data and provide input into the adjusted levels of performance for each of the core indicators and for the state levels of performance. Input was collected through public hearings scheduled at six key sites around the state in the fall of 2007. Perkins state-level baseline data for each of the core indicators of performance were shared with eligible secondary and postsecondary recipients during the 2007-2008 transition year. Both TEA and THECB received input as well through email and written communication which was utilized in determining the final adjusted levels of performance described in the State Plan.

Eligible secondary recipients had the opportunity to review state and local performance level data in their local Perkins applications. Data was used by each eligible recipient and consortium to set local performance targets. Several Texas Education Training Network (TETN) broadcasts were conducted on the new secondary Perkins eGrant. Resources were provided to guide districts on appropriate methods for establishing district performance targets. Regional ESC CTE Specialists participated in additional training so they could provide direct technical assistance to local districts. As each district completed their Perkins application, they were encouraged to effectively utilize performance measure data to drive program planning and continuous improvement.

THECB staff obtained input from eligible postsecondary recipients through several statewide initiatives. The THECB provided opportunities for all community and technical colleges to complete an online self assessment based on the core indicators of performance using available data. This laid the groundwork for discussion of the adjusted performance measures for each institution. The data was then presented at the technical assistance workshops to encourage further discussion. Additionally, information on the performance

measures and current data were presented at statewide CTE professional conferences including: Texas Association of Career and Technical Educators (TACTE), Texas Association of Continuing Education (TACE), Texas Community College Instructional Administrators Association (TCCIA), Association of College Presidents (TACC), Texas Association of Registrars Officers (TACRAO), and the Texas Association for Institutional Research (TARR).

3. *Identify the valid and reliable measurement definitions and approaches that the state will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

The state adjusted levels of performance are included in the final agreed upon performance level (FAUPL) document attached to the Texas State Plan.

STUDENT DEFINITIONS

Secondary Level:

CTE Participant: A secondary student who has earned credit in any CTE course.

CTE Concentrator: A secondary student who has earned three (3) or more credits in two (2) or more courses in a CTE program of study.

CTE Tech Prep Student: A secondary student who has enrolled in 2 courses in the secondary education component of a Tech Prep program.

Postsecondary Level:

CTE Participant: A postsecondary student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary student who (1) completes at least 12 academic or CTE credits in a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CTE Tech Prep Student: A postsecondary student who (A) has completed the secondary education component of a Tech Prep program; and (B) has enrolled in the postsecondary

education component of a Tech Prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

MEASUREMENT DEFINITIONS

SECONDARY LEVEL

1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State as the Exit Level TAKS (Texas Assessment of Knowledge and Skills) assessment required for graduation from high school and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Exit Level TAKS assessment in reading/language arts required for graduation and who, in the reporting year, left secondary education.

1S2: ACADEMIC ATTAINMENT – MATHEMATICS

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State as the TAKS Exit Level assessment required for graduation from high school and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the Exit Level TAKS assessment in mathematics required for graduation from high school and who, in the reporting year, left secondary education.

2S1: TECHNICAL SKILL ATTAINMENT

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1: SECONDARY SCHOOL COMPLETION

Numerator: Number of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: STUDENT GRADUATION RATES

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate for ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate for ESEA.

5S1: SECONDARY PLACEMENT

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: NONTRADITIONAL PARTICIPATION

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

POSTSECONDARY LEVEL

1P1: TECHNICAL SKILL ATTAINMENT

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1: CREDENTIAL, CERTIFICATE, OR DIPLOMA

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1: STUDENT RETENTION OR TRANSFER

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: STUDENT PLACEMENT

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

5P1: NONTRADITIONAL PARTICIPATION

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: NONTRADITIONAL COMPLETION

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

TECH PREP MEASURES

Secondary Level:

Measure 1: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education;

Numerator: Number of secondary TP students who completed secondary education in the reporting year and enrolled in postsecondary education at any time during the year

Denominator: Number of secondary TP students who completed secondary education during the reporting year

Measure 2: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in postsecondary education in the same cluster or field or major as the secondary education Tech Prep students were enrolled at the secondary level;

Numerator: Number of secondary TP students who completed secondary education during the reporting year and enrolled in the postsecondary education in the same major or cluster/pathway as in high school the previous year at any time during the year

Denominator: Number of secondary TP students who completed secondary education during the reporting year

Measure 3: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who completed a State or industry-recognized certification or licensure

Numerator: Number of secondary TP students who completed secondary education during the reporting year with a State or industry recognized certification, or licensure

Denominator: Number of secondary TP students who completed secondary education during the reporting year

Measure 4: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level

Numerator: Number of secondary TP students who completed secondary education in the reporting year with postsecondary credit

Denominator: Number of secondary TP students who completed secondary education in the reporting year who registered for PS credit

Measure 5: The number and percent of secondary education Tech Prep students enrolled in the Tech Prep program who enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education

Numerator: Number of secondary TP students who completed secondary education in the reporting year and enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education

Denominator: Number of secondary TP students who completed secondary education in the reporting year and enrolled in postsecondary education

Postsecondary Level:

Measure 6: The number and percent of Tech Prep students who are placed in employment in the 2nd quarter following the program year in which they graduated from the Tech Prep program

Numerator: Number of postsecondary TP students placed in employment in the 2nd quarter following the program year in which they graduated from the Tech Prep program

Denominator: Number of postsecondary TP students who graduated last year

Measure 7: The number and percent of Tech Prep students who complete a State or industry-recognized certification or licensure

Numerator: Number of postsecondary TP students who leave postsecondary education this year with a State, industry recognized certification, or licensure.

Denominator: Number of postsecondary TP students who left postsecondary education in the reporting year

Measure 8: The number and percent of Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program

Numerator: Number of postsecondary TP students who entered postsecondary education 3 years ago and completed a 2-year degree program

Denominator: Number of postsecondary TP students who graduated with a 2-year degree in the reporting year

Measure 9: The number and percent of Tech Prep students who complete a baccalaureate program within the normal time for completion of such program

Numerator: Number of postsecondary TP students who entered postsecondary education 6 years ago and completed a baccalaureate degree program

Denominator: Number of postsecondary TP students who graduated with a Bachelor's degree the reporting year

Texas has comprehensive student-level data collection systems at both the secondary and postsecondary levels. TEA manages the Public Education Information Management System (PEIMS) for secondary schools. ESC PEIMS coordinators receive training regularly to address updates and changes in the system. After submission, the data goes through a series of edits to ensure the highest level of accuracy. Data elements are continuously refined to ensure that data reported by school districts are valid, accurate, and reliable. The state PBMAS accountability system has recently added a new Data Quality measure to review the PEIMS data provided by districts in order to identify any issues related to data quality or data integrity.

For performance measures 1S1 and 1S2, Texas will use the Texas Assessment of Knowledge and Skills (TAKS) Exit Level assessment developed as the eleventh grade high-stakes assessment required for graduation. Texas has been using this TAKS assessment in reporting the secondary Perkins academic attainment performance measure. While Texas currently reports AYP utilizing the tenth grade TAKS assessment, students have only one opportunity to take the tenth grade assessment. Students have multiple opportunities to retake portions of the Exit Level TAKS in order to pass all four portions as required for graduation. Additionally, the majority of CTE concentrators participate in a CTE program during the eleventh and twelfth grades. The Exit Level assessment is therefore a better indicator of the effectiveness of CTE programs to support and enhance student academic achievement.

The eleventh grade Exit Level TAKS test is developed by the same state assessment standards as the tenth grade TAKS assessments, and therefore meets the parameters for validity and reliability. The same parameters for calculating the 1S1 and 1S2 academic attainment for CTE concentrators will be used as the state AYP calculation. For more information, go to <http://www.tea.state.tx.us/student.assessment/taks/>.

The English Language Arts assessments at grades ten and eleven are integrated reading and writing tests. Although these assessments are the same length, they differ primarily in the complexity of the reading selections and the revising and editing passages. In addition, the eleventh grade items require a higher level of performance from students than tenth grade items.

The Mathematics assessments at grades ten and eleven are somewhat different in that Geometry is not included until the Exit Level assessment because there is not a required

sequence for taking high school mathematics courses. The eleventh grade Exit Level Mathematics TAKS is therefore more rigorous and challenging for students.

The Texas legislature has determined that high school assessments required for graduation will transition from TAKS to end-of-course exams in the core academic areas. This transition will take several years, and is not expected to impact reporting of 1S1 and 1S2 performance measure data during Perkins IV.

To report 2S1 Technical Skill Attainment, TEA will use valid, reliable industry-recognized licensures and certifications data as reported by eligible recipients. Texas has been reporting the total number of licensures and certifications earned by CTE students as an additional measure for Perkins III. The state will begin collecting 2006-2007 data using the new Perkins IV performance measure definition for Technical Skill Attainment, so this reporting year will be the first opportunity for Texas to accurately report 2S1 data. Although all programs of study do not have valid, reliable industry certifications and licensures, the goal is to evaluate programs during the CTE vertical alignment process and identify or develop additional assessments so that by 2013, all secondary CTE concentrators have a means to validate technical skill attainment.

The 3S1 Secondary School Completion measure (graduation or GED) will not change for Perkins IV. The methodology will only differ from 4S1 by the inclusion of CTE concentrators earning a GED.

For 4S1, Texas will use the state's computation of graduation rate as described in Section 1111(b) (2) (C) (vi) of the ESEA as the method of calculating graduation rate CTE concentrators. Beginning in 2005-2006, the NCES definition for dropout will be in place for Texas, which has an impact on the state's computation of graduation rate.

Secondary concentrator placement data for 5S1 is provided by THECB. Data is submitted to THECB to match with postsecondary enrollment data and UI wage records from TWC. An agreement has been made to permit THECB to submit secondary placement data to FEDES so federal employment data, including military data, can be accessed for the reporting of student placement data.

The methodology for calculating 6S1 and 6S2 has not changed for Perkins IV. A new list of CTE courses that are nontraditional for males and females was developed based on the 2006 CIP crosswalk from the Bureau of Labor Statistics. The new lists can be located at <http://www.tea.state.tx.us/cte/accountability/nontraditional.html>.

THECB maintains a system similar to TEA for reporting and collecting postsecondary student data, which is certified by the reporting institution prior to aggregation and analysis. THECB requires state institutional effectiveness indicators as well as the federal and state performance indicators. Onsite monitoring visits and desk reviews conducted by THECB and through a peer review process ensure compliance with all federal and state requirements.

The THECB strongly encouraged Texas colleges to begin collecting the data on core indicators for student performance during the 2007-2008 transition year. Postsecondary institutions are beginning to redesign data collection methods to accommodate the new federal requirements.

The THECB currently collects data for all licensure programs and began development of a process to identify the various skill assessments that can be used for technical skill attainment. Through collaboration with other state workforce organizations and industry boards a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials.

The CBM Reporting system provides data for certificates, degrees, retention transfer, non-traditional participation/completion and participation/success of all special population groups. This data reporting system will be used for 2P1, 3P1, 5P1, and 5P2. The Automated Student and Adult Learner Follow-up System will provide the data for 4P1 along with the Supplemental Follow-up Data provided by the postsecondary institutions. The THECB is working towards utilizing licensure pass rates for those programs with established certification and/or licensure for 1P1 and will work with the postsecondary institutions in the development of a reporting process for 1P1 as additional technical skill attainment measures are identified for the various programs of study.

The Texas Skills Standards Board (TSSB), an advisory body of the Governor, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB collaborates with THECB to collect data on Technical Skill Attainment and Credential, Certificate or Diploma performance indicators. The TSSB currently has 36 recognized skill standards listed on the TSSB web site at www.tssb.org. Colleges that integrate TSSB-recognized skill standards into their curriculum may have their program recognized by the TSSB. As part of TSSB Program Recognition, colleges must develop assessments that measure students' attainment of the skill standards content. Such assessments, which are aligned with industry-recognized standards, directly address the technical skill attainment performance indicator. required under Perkins IV.

For areas in which there are no TSSB-recognized skill standards, the TSSB maintains a list of over 450 industry certifications on its web site at www.tssb.org. The certification links are organized in 15 industry categories and are updated annually on a continuous basis. The industry categories cover most significant work (NAICS) and worker (SOC) codes. To attain these certifications, which are aligned with de facto industry-recognized standards, individuals are required to take an assessment that measures technical skills. Many of these assessments address the technical skill attainment performance indicator.

4. *Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs,*

or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Performance measures 1S1, 1S2, and 4S1 have been aligned with ESEA calculation methodology to assure that Perkins performance measure data is valid and reliable. For secondary schools, Texas will use the Exit Level TAKS assessment in determining academic attainment for CTE concentrators. The eleventh grade TAKS assessment is developed according to the same quality standards as the tenth grade TAKS assessment used for reporting AYP. Because most CTE concentrators are enrolled in CTE courses primarily in the eleventh and twelfth grades, the Exit Level TAKS assessment is a better indicator of academic attainment of concentrators and CTE program effectiveness.

The THECB has combined the core indicators of performance with the institutional effectiveness measures to eliminate duplication of effort in collecting information from the postsecondary institutions.

5. *On the forms provided in Part C of this guide, the state must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]*

Performance level baseline data and targets will be provided as required for the State Plan (See Texas FAUPL).

6. *Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students.. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]*

The Perkins eGrant application for secondary eligible recipients has been designed to provide two years of district CTE performance data based on Perkins IV data definitions, where possible, so applicants can make an informed decision to either accept the state performance targets or propose different targets and negotiate those with TEA staff. Districts not accepting the state performance targets will be required to annually make improvement in performance, with the goal of reaching the state targets no later than 2013. Districts that do not annually make progress will be required to develop an improvement plan and focus their Perkins funds on improving CTE student performance. Districts that do not make improvement three years in a row for the same indicator may face sanctions. A more detailed process is being developed based on analysis of performance data. Minimum improvement levels will be determined once district level performance data are analyzed.

The Perkins online application for postsecondary eligible recipients includes CTE performance data based on Perkins IV data definitions. Eligible recipients not accepting the state performance targets must gain approval of THECB Perkins program staff.

Postsecondary institutions will be evaluated through desk reviews and on-site visits. CTE programs which do not achieve performance targets will have the opportunity to propose an improvement plan before sanctions are imposed.

7. *Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

Criteria for performance measure negotiations were developed, as well as an appeals process. During the time the eGrant is open, districts may request assistance in understanding their performance data. No adjustments can be made after the close of the eGrant unless unanticipated circumstances arise, such as a disaster that could adversely affect the ability of the district to meet its performance measures. Districts may request special consideration based on extenuating circumstances, and an approval for renegotiation may be granted based on the district request.

A self-study evaluation is part of the online application system for eligible postsecondary recipients. The THECB populates the data in the self-evaluation to allow colleges to track their performance against the targeted levels. THECB developed a process to allow institutions to present unusual circumstances and amend the local adjusted levels of performance based on these circumstances.

8. *Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

All Texas Perkins performance measure data will be reported to the USDE in the *Carl Perkins Consolidated Annual Report*, which will be submitted by December 31 each year. Public schools are required to report PEIMS data to TEA four times each year. When student data is entered into the PEIMS system in the fall, each student receives a code of 0 (not enrolled in any CTE courses); 1 (taking a CTE elective); 2 (enrolled in a coherent sequence of CTE courses); or 3 (participating in a College Tech Prep program). Code 2 and 3 students by definition are CTE “concentrators”. Beginning in 2008-2009, districts will also report CTE student indicator codes during the summer submission. This will improve the accuracy of coding CTE students.

Additional elements in the PEIMS data system provide information to districts to examine the performance of CTE student subpopulations for all the core indicators. Districts also have the ability to analyze CTE student performance by gender, ethnicity, and special populations.

PEIMS CTE data, when matched with information from the TAKS assessment records, and electronic matching with wage/UI records and postsecondary enrollment data will validate the performance of secondary CTE students and the effectiveness of CTE programs. Districts will have access to their Perkins performance measure data, broken out by gender, ethnicity and subpopulations, in the new online Career and Technical Education Reports (CTER) system. Districts are required to analyze performance measure data to annually evaluate CTE programs.

Because of the PEIMS data collection schedule, results for a school year are not available until March of the following year. Leaver data are not available for release until August. In order to ensure that accurate data were reported for Perkins III, Texas received permission from the USDE to report performance data one year after the reporting year. Plans for a PEIMS data system redesign is pending, based on legislative appropriations. The PEIMS redesign will allow the state to report Perkins performance measure data in a more timely fashion. Texas anticipates the redesign will occur in three to five years. The goal is for Texas to annually report Perkins performance measure data in December after the reporting year. Because of the availability of follow-up data, student placement data will continue to be reported one year behind.

For community and technical college programs, achievement of the core indicators of performance will be determined based on data from the Community and Technical Colleges Institutional Effectiveness System. This system uses the THECB Coordinating Board Management (CBM) reports and data from the Texas Success Initiative, the Annual Self-Evaluation, and the Automated Student and Adult Learner Follow-Up System to demonstrate the success of Texas community and technical college students. The results will be reported to the USDE each year, or as required by federal law, through the *Consolidated Annual Report*. Additional state measures and standards will be collected at the postsecondary level as part of the state accountability and Institutional Effectiveness process to make data reporting more complete, reliable, and accurate. The community and technical colleges will be accountable for performance on these measures in their annual plans. The THECB will also continue to develop reliable methods of collecting data that is not currently being collected consistently across the state; i.e. awarding of certificates or industry credentials embedded in the technical programs.

9. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The required elements for local Perkins plans are integrated into the new Perkins eGrant application, enabling consortia to file their local plans and request Perkins funds through one electronic submission. Fiscal agents apply to the agency for security clearance to submit a consortium application, and are provided a user name, password, and electronic signature. Districts must also submit information regarding their decision to participate in a specific consortium. TEA program staff review the consortium applications and, as needed, request additional information or clarification from the fiscal agent. The application contains text fields where TEA staff may include negotiation notes or comments about the consortium

application and plan. When the information submitted by the fiscal agent is satisfactory to CTE program staff, the application is then reviewed and approved by Division of Formula Funding staff. The Commissioner of Education or the Chief Deputy Commissioner must provide final approval of the application, and their electronic signature appears on the Notice of Grant Award that is available electronically to the district. The new Perkins eGrant Application/Plan provides more guidance to districts for meeting the Perkins IV requirements and focusing on continuous program improvement. Information about the application and supporting documentation may be viewed at <http://www.tea.state.tx.us/opge/formfund/carlperkins/>.

Tech Prep Consortia must form boards of directors and secure an approved fiscal agent to be eligible to apply for Perkins funding through THECB. The yearly application includes performance measures, strategic plans, and provisions and assurances. Consortia must agree to utilize federal funding in allowable and permissive ways to support Tech Prep students. Consortia report program data through THECB's online reporting system, which is then used to determine compliance with the federal and state requirements.

10. Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The effectiveness of secondary CTE programs is evaluated annually through the Final Evaluation and Use of Funds Report which will be submitted online through the eGrant system beginning in 2008-2009. The state PBMAS is aligned with the requirements of the Office of Special Education, effectively aligning districts with high levels of concern related to CTE student performance with required program access monitoring. Districts in Intervention Stage IV for PBMAS receive a full site visit for CTE program effectiveness and program access. Other means of annually evaluating CTE student achievement and CTE program effectiveness include CTE performance reporting for the Texas Legislative Budget Board (LBB) and the Texas Workforce Investment Council (TWIC).

The required elements for the secondary local Perkins plans include resources to assist local education agencies in determining program strengths and opportunities for improvement. The online CTER system provides districts with valuable follow-up information to assist in CTE program evaluation and planning. The demographic data helps districts evaluate program effectiveness and yearly progress. TEA has expanded the CTER system to provide districts with district-level Perkins performance measure data. The new Perkins eGrant requires districts to set local performance measure targets for the Perkins measures and then negotiate local targets if the district does not accept the state targets. Districts will be required to continually make progress in meeting performance measure targets.

The THECB evaluates the effectiveness of postsecondary CTE programs through the Institutional Effectiveness (IE) process. The IE process is a comprehensive initiative designed to evaluate and verify the effectiveness of two-year colleges in Texas. The IE process permits colleges to make systematic use of evaluation results to continuously improve institutional performance, services, and the quality of workforce education

programs. Eligible recipients are required to submit an evaluation plan with all Perkins applications. The self-evaluation section of the applications is a district-level and program-level instrument which assesses Perkins IV core indicators of performance, addresses local plan requirements, and identifies specific programs for improvement

The THECB produces and publishes on its internet website, an Annual Data Profile (ADP) for each community and technical college. The ADP contains a summary of college programs and services and serves as a foundation for IE review. The ADP also establishes baseline information that colleges can use to self-assess their progress and achievements. The IS review process uses additional data reported by the colleges, other state agencies, and organizations.

The THECB monitors and assesses the effectiveness of all CTE programs for compliance with applicable laws, regulations, guidelines, and policies. The evaluation performed by THECB is conducted in accordance with a monitoring and assessment instrument which is available for review by the postsecondary institutions. In addition to federal laws and regulations, state law TEC §61.051(f) as well as THECB rules and regulations, Chapter 10, establish a legal framework for these activities. For additional information, go to:

- <http://www.txhighereddata.org/Interactive/Institutions.cfm>
- <http://edcinv.thecb.state.tx.us/>
- [http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/GIPWE2003/Chapter\(8\)Eight-Evaluation_of_Institutional_Effectiveness.doc](http://www.thecb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/GIPWE2003/Chapter(8)Eight-Evaluation_of_Institutional_Effectiveness.doc)

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. *Describe the competitive basis or formula the state will use to award grants to Tech Prep consortia. [Sec. 203 (a) (1)]*

The proposed formula was developed and approved by the local consortia directors in February 1999 and has been re-approved each year. A public hearing was held on March 16, 2007, as required by state law and Board rules. No comments or concerns were received during the public hearing regarding the formula. Therefore, the THECB will continue to use the following formula:

- Sixty-five percent of the funds for consortia are distributed equally among all 26 consortia as a base operating fund. Depending on expected levels of federal funding, this averages approximately \$200,000 per consortium.
- Remaining consortium funds are distributed among the consortia, based upon the grades 9-12 student population served by each consortium region. Consortium funds will vary

from approximately \$218,000 for the Concho Valley consortium to \$880,000 for the Gulf Coast consortium.

In administering funds, THECB has implemented a system to evaluate budgetary reporting categories with respect to administrative costs at the consortium level. THECB will revisit this funding formula to explore the possibility of integrating performance data into the determination of consortia allocations; however, any modified formula will continue to provide a base level of operating funds for all consortia and will follow the collaborative model of formula development used in the past.

2. *Describe how Texas will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*

Texas is utilizing Tech Prep consortia, in collaboration with education service centers and basic grant leaders at school districts and colleges, as communications liaisons to ensure that the entire state moves forward on addressing the goals outlined in Section 204(d) of the Perkins Act. The annual Request for Applications (RFA) provides specific information along with any clarification or interpretations of how the items included in this section are to be determined at the local level. A technical guide is distributed to Tech Prep Consortia and other local-level liaisons and regularly updated which provides clarification of new regulations and requirements. Training is provided at quarterly meetings and state conferences to guide and support effective implementation at the local level. Successfully addressing the requirements of Perkins IV is among the performance data that will be considered for possible inclusion into the consortium funding formula after the transition year. Special considerations that must be addressed in local plans include:

- provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;
- plan must be developed in consultation with business, industry, institutions of higher education, and labor organizations;
- plan effectively addresses the issues of school dropout prevention and reentry, and the needs of special populations;
- programs must provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the State under section 118;
- demonstrate how tech prep programs will help students meet high academic and employability competencies; and
- demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in Part C of Title I.

3. *Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]*

Tech Prep consortium directors developed the current formula, providing a base level funding for operational costs while distributing 35 percent of the consortium funds based on student populations. This method provides a higher per-student funding level to rural areas where additional funding streams such as business and non-profit resources do not exist. No

consortium is strictly urban in composition; however, all serve some very rural areas. Any revisions to the funding formula during Perkins IV will continue to integrate student population as a factor to ensure equitable distribution of assistance between urban and rural consortium participants.

4. *Describe how your agency will ensure that each funded tech prep program—*

(a) *Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;*

Tech Prep articulation agreements are written commitments between secondary and postsecondary participants in Tech Prep consortia. Tech Prep articulation agreements are defined in TEC §61.851-61.858 with definitions drawn from federal Perkins legislation and the THECB *Guidelines for Instructional Programs in Workforce Education (GIPWE)*, Part II (see <http://www.thecb.state.tx.us/reports/PDF/0426.PDF>). The *TEC* and *GIPWE* provide specific information on the format of six-year plans submitted to state agencies for approval.

Tech Prep programs of study provide students with non-duplicative sequences of courses leading to associate degrees and postsecondary certificates, with linkages to baccalaureate degrees. Because Tech Prep programs include both secondary and postsecondary courses, Tech Prep programs must be approved by both the TEA and the THECB and must follow the Recommended High School Graduation Plan or the Distinguished Achievement Plan.

The Tech Prep programs provide students with the opportunity to earn college credit for high school courses through academic dual/concurrent enrollment courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, technical dual enrollment courses, locally articulated courses, Advanced Technical Credit (ATC) statewide articulated courses, and contract-instruction courses offered by special agreements between school districts and colleges. Tech Prep programs are guided and supported by THECB staff that provides leadership and support for annual updates of statewide articulation systems, expansion of dual-credit opportunities, and guidance for implementation of comprehensive Tech Prep programs of study.

All newly developed Tech Prep plans are aligned to the sixteen career clusters and programs of study. Highly versatile, challenging, hands-on, and responsive to current trends in local industry, Tech Prep programs blend rigorous academic courses needed for success in college with the career-related courses that prepare students for careers in, high-skill, high-wage, or high-demand occupations. Consortia are encouraged to establish agreements with universities that allow graduates of associate degree programs to seamlessly transition to baccalaureate programs. Vertical alignment of secondary and postsecondary academic and career and technical content is being planned by TEA and THECB to ensure that Tech Prep programs meet the requirements of both state and federal law.

(b) *Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;*

All Tech Prep programs in Texas consist of a minimum of four years of high school and at least two years of postsecondary education. All programs are based on a rigorous academic plan established by the state. Tech Prep programs that are articulated with universities provide students with rigorous eight-year programs of study. The resulting six- and eight-year plans are included in written articulation agreements between the participants of Tech Prep consortia. These agreements delineate the curriculum for specific programs of study and identify the non-duplicative high school courses for which students may receive college credit. The vast majority of Tech Prep programs lead to Associate of Applied Science (AAS) degrees; however, some lead to Associate in Arts (AA) or Associate in Science (AS) degrees, such as in Nursing. In addition, Tech Prep program of study provide appropriate entrance and exit points in the pathway to ensure a full range of opportunities for students at all levels.

Tech Prep programs may include apprenticeship programs and courses offered by distance learning. High quality work-based learning experiences prepare students for all aspects of an industry in high skill, high wage, or high demand occupations.

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

TEC §61.852 describes the components of a Tech Prep program. It specifies that each Tech Prep plan must be based on the requirements of the Recommended High School Graduation Plan or Distinguished Achievement Plan, which provides a rigorous academic foundation that prepares students for postsecondary education as well as for technical careers. These plans ensure that students are offered non-duplicative sequences and the opportunity for earning college credit while in high school. Texas requires that programs of study include a rigorous academic foundation and a coherent sequence of CTE courses that enables students to experience real-world applications of classroom knowledge. Consortia funds are designated for classroom technology, as well as distance learning equipment and professional development for teaching faculty in order to meet the above requirements.

In order to ensure rigorous Tech Prep programs of study are developed, the TEA and the THECB must first approve each Tech Prep plan. All Associate Degree programs contain capstone courses that require students to apply what they have learned to real-world situations, most often a work-based learning experience or internship.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c) (4) (A)-(F) of the Act;

Tech Prep consortia include professional development as a major component in their five-year strategic plans and annual budgets. Professional development activities are provided for teachers, college faculty, counselors, and secondary and postsecondary administrators who are involved in integrated CTE programs. Professional development programs include, but are not limited to, teaching methodologies, careers and technical skills requirements, effective use of technology in the classroom, distance learning, alternative assessment techniques, learning styles, coordinating teacher externships, and integrated learning

strategies. Professional development also includes sustained training or activities that assist staff in accessing and utilizing data, as well as occupational and employment information.

As mandated in section 203(c)(4)(A-F) of the Perkins Act, all professional development will include teachers, faculty, and administrators and be designed to:

- support effective implementation of Tech Prep programs;
- support joint training in the Tech Prep consortium;
- support the needs, expectations, and methods of business and all aspects of an industry;
- support the use of contextual and applied curricula, instruction, and assessment;
- support the use and application of technology; and
- assist in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Counselors play a key role in recruiting students to participate in Tech Prep programs. Texas supports 36 Counselor Networks where counselors at all levels of education as well as community human resource counselors gather for professional development and the sharing of one-stop information. Counselors are provided information so they understand the benefits of Tech Prep programs, college credit opportunities for enhanced high school courses, articulation agreements, career information, state reporting requirements, current employment needs, and the academic and technical skills needed by business and industry.

Professional development in Texas is intended to provide counselors with the skills to offer students comprehensive career guidance and academic counseling. Students can then make informed decisions about college and career, develop individualized graduation and career plans based on personal interests. Counselors are encouraged to enhance their career development services, including the integration of career guidance activities in all instructional programs, implementing new systems to assist students in developing individual programs of study.

As mandated in section 203(c)(4)(A-F) of the Perkins Act, professional development will be developed to enable counselors to more effectively:

- provide information to students regarding Tech Prep programs;
- support student progress in completing Tech Prep programs;
- provide information on related employment opportunities;
- ensure that students are placed in appropriate employment or further postsecondary education;
- stay current with the needs, expectations, and methods of business and all aspects of an industry; and
- provide comprehensive career guidance and academic counseling to participating students.

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations,

including the development of Tech Prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Tech Prep consortia and local educational institutions collaborate to provide programs of study for students that are barrier-free. Secondary and postsecondary counselors collaborate during regional Counselor Network workshops. They exchange information and develop strategies to support students from special populations so that they can transition from secondary to postsecondary programs and be prepared for high skill, high wage, or high demand occupations that will lead to self-sufficiency. TEC §61.855 (d) (7-8) requires that Tech Prep programs provide full access to special populations students.

(g) Provides for preparatory services that assist participants in Tech Prep programs [Sec. 203 (c) (7)]; and

Tech Prep programs provide information about careers and job-related skill requirements as well as activities that link students with potential business and industry mentors. Through activities such as job shadowing and career fairs, students have the opportunity to learn what is expected of them in the workplace. Students in Tech Prep programs also have the opportunity to participate in orientation programs that provide support to new college students. Several Texas consortia have partnered with local community and non-profit organizations to provide scholarships for students who have completed the high school portion of the six-year Tech Prep educational plan.

(h) Coordinates with activities under Title I [Sec. 203 (c) (8)].

The THECB maintains a Perkins unit with staff responsible for the formula, state leadership and Tech Prep programs statewide. In addition, through technical assistance workshops, formula program staff and Tech Prep staff are encouraged to work collaboratively to provide high quality CTE programs in accordance with the Perkins Act and state law governing CTE.

5. *Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

The THECB negotiates with each of the 26 Tech Prep consortia to determine the minimum level of performance for each of the performance indicators. The annual application details the expected levels of performance along with consequences for programs not meeting those requirements. The signed Notice of Award serves as the contract agreement between the local programs and the THECB.

B. Other Department Requirements

1. *Submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

The Tech Prep Consortia application is included in Attachment I.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. *Describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based on contact hours. On November 16, 2007, the SBOE approved the Texas State Plan for Career and Technical Education, 2008-2013 with a funding split of 70 percent for secondary programs and 30 percent for postsecondary programs. Title I, Part B funds will be used as follows: at least 85% will be distributed by formula allocation to local education agencies and community and technical colleges through the Standard Application System (SAS); 10% will fund state programs and state leadership projects, and no more than 5% will be used for administration of the State plan.

Funds supporting state programs and leadership projects are distributed through the Request for Application (RFA) process. Funds are awarded through the SAS to the Texas Youth Commission and the Windham School District, which operate CTE programs in correctional institutions. Part C funds are distributed based on the federally mandated formula through the SAS. All of the Title II funds for Tech Prep flow to the THECB for administration of Tech Prep programs.

The THECB requires each eligible recipient to submit a local plan in order to receive Perkins Basic grant funds. Competitive applications are developed for state leadership projects. Each Tech Prep consortium submits a plan that supports Tech Prep programs in their regions. All projects funded under Perkins must meet requirements set forth in the Texas State Plan under the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*, Public Law 109-270.

2. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec 202(c)]*

For each year of the State Plan, TEA will make available more than \$49,000,000 in formula allocations to secondary local education agencies, including charter schools. Annual funding

amounts vary depending on the total Texas Perkins allocations. Specific dollar allocations are available each spring after charter school enrollments have been analyzed and Census data has been adjusted by deleting students who have elected to attend charter schools.

Allocations are determined based on the following formula: 100% of the grant will be awarded based on the number of individuals age 5-17 residing in the district (30%) and the number of individuals age 5-17 in poverty (70%). The reserve funds will be distributed as incentive grants to high-performing districts. Basic Grant allocations are included in Attachment G.

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]*

As required in Section 132 (Distribution of Funds for Postsecondary Education Programs), each eligible institution or consortium shall be allocated an amount based on the number of individuals who are Federal Pell Grant recipients. THECB Basic Grant allocations are included in Attachment H and Tech Prep Consortia allocations are included in Attachment I.

4. *Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

Districts whose federal Perkins allocation is less than \$15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of districts whose total allocation equals \$15,000 or greater. The consortium determines a fiscal agent, usually an education service center or a district that is a member of the consortium. The method of determining consortium activities and funding priorities is determined jointly by the members of the consortium. For Perkins funding purposes, each consortium is treated like a single school district. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other school districts that are eligible for Perkins funds. Members of a consortium reach agreement upon the mutually beneficial programs and purposes that Perkins funds will support and describe the purposes and programs in their formula grant application. The allocation of Perkins resources to meet the mutually beneficial purposes and serve the needs of consortium members is agreed upon prior to grant approval by TEA.

All Texas two-year colleges are above the \$50,000 threshold, and are eligible to receive direct Perkins formula funds without participating in a consortium. Tech Prep Consortia funding is allocated according to the following formula: 65% of the funds for consortia are to be distributed equally among all 26 consortia as a base operating amount. Remaining funds are distributed among the consortia, based upon the grades 9-12 student population served by each consortium region.

5. *Describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment*

data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Each year, Texas adjusts district allocations to reflect the changes that occurred in district enrollment due to charter schools opening or closing in the district's geographical boundaries.

6. *Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

No alternative formula is proposed for secondary, postsecondary, or Tech Prep allocations.

B. Other Department Requirements

1. *Submit a detailed project budget, using the forms provided in Part B of this guide.*

The Texas Perkins budget is provided in Part B.

2. *Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.*

For secondary basic grant allocations, districts may view their individual allocations online at <http://www.tea.state.tx.us/opge/formfund/carlperkins/>. After districts apply for and receive secure access to the eGrants application system. Allocations may also be viewed by logging on to the application at <https://seguin.tea.state.tx.us/apps/logon.asp>. See Attachment G for a list of secondary basic grant allocations, including allocations for districts, charter schools, and consortium members.

There are 57 eligible recipients for postsecondary basic grant allocations. For more detailed information, see Attachment H. Allocations may also be viewed at <https://www1.thecb.state.tx.us/apps/perkins/perkins2007/annapp/default.htm>.

3. *Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.*

Texas will comply with the requirements in Section 131(a) when determining secondary formula allocations. At least eighty-five percent of the State Perkins allocation is awarded to local school districts. Ninety percent of the funding that flows to local districts is awarded to eligible recipients:

- Thirty percent is based on the number of individuals aged 5-17 that reside in the district as a percent of the state total of individuals aged 5-17.
- Seventy percent is based on the number of individuals aged 5-17 that are from families with incomes below the poverty line as a percent of the state total of these same individuals.

Beginning with the 2008-2013 State Plan, Texas will distribute the 10% reserve funds as incentive grants to high-performing districts.

Postsecondary funds are awarded to eligible institutions based on a calculation (referred to as *Technical Pell*) of each participating institution's percentage of the total number of students who are recipients of Federal Pell Grants and enrolled in programs meeting the requirements of Section 135 of the Perkins Act.

Technical Pell formula elements:

- Individual students who are Pell recipients are totaled
 - Excludes all academic and undeclared majors
 - Includes all technical majors and workforce continuing education
- Full Time Equivalent (FTE) students are calculated for each eligible institution – this is their *Technical Pell*
- Total State Technical Pell FTE is determined
- Each institution's percent of the state total is calculated
- These percentages are the eligible institution's allocation of Perkins funds

The postsecondary 10% reserve funds are targeted to CTE programs in rural areas, areas with high percentages of CTE students, or areas with high numbers of CTE students. The THECB will initiate, improve, expand, and modernize quality CTE programs, including relevant technology.

4. *Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.*

From 2008-09 forward, Texas will distribute reserve funding to secondary schools as incentive grants to high-performing districts. Reserve funds will be awarded to CTE programs based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators.

The THECB will use reserve funds to initiate, improve, expand and modernize quality CTE programs, including relevant technology. Programs are selected to receive funding under reserve to expand and/or improve their CTE programs. As new methods of distributing reserve funding are warranted, the competitive basis or formula will be provided to TEA for approval.

5. *Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.*

Secondary reserve funds will be awarded to secondary eligible recipients that meet or exceed the state targets for each performance measure or show continual improvement in measures that are not at or above the state targets. Eligible postsecondary recipients are requested to submit applications to the THECB that describe projects geared to alignment of CTE identified areas of need and state priorities.

6. *Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.*

NA

C. Procedural Suggestions and Planning Reminders

- *Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.*
- *States must meet maintenance of fiscal effort requirements on either per student or aggregate expenditure basis. See Section 311(b) (1) (A).*
- *No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).*
- *No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See Section 314(2).*
- *All funds made available under the Act must be used in accordance with the Act. See Section 6.*
- *Funds made available under the Act for career and technical education activities may supplement and not supplant non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).*
- *No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.*

- *The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).*
- *Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).*

Attachments

- A. Public Hearing Information and Meeting Notice for Texas Register
- B. Summary of Recommendations and Responses from Public Hearings
- C. List of Stakeholder meetings
- D. Timeline for development of the State Plan
- E. Secondary Leadership Projects
- F. Postsecondary Leadership Projects
- G. Secondary Application and Eligible Recipients
- H. Postsecondary Application and Eligible Recipients
- I. Tech Prep Consortia
- J. TEA Organizational Chart
- K. THECB Organizational Chart