

**Texas Consolidated Annual Report
for
Fiscal Year 2004-2005**

under the

**Carl D. Perkins Vocational and Technical Act of
1998**

**Texas Education Agency
December 2005**

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EXECUTIVE SUMMARY

I. State Administration

A. Sole State Agency and Governance Structure

The Texas Education Agency (TEA) and the State Board of Education are the eligible recipients of the Perkins funds for Texas. Leadership for Career and Technology Education (CTE) programs is provided by the Texas Education Agency (TEA), which administers secondary programs, and by the Texas Higher Education Coordinating Board (THECB), which administers postsecondary and College Tech-Prep programs. Perkins basic grant funding is divided between secondary and postsecondary education through a funding split that in fiscal year 2004-05 distributed 52% of the funds to eligible secondary recipients and 34% of funds to eligible postsecondary recipients. In 2004-05, Texas was allocated \$104,561,919 in Perkins basic grant and Tech-Prep funds for required, permissive, and core indicator activities.

B. Organization of Vocational and Technical Education Programs

At TEA, responsibility for Career and Technology Education programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. The functions of the Department of Standards and Programs include providing oversight for No Child Left Behind and establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school. Functions of the Division of Curriculum include development and implementation of curriculum; aligning curriculum and assessments; adoption and distribution of instructional materials; directing statewide initiatives; and providing leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants was given 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. The TEA Organizational Charts are found in Attachment A.

The Texas Legislature established the following career and technology education goals for all Texas students in secondary schools:

Each public school student shall master the basic skills and knowledge necessary for:

- (1) *managing the dual roles of family member and wage earner; and*

- (2) *gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level (Texas Education Code Section 29.181).*

THECB is responsible for postsecondary career and technology education programs as well as College Tech-Prep programs. The THECB Organizational Charts are found in Attachment B.

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

In keeping with this goal, the Commissioner of Higher Education has identified three goals for postsecondary workforce education in Texas:

- (1) development and support for high quality postsecondary technical programs;
- (2) access to programs for all the people of the state; and
- (3) efficiency in the delivery of programs throughout the state.

The Texas higher education strategic plan, *Closing the Gaps by 2015*, has four goals that reflect the focus of the Perkins Act by concentrating on:

Participation	Close the gaps in participation rates across Texas to add an additional 500,000 students in postsecondary institutions
Success	Increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs
Excellence	Substantially increase the number of nationally recognized programs and services at colleges and universities in Texas
Research	Increase the federal level of science and research funding to Texas by 50 percent to \$1.3 billion

TEA awarded a Career Pathways grant to Texas Tech University for the purpose of identifying and developing a statewide system of career clusters and pathways that combine rigorous academic and technical courses and offer a clear path into a postsecondary program leading to a technical certificate, associate, or baccalaureate degree, apprenticeship, or a high skill, high wage job.

A statewide workgroup composed of TEA, THECB, Texas Workforce Commission (TWC), Texas Workforce Investment Council (TWIC), Texas Business Education Coalition (TBEC), secondary faculty, and two and four-year college faculty was established. The workgroup determined that Texas will transition from traditional CTE programs to the 16 national career clusters as the initial basis for developing career pathways. Texas Tech University contracted with Laine Communication, Inc. to conduct a research project for Texas in order to develop marketing resources for implementing career clusters/pathways. The research project will conclude in the spring of 2006 and be the foundation for the transition activities.

II. State Leadership Activities

A. Required Uses of Funds

➤ Assessment of CTE programs

TEA has established a new Performance Based Monitoring Analysis System (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a report of the academic performance of CTE coherent sequence and Tech-Prep program participants. Districts with low-performing CTE students are then assigned to various stages of intervention, and are required to complete a Focused Data Analysis, Program Effectiveness Review, and a Continuous Improvement Plan. Districts in the highest level of intervention must additionally conduct a Full Compliance Review and participate in a monitoring site visit, including a Civil Rights compliance review. All activities are focused on continuous program improvement for CTE in order to positively impact student performance. For additional information on the Texas Performance Based Monitoring and Program Monitoring and Intervention, go to <http://www.tea.state.tx.us/pbm> and <http://www.tea.state.tx.us/pmi>.

In 1992, the Carl D. Perkins Vocational and Technical Education Act stipulated that public institutions of higher education offering technical/vocational education programs supported by funds from the Act must be evaluated periodically. Based on the number of public community and technical colleges in Texas, including the Texas State Technical Colleges and the four public universities offering the Associate in Applied Science and/or Associate in Applied Arts degree, it was determined that a period of four years would be required to review all qualifying institutions in the state. The Texas Legislature subsequently passed a law amending Section 61 of the Texas Education Code and creating a four-year institutional effectiveness review cycle.

The Texas Commissioner of Higher Education responded to the review mandate by appointing the standing Community and Technical Colleges Program Quality and Standards Advisory Committee in 1992. The committee is comprised of community college presidents, vice presidents, deans, department and program heads from public community colleges throughout the state. One of the advisory committee's first actions was identification of the critical success factors to be used in the Institutional Effectiveness Evaluation Process. The factors identified by the committee included those stipulated in federal law.

Texas two-year colleges are monitored and evaluated through an Institutional Effectiveness process, the annual Perkins application process, and through a scheduled Perkins grant programmatic and fiscal site visitation process.

During 2004-2005 the THECB authorized an evaluation of postsecondary Perkins effectiveness that included an analysis of state data, surveys of public two-year colleges, and site visits to a randomly selected group of colleges. Results indicated that Perkins funds were responsible for quality of curricula, educational technologies, and support programs for special population students. Researchers at El Paso Community College, who was the grant recipient, found that while there were over 160,000 secondary students enrolled in Tech Prep programs, the major impact of Title II funds was on systems building, creation of collaborations for seamless educational pathways, and the creation of communications processes that were non-existent previously.

TEA has allocated funds to conduct a new external evaluation of CTE secondary and postsecondary programs during 2005-06. The Texas CTE external evaluation is based on the external evaluation objectives in the state self study document. The Request for Projects is currently being finalized, and is scheduled to be awarded in the spring of 2006 and completed by November, 2006.

➤ Developing, improving, or expanding the use of technology in CTE

At the secondary level, six statewide annual professional development conferences provided teacher training in utilizing technology to enhance teaching and learning of content-specific knowledge and skills. Educational Excellence grants funded the development of new curriculum resources to facilitate the use of technology in the classroom, and newly developed curriculum resources are provided to teachers via web sites and CD ROM. The TEA web site and the CTE Listserv has been updated and improved to disseminate program information and enhance communications to CTE teachers, administrators, parents, counselors, and business and industry partners. The CTE website (<http://www.tea.state.tx.us/cte>) received 139,037 unique visitors during 2004-2005 which is an increase of over 13,000 unique visitors from the previous year. The CTE list serve maintains a membership of more than 2,200 and is used to provide timely communications to CTE stakeholders.

Postsecondary state leadership projects, funded at a total cost of \$326,995, were designed to expand the use of technology in technical education. The projects, "*Online Student Support at Every College*", "*Offering Technical Dual Credit Through Distance Education*", "*DVD/Computer-based Training for Public Two-year College Special Populations Staff*", and "*Distance Learning Re-entry for Nurses*", provided staff across the state systems and processes that were developed and piloted and were confirmed to result in positive student outcomes such as successful course completion. More than \$2,132,278 of the Perkins basic grant funding was utilized to upgrade and expand the use of technology on college campuses.

➤ Professional development programs

At the secondary level in 2004-05, TEA provided \$780,000 in Perkins funds for professional development in six program areas. Each CTE program area grant provides for one or more statewide, content-specific professional development conferences for academic and CTE teachers. \$10,000 in Perkins funds was allocated to each Education Service Center (ESC) in order to provide technical support and professional development activities for local school district and charter school personnel. Perkins funds were allocated to ESC 6 to support two professional development conferences for administrators and counselors.

Texas has developed New Teacher Standards for each of the CTE program areas. These standards identify what new teachers must know and be able to do in order to teach the content-specific CTE courses. A Texas Evaluation of Educator Standards (TExES) exam is being developed for each set of New Teacher Standards. New Teacher candidates must pass both a TExES content exam as well as the Pedagogy and Professional Responsibilities (PPR) exam in order to be certified to teach in Texas. Traditional and alternative teacher preparation programs provide preparation and professional development to new teachers. A list of all of the secondary professional development projects is found in Attachment C.

Seven postsecondary state leadership projects received \$857,380 in Perkins funds to develop and conduct professional development activities to postsecondary faculty and staff across the state. These seven projects were coordinated by a Perkins-funded Professional Development Consortium which brings the individual projects together on a regular basis to assess their progress and their contributions toward achieving the goals of the state plan. In addition, over \$1,537,917 of the basic grant was utilized to provide in-service training and travel to conferences for college faculty and staff. A list of postsecondary professional development projects is found in Attachment D.

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

The Texas Essential Knowledge and Skills (TEKS) are foundation and enrichment state standards that provide the curriculum framework for Texas primary and secondary education. Rigorous, relevant TEKS for all courses were developed to improve the academic and technical skills of all students. TEA provided \$56,407,687 in Perkins funds to local districts during 2004-05 for CTE programs. Texas Education Code §28.002 requires that the TEKS must be taught in every course offered by a school district. Extensive professional development has been provided in the implementation of the TEKS for all CTE courses.

When districts determine that students need opportunities for new and emerging careers for which there are no CTE courses, the districts may apply to TEA to offer an innovative CTE course. TEA received applications from 160 school

districts and approved 390 CTE innovative courses in 2004-05. Districts are granted approval to offer the innovative course for a five year period. After evaluating the effectiveness of the innovative course, districts must reapply to continue offering the innovative course for an additional five year period. While the number of new innovative courses declined from 2003-04, the number of school districts seeking approval for innovative courses increased significantly from 135 to 160.

At the postsecondary level, the *Workforce Education Course Manual (WECM)* provides the framework for technical curriculum development. The WECM is composed of courses that include academic and technical competencies, and approved technical programs offered at Texas community and technical colleges must consist of these courses. The WECM provides for the consistent integration of academic and technical skills and ensures that all postsecondary students across Texas received the same high quality curricula. The THECB provided \$210,000 in Perkins funds for the development and maintenance of WECM curricula in 2004-05. Leadership funds (\$170,000) were also allocated to a project that has aligned over 100 secondary and postsecondary technical courses for Advanced Technical Credit (ATC) which will allow secondary students to earn college technical credit similar to Advanced Placement course credits.

➤ Providing preparation for nontraditional training and employment

Valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins are provided by membership in the *National Alliance for Partnerships in Equity (NAPE)*. Texas supports programs leading to nontraditional careers, such as in Family and Consumer Sciences Education and Health Science Technology Education (nontraditional for males) and various areas of Agriculture Science and Technology Education, Technology Education, and Trade and Industrial Education, (nontraditional for females). Additionally, a total of \$87,330 was allocated for the ESC Specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female nontraditional careers.

\$200,000 in Perkins funds was allocated to assist districts in implementing *Project Lead The Way* pre-engineering programs, which are nontraditional for females. Seventy teachers were trained in Houston during June, 2005. Support materials were awarded to 31 Texas schools in 2004-05 for implementation of PLTW.

Texas community and technical colleges actively recruit students into non-traditional programs, and non-traditional program participation is one of the institutional effectiveness guidelines used by the state to evaluate colleges and their programs. Although colleges spend a lot of effort trying to recruit students

into nontraditional programs, the results have not improved as fast as federally required expectations due to cultural biases, particularly in Hispanic families, related to gender-specific careers. Most progress has been made in recruiting males into Health Professions programs.

➤ Supporting partnerships to enable students to achieve state academic standards and CTE skills

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

TEA has worked closely with companies such as Intel, Cisco Systems, and Oracle to develop vendor-neutral innovative courses. Additionally, Texas funds statewide site licenses under which districts receive training and resources to implement courses preparing students for high-skill, high-wage careers. Through memorandums of understanding, the TEA, the THECB and TWC collaborate to follow students through the educational system and into employment using secondary education exit records, postsecondary enrollment records, and wage and unemployment records.

Perkins funds have been used to align over 104 secondary and postsecondary courses to create statewide articulated Advanced Technical Credit (ATC) courses. Secondary educators who teach ATC courses must be appropriately credentialed and complete additional training on secondary-enhanced ATC course content before a unique course identifier can be used on a student's transcript. An online ATC professional development accountability system is supported by Perkins funds. The online data base documents the application, training, and eligibility approval of ATC program teachers. There are 809 school districts with over 6,000 ATC eligible teachers. ATC courses may transfer to any participating community or technical college in Texas. The alignments provide College Tech-Prep programs with the ability to use dual-credit courses, Advanced Placement courses, ATC courses, and locally-articulated courses for students to earn college credit while they are in high school. For more information, go to www.atcTexas.org.

Twenty-six Tech-Prep consortia were provided \$8,609,032 in Perkins Title II funds for the regional implementation of College Tech-Prep programs and activities during the 2004-05 fiscal year. College Tech-Prep consortia funds are distributed according to a formula that considers the special needs of small rural consortia while also considering the number of students that will be served. For

more information, go to www.techpreptexas.org. A list of Tech-Prep Consortia is found in Attachment E.

➤ **Serving individuals in state institutions**

The Windham School District and Texas Youth Commission received \$959,273 in Perkins funds in 2004-05. The Windham school system received \$743,955 in Perkins funds and served 12,078 incarcerated students in CTE courses. More than 1,792 industry certifications and licensures were earned by students participating in Windham CTE programs. The Texas Youth Commission received \$215,318 in Perkins funds and had 164 students earn industry certifications and licensures while participating in CTE programs.

Many community and technical colleges offer academic, technical, and workforce training programs in Texas prisons. This varies depending on the proximity of correctional facilities. While many incarcerated persons take advantage of college courses the quality and depth of the training depend on the available facilities of the particular institution and the extent to which they will allow inmates access to specific computers and equipment. Probably the best incarcerated educational programs are in federal facilities.

➤ **Support for programs for special populations that lead to high skill, high wage careers**

In 2004-05, TEA provided \$250,000 in Perkins funds (a significant increase from \$57,000 in 2003-2004) to enhance the CTE Special Populations Resource Center (SPACE) at Texas A&M University. The SPACE center provides school districts and charter schools with quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. The Center is developing four new training modules that will be available to stakeholders by DVD or streaming video.

At the postsecondary level, more than \$13,144,864 of the basic grant was utilized for activities for special populations. Statewide Leadership projects are coordinated by a Perkins-funded Special Populations Consortium that brings the individual projects together on a regular basis to assess their progress and contributions to the goals of the state plan. Among the most successful locally developed projects and systems are those that serve single parents by providing child care, learning communities, loaner textbooks, and assistance with transportation. Colleges have also seen good results through the use of learning communities, peer tutors, and integrated academic/technical curricula. Leadership projects worth \$329,094 were funded specifically for the development of statewide special populations projects, those projects included *“DVD/Computer-based Training for Tutors Working with Special Needs*

Students”, Intensive English for Special Careers”, and “Student-centered Approach for Retaining At-risk Students in Technical Programs”.

B. Permissible activities

➤ Technical assistance

Technical assistance for secondary CTE programs was primarily provided through the 20 education service centers (ESC) by 28 CTE ESC Specialists. \$818,400 in Perkins administrative support was allocated to provide technical support and professional development related to College Tech-Prep programs, Advanced Technical Credit courses, industry certifications and licensures for students, nontraditional training and employment, Texas Essential Knowledge and Skills (TEKS)/Texas Assessment of Knowledge and Skills (TAKS) coordination, Performance Based Monitoring, and CTE program evaluation and assessment. During the 2004-05 school year, over 60,000 teachers in 1,219 districts and charter schools were served by CTE ESC Specialists. TEA staff provided administrative leadership to the ESC Specialists, school districts, and charter schools through extensive telephone support, presentations at conferences and workshops, electronic communications, and the Texas Education Telecommunication Network (TETN).

THECB staff provides technical assistance to individuals and institutions through telephone support, telephone and web conferencing, email communications, site visits, presentations at statewide professional organization conferences, and presentations at agency sponsored professional development meetings and workshops. THECB staff follows a five-year schedule of Perkins technical site visits where individual colleges are monitored on site for programmatic improvement and audited for fiscal compliance issues. The THECB staff maintains a list server and an e-mail discussion group as a communications channel to the 57 community and technical colleges that receive Perkins funds. In addition, an elaborate web site provides technical assistance with grant management including electronic submission, amending, and reporting features. A copy of the Annual Application has been required as an attachment to this report; however, a non-interactive printed document does not do service to the fully interactive application/report/support system utilized by the THECB for Perkins grants management. The THECB web site, as well as various leadership grant web sites, includes web modules, which provide assistance on specific issues. These web modules are continuing to be developed under the STARLINK project, which was funded with \$90,000 of Perkins state leadership funds in 2004 -05 to provide telecasts to all 93 campuses of the 57 college districts.

➤ Improvement of career guidance and academic counseling programs:

The *Texas State Plan for CTE, 2005-2007*, provides districts with strategies to improve career guidance and academic counseling. TEA allocated \$50,000 of Perkins funds to support two professional development conferences for CTE administrators and counselors. Additionally, \$78,000 in Perkins funds was used to provide a Toll-free Career Hot Line as well as Career Orientation teacher training and resource materials during each CTE summer professional development conference. The Texas State Plan for CTE can be found at www.tea.state.tx.us/cte.

For the 57 public two-year colleges, \$4,709,354 in Perkins funds was used to support counseling programs. Over \$90,000 in Perkins leadership funds were used to support the Counselors' Network, which brings together over 8,000 public secondary school, community, workforce, and postsecondary counselors for professional development in career counseling, developing seamless technical educational systems, and incorporation of technical education pathways into a life-long learning system. In 2004-05, Texas colleges utilized \$91,403 in basic grant funds to support local One-Stop Shops to help provide social services and career placement services to students that would not be otherwise available within the college.

➤ **Support for work-based learning:**

Perkins funds assisted Texas school districts in serving 40,804 secondary students in paid or unpaid work-based learning programs in 2004-05. This is a decrease of 2,102 students participating in work-based training, which is often affected by a sluggish economy.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a worksite-based learning experience such as internship, a cooperative education experience, a major project, or a clinical experience. Additionally, there are several education/business partnerships that incorporate some or all of the following into the educational experience: 1) employer sponsorship (including fees, tuition, books, uniforms, tools); 2) employer adjustment of work schedules to allow time for course taking; 3) employer paying for time spent in class, pay raises based on course completion, promotions based on course or degree completion; and 4) employer sponsored career exploration for eligible students. Several employers, who have a need for supervisor or management personnel will continue to fund education to the baccalaureate level if the employee has completed an AAS and has been determined to be a good candidate for promotion.

➤ **Support for Career and Technology Student Organizations:**

Texas recognizes that career and technology student organizations (CTSOs) are a critical component of an effective CTE program. CTSOs play a key role in keeping students engaged in school and providing opportunities for the

development of leadership skills, academic, and technical knowledge and skills. TEA holds eight CTSO state charters, and in 2004-05 provided \$194,821 in Perkins funds to support CTSO leadership development activities.

➤ **Support for charter schools:**

TEA, as well as the ESC CTE Specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2004-05, TEA provided \$336,577 in Perkins funding to 70 charter schools offering CTE programs. (Attachment F)

➤ **Education and business partnerships:**

A unique partnership with TXU Electric Delivery and the Lower Colorado River Authority (LCRA) provides quality leadership development for career and technology student organizations. During December 27-30 of each year, approximately 50 state officers from the eight CTSOs convene for a three-day, dynamic *Leadership Ventures*. This leadership development activity is entirely coordinated and financed by the two business partners.

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

With Perkins funds, TEA provides a statewide license with CompTIA in order for high school and community college teachers and students to receive free or half-priced vouchers for certification exams. Through the license with CompTIA, the total savings for Texas student and instructor vouchers was \$61,245.00.

Postsecondary programs that are supported by Perkins funding are required to have an active Advisory Committee with representation from local business and industry. When a national, regional, local or outside certifying agency skill standard does not exist, programs are encouraged to incorporate skills standards recognized by the Texas Skills Standards Board into the curriculum. Colleges must indicate how they have determined a need for a new program and authenticate that the curriculum was developed with local industry input prior to the program being approved by CB staff. There are numerous partnerships within the state such as the partnerships with Texas Instruments and Richland College, Lamar Technical College with Exxon/Mobile, and the Corpus Christi Army Depot with Del Mar College where businesses not only support students enrolled in what the business considers a critical need area but continued enrollment to graduation is a requirement for continued employment.

➤ **Improve or develop new CTE courses:**

TEA awarded six Educational Excellence grants with \$325,000 each in Perkins state leadership funds to support the development and improvement of rigorous CTE programs. (Attachment C)

When school districts determine that a new CTE course will benefit students, they may apply to TEA for approval to offer an innovative course. In 2004-05, TEA received applications from 160 school districts and approved 390 innovative CTE courses. Many of the newest innovative courses were approved to be offered at multiple districts.

Postsecondary Perkins funds supported 11 state leadership projects with \$818,787 in Perkins State leadership funds, which were utilized for the development and maintenance of WECM curricula and CTE programs. Colleges used \$4,482,265 of the basic grant to upgrade curriculum. A listing of statewide postsecondary leadership projects can be found in Attachment D.

The Tech-Prep programs in Texas are included in more than 97 percent of the independent school districts and all of the state community and technical colleges. In 2004-05, there were 160,674 secondary and 97,978 postsecondary students reported as Tech-Prep students. Over 55,100 graduating high school seniors identified as Tech Prep in 2005 matriculated to postsecondary institutions in the fall of 2005. The definition of Tech-Prep programs and program participants has been incorporated within the Texas Education Code. The Code requires that all Tech-Prep programs be based on the Recommended High School Graduation plan, which is a college preparatory plan.

In a longitudinal study that started in 1996, Tech-Prep students have continually shown higher high school graduation rates, higher college matriculation rates, and higher college program completion rates than other students. Tech Prep students do as well, or better, on standardized tests as the traditional "college prep" secondary students.

Texas has 26 Tech-Prep consortia that serve the entire state. To ensure community buy-in and ownership, all consortia governing boards contain business and industry partners in addition to representatives from partnering educational institutions. (Attachment E)

Texas has begun to develop formal written agreements among the various educational institutions of all levels to ensure that students who choose a technical career are enabled to pursue further education, even to baccalaureate and beyond. One such formally sponsored project is the Texas TWO STEP project where the University of Texas at Arlington, Stephen F. Austin State University, the University of Texas at Brownsville, Texas A&M at Commerce, and Tarleton State University have partnered with community and technical colleges to accept nearly the entire AAS degree into various baccalaureate programs. In addition, these universities have agreed to accept Tech-Prep course credits that students may have received in high school and been applied toward their AAS degree. Three additional universities have indicated their interest in participating

and began making plans to participate in the spring of 2006. A survey taken in the summer of 2003 indicates that there were over 1,500 formal AAS degree to baccalaureate agreements in place to allow students who have earned an AAS to transfer those courses into a university without a loss of credit. In 2005, that number rose to over 1,800.

III. Distribution of Funds and Local Plan for CTE Programs

- A. Summary of state’s eligible recipients, listing of number of secondary local eligible agencies, area vocational and technical agencies, postsecondary agencies, and consortia.

Texas Education Agency	
Administration	\$1,406,795
Leadership Projects	\$5,160,579
Eligible Recipients	\$50,215,939
Corrections	\$959,273
Subtotal	\$57,742,586
Texas Higher Education Coordinating Board	
Administration	\$1,912,438
Leadership	\$3,472,886
Eligible Recipients	\$32,799,476
Subtotal	\$38,184,800
Basic Grant Total	\$95,927,386
Tech-Prep Grant	\$8,634,533
Texas Total	\$104,561,919

A list of the 2004-05 secondary districts and charter schools and their Perkins award is located in Attachment F and a list of the leadership grant recipients is found in Attachment C.

A list of the 2004-05 eligible postsecondary institutions and their Perkins award is located in Attachment G, a list of Tech Prep Consortia is found in Attachment E and the list of THECB leadership grant recipients is found in Attachment D.

- A. Attach the latest version of the local application(s) used to fund eligible recipients.

The Texas Education Agency has an electronic grant application system populated with allocations for each eligible institution. The schools use the online system to apply for Perkins funds, develop a CTE program plan, submit budget requests, and report industry certifications and licensures earned by students. Districts in PBM Intervention Stage I must also submit an improvement plan for meeting the needs of students that are low performing or for data quality issues. An electronic version of the secondary Perkins Grant Application can be found in Attachment H and at <http://www.tea.state.tx.us/formfund/>.

The Higher Education Coordinating Board has an electronic, interactive grant system that provides an application populated with data for each institution that indicates their progress in achieving Perkins quality indicators by program. The institutions use the application to respond to problems with their degree or certificate programs and develop goals, objectives, and action items to resolve the problems. The annual budget is then developed around the action plan. The same application instrument is used to evaluate the results that have occurred during the grant year. While a PDF application form has been provided, it can not reflect the interactive quality of the electronic application. An electronic version of the Annual Basic Grant Application can be found in Attachment I and at <http://www.theccb.state.tx.us/OS/Grants/Perkins/>. The annual RFQ for Leadership and Tech Prep grants can be accessed from the same URL.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

For 2004-05, Texas exceeded the secondary targets for 1S1, 2S2, 3S1, 4S1 and 4S2, but did not meet the target for 1S2, and 2S1. The 2S1 Completion level exceeded the 2003-04 performance by 0.53%, so progress in high school completion was made by CTE concentrators. The actual level of performance fell short of the 2004-05 target level by 0.17%. Although improvement was made in secondary completion, the denominator includes CTE concentrator students in grades 9-12 that were enrolled in 2003-04, but did not return to school in the fall of 2004. This includes those who graduated, obtained a GED, left the state, dropped out of school, and others not found. Indicator 1S2 Skill Attainment has the same denominator. The 1S2 course completion level fell below the 2003-04 level by 0.21%, but missed the 2004-05 performance target by 1.75%.

Considerable research and data analysis has been conducted on the 1S1 indicator. Previously, the denominator for the 1S1 Academic Attainment included students that were exempt from the state academic assessment, thus skewing the reported performance level. Students exempt from the TAAS test were removed from the denominator for this reporting cohort. This new performance level more accurately reflects the actual performance of CTE concentrators on

the TAAS test. The actual performance level was 95.29%, which is significantly higher than the target of 78.28%. The 95.29% rate is slightly higher than the statewide cumulative passing rate for the 2003-04 exit cohort passing rate of 95.0%, which was slightly higher than the rate for the class of 2002-03 (94.6%). Cumulative passing rates were higher also for all student groups, that is, African American, Asian/Pacific Islander, Hispanic, Native American, White, female and male students.

For the 2005 CAR, Texas is reporting performance data for the 2003-04 graduates. The 2003-04 graduates were the last group of students to take the Texas Assessment of Academic Skills (TAAS) test. During the 2001-02 school year, these students were required to demonstrate satisfactory performance on each level of the exit level TAAS or on the end-of-course examinations in English II and Algebra I and either Biology or U.S. History to be eligible to receive a high school diploma. The spring of 2002 was the last administration of the end-of-course tests. The 2003-04 cohort took the exit level TAAS during their tenth grade, and were given eight opportunities to pass the test prior to graduation. The numerator for 1S1 includes those CTE concentrators that took and passed all three components (math reading, writing) of the TAAS test. The 95.29% is therefore a true reflection of the total number of CTE concentrator students that passed the state assessment required for graduation.

School Year	Assessment
2001-02	Grade 10 – Exit Level TAAS (Reading, Math, Writing) OR end-of-course exams (English II and Algebra I, and either Biology or U.S. History) as an option for meeting graduation requirement
Spring 2002	Last administration of state mandated end-of-course exams
2002-03	Grade 11 – TAAS retest, if necessary First Administration of New Grade 11 Exit Level Assessment (TAKS) - Not a Graduation Requirement
2003-04	Grade 12 – TAAS Retest, if necessary Expected Graduation Year
Fall 2004 2003-04 Student data reported for 2005 CAR	(1S1) Numerator = CTE Concentrators (Code 2 & 3) in grades 9-12, not enrolled in the following year; passed all three portions of TAAS Denominator = CTE concentrators (Code 2 & 3) in grades 9-12, not enrolled the following school year, eligible to take all three portions of TAAS (not exempt)

Texas exceeded the postsecondary targets for 1P1, 1P2, and 3P1. While data indicates that Texas did not meet four postsecondary indicators, we feel that 3P1 and 3P2 would have been attainable if we had been able to access federal data bases, particularly military. With so many Texans in the military there is a large segment of our population that can not be tracked using UI wage records. The high targets of 90.00% and 93.44% may be eventually attainable but not without federal data.

The other two missed indicators are 4P1 and 4P2 which we have had limited success due to the cultural mores related to career choice. There has been an increase in male participation but female and black non-Hispanic populations are not choosing technical fields proportionately. We have asked for, and been granted technical assistance during 2006 and hope that fresh ideas may enable us to make better progress. Because Texas is running about a year and a half behind in its data collection, certification, and analysis, the results from any innovative effort will not be evident in the CAR for two years after initiation of improvement activities.

Baseline Years for Texas Perkins Indicators

Indicator	Outcome Measured	Approach	Baseline Year
1S1	Academic Skills	State Academic Assessment	1998-99
1P1	Academic Skills	Course Completion	Fall 1998
1S2	Vocational Skills	Course Completion	1998-99
1P2	Vocational Skills	Course Completion	Fall 1998
2S1	Diploma	State Administrative Data	1998-99
2P1	Diploma/Transfer	State Administrative Data	Fall 1994 graduating class
2S2	Credential	State Administrative Data	2000-01
3S1	Placement	Administrative Record Exchange	1998-99 graduating class
3P1	Placement	Administrative Record Exchange	1997-98
3P2	Retention	Administrative Record Exchange	Spring 1998
4S1	Nontrad Participation	State Administrative Data	1999-2000
4P1	Nontrad Participation	State Administrative Data	1998-99
4S2	Nontrad Completion	State Administrative Data	1998-99
4P2	Nontrad Completion	State Administrative Data	1998-99

Please note: As previously agreed, the core indicator data is one year behind the actual reporting period, therefore Texas is reporting performance data for 2003-04 student graduates in this report. The delay in submitting data occurs because the denominator for most measures includes students who did not return to school in the school year following the reporting period. The delay in reporting data for this report reflects Texas' extensive experience with collecting and validating student-level data to ensure that data are accurate.

Secondary Measures

1S1 Academic Attainment (TAAS): 95.29% of Texas CTE concentrator students met the state passing score on the TAAS examinations. The result was significantly above the 78.28% agreed upon performance level. Females

continued to outperform males, with 95.88% of female students meeting the minimum standard, compared to 94.68% of male students. Black and Hispanic students continue to perform below other ethnic groups; however state data reflects continuous improvement made in both ethnic groups. White, American Indian and Asian CTE students performed above the 1S1 Actual Level. Individuals with disabilities and Limited English Proficient CTE students performed significantly below the Actual Performance Level. Districts receive annual reports of the academic performance of their CTE concentrators broken out by subpopulations. Improvement strategies within the accountability system require districts to implement strategies to improve the performance of their CTE students. This focus on continuous improvement should have a positive impact on the subpopulations that are performing below state passing standards.

- 1S2 Skill Attainment (Successful completion of CTE courses):** The course completion rate of 76.49% was .21% lower than the 2003-04 performance level of 76.70%. The result also did not meet the agreed-upon performance level or 78.24% by 1.75%. Females outperformed male students, with 78.41% of female students completing CTE classes compared with 74.63% of the male students completing CTE classes. An increase in performance was fairly consistent across most special populations, with the exception of economically disadvantaged students. There was a slight increase in completion rates among Black, non Hispanic students, and White students. The performance of College Tech-Prep students decreased from 80.99% in 2003-04 to 80.01% in 2003-04. A major emphasis has been placed on increasing the rigor of CTE courses and this may have been a factor in the decrease in course completions.
- 2S1 Completion (Diploma or GED):** The percentage of CTE concentrator students who received a high school diploma was 79.58%. This performance did not meet the agreed-upon performance level by 0.17%; however it was higher than the prior year performance of 79.05% by 0.53%. Females continued to earn a diploma or GED at a rate significantly higher than that for males: 81.19% compared with 78.02%. College Tech-Prep student performance decreased by 0.90%. Completion performance increased slightly for all special populations groups, with the exception of American Indian and Tech-Prep enrollees, both of which decreased slightly. The Limited English Proficient students made the most significant gain of 4.22%.
- 2S2 Diploma (Credential):** The percentage of Texas career and technology students who received an industry certification or licensure in addition to their high school diploma increased from 10.87% in 2003-04 to 13.40% in 2004-05. The result exceeded the agreed-upon performance level by 2.40%. Male students received an industry credential at 14.32%, which is significantly higher than the female student rate of 12.48%. Results by ethnicity, special population or Tech-Prep status are not available for this measure because districts report the certifications and licensures in the Perkins application rather than through the student level PEIMS data system.

3S1 Total Placement: The percentage of Texas career and technology graduates who were successfully placed in postsecondary education or the workforce after graduation was 76.80%. This result exceeded the agreed-upon performance level by 0.17%, and was up by 0.61% from 2003-04. The placement rate for Black, Hispanic, and White students increased while other ethnic groups decreased slightly. All student subpopulations increased. The slight improvement in economic conditions most likely contributed to the increase in overall total placement results.

Placement: Advanced Training: The percentage of Texas career and technology graduates who were successfully placed in advanced training after graduation was 50.35%. This result was an increase of 0.07% from 2003-04. The placement rate increased for Black and Hispanic students, as well as for all special populations, with significant increases in Limited English Proficient and At-Risk students.

Placement: Employment (Military data not available): The percentage of Texas career and technology graduates who were successfully employed after graduation was 26.45%. This result was an increase of 0.54% from 2003-04. The employment rate increased for both males and females. Asian and Black student employment rates increased, as well as individuals with disabilities and single parents, all other ethnic groups and special populations had a decrease in employment rate.

4S1 Nontraditional Participation: The percentage of Texas career and technology students who participated in programs that are nontraditional for their gender in 2003-04 was 11.20%. This result exceeded the 2002-03 performance by 0.17%, and exceeded the agreed-upon performance level, which was 10.50%. Female students continued to enroll in programs that are nontraditional for their gender at a higher rate than male students. Since the list of courses that are considered nontraditional for gender has not changed since 1999 in order to make longitudinal comparisons, the data does not adequately reflect many of the current educational programs and initiatives to recruit females into high technology and pre-engineering courses.

4S2 Nontraditional Completion: The percentage of Texas career and technology students who completed courses that are nontraditional for their gender in 2003-04 exceeded the 2002-03 performance by 0.17%. The result did exceed the agreed-upon performance level of 11.00% by 0.42%. This performance indicator does not appropriately reflect the performance of students that are enrolled in nontraditional courses for their gender because of the limited number of courses identified in 1999.

Postsecondary Measures

1P1 and 1P2 Academic and Skill Attainment (Technical): With a performance of 91.06%, the target of 90.00% was exceeded by 1.06%. As was the case last

year, variances above/below standard were small among gender, ethnic or special population groups with the lowest success at 87.90% for Black, non-Hispanic students. Even for those somewhat under target, all subcategories showed incremental improvements.

- 2P1 Completion:** There was slight improvement overall compared to last year, and it continues to be difficult to increase performance level on this measure. Texas initiated a designator within its data collection system for student intent last year. Because the completion indicator is based on a six-year cohort it may be another one or two years before quality data based on the new intent designator will be available. With a target of 36.37%, performance of 36.57% was over target by 0.20%. From the 1997 Full-Time, First Time in College (FTIC) cohort, 36.95% completed their programs or transferred to universities. Rates were similar for gender, however females had a 3.0% higher completion rate than males and there was some variation for ethnicity and special populations with the lowest success in Black, non-Hispanic students.
- 3P1 Total Placement:** With a target of 90.00%, performance of 88.40% missed the target by 1.6%. Only Hispanic, Economically Disadvantaged, and Single Homemakers subcategories exceeded target. After rising over the previous three years to a high of over 93% last year, the rate appears to drop but that is probably due entirely to two factors that affect follow-up: 1) students now have the option of selecting that their personal data not be included in state data collection and 2) colleges have not completed their manual follow-up of students not found through UI wage records.. Students that participated in Tech-Prep college programs were either placed or pursued higher education at a rate of 89.72%. We are currently working toward practices that better inform students why it is important for them to allow their successes to be incorporated into state data collections and reporting as a vigorous supplemental follow-up system with the postsecondary institutions. ***NOTE:** With targets this high, the “ceiling effect” becomes a significant barrier to further enhancement of already high performance; at the current performance level, minor changes in data collection can put Texas out of compliance.*
- 3P2 Retention (Employment):** A high target level of 93.44% made it difficult to meet the standard. Although the performance level is below target, retention in employment has risen from 88.90% last year to a current high of 90.84%. This year, we were not able to access federal job employment data such as US Postal Service, DoD (Military), or OPM information which also contributed to a lower resultant figure. Graduates from postsecondary Tech Prep programs had a higher retention rate of 91.08%. ***NOTE:** With targets this high, the “ceiling effect” becomes a significant barrier to further enhancement of already high performance; however, we feel assured that if we were able to access federal data we would have easily made our target.*
- 4P1 Nontraditional Participation:** A target rate of 12.75% was missed by 0.58%. Male non-traditional participation, which was over target and improving,

continues to climb at 24.79%, however, female non-traditional students continued to lag, and even slipped to 4.67%. Whether the programs identified as non-traditional for females are especially recalcitrant for change is not clear. Black, non Hispanic students continued to show the lowest non-traditional participation rate among ethnic groups at 11.59%, while Asians showed the highest, at 21.83%. The variance spread for special populations groups were essentially as before, with a spread between 7.15% - 13.46%. Notably, the participation patterns seem to be leveling out across groups as compare to the last several years.

4P2 Nontraditional Completion: With a performance level of 8.91%, a target rate of 9.83% was missed by 0.92%. This performance is slightly higher than last year's level of 8.08%. The male nontraditional program completion (14.74%) was better represented than female nontraditional student completion rates (4.74%), similar to the distribution of participation rates. As with gender, performance across ethnic groups and special population categories was remarkably consistent with the previous year.

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

- **Major Challenges/Reasons Special Populations Did Not Reach Performance Level:** Limited English proficient students, individuals with disabilities, economically disadvantaged students and single parents generally exhibited below-average performance. These special population groups must overcome many challenges in order to be successful. Limited English proficient students must learn a new language at the same time they are learning a skill. Many of the secondary schools in higher intervention stages of the Performance Based Monitoring System have significant challenges with the performance of CTE Limited English Proficient and Special Education students. While most secondary schools and community colleges are spending a large portion of their Perkins Basic Grant to initiate a number of innovative programs, the number of other contributing factors is not allowing Texas to make the progress that needs to be seen in special populations. Disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled and schools are constrained in some cases by the cost of providing all of the required services. Economically disadvantaged students face financial challenges that make meeting essential life needs more critical than preparing for future employment. This is particularly true in an economy that offers employment at reasonable wages and where families can not see the value of borrowing money for an education. Single parents are most often supported by providing day care or funds for day care for their children. However, other demands of parenthood including illness, school conferences, changing work schedules, loss of transportation, or other life challenges make it extremely difficult for single parents to complete a normal semester. Many colleges are investigating the use

of short-course or compressed-time courses to lessen the need for a single parent to be away from their children.

A number of interventions, programs, and systems are being implemented at Texas colleges that address the needs of special populations. These programs vary from academic tutorial support, to integrating Math and English into technical courses, to creating learning communities, to providing textbooks, day care, and transportation, to offering courses in nontraditional delivery methods. We have found that the success of these various programs has less to do with the specific intervention than it does the staff personnel involved.

Texas has begun an initiative to alleviate the high number of students that currently are requiring developmental or remedial education before they can begin college courses. National research shows that students who are required to take developmental courses before they can work on their technical career courses do not complete the programs or degrees at acceptable levels. The effort is focused first on making sure that Texas high school graduates are college ready when they graduate from high school and second on upgrading the developmental curriculum to accelerate students through the remediation and into college courses as quickly as possible.

C. Definitions

Texas uses the following definitions for its Perkins core indicators:

Participant: a student that is currently enrolled or has taken only one CTE course

Secondary Concentrator: a student who has a four-year graduation plan which includes a coherent sequence of two or more CTE courses for three or more credits for career and technology preparation and meets all academic graduation requirements.

Postsecondary Concentrator: a student who has declared a major course of study in a technical field and intends to receive a certificate or degree in that field.

Tech-Prep Secondary Student: a student in grades 9-12 who follows an approved Tech-Prep plan of study leading to postsecondary education and training. The student will have a four-year secondary plan of study that includes two or more career and technology education courses for three or more credits and is based on the Recommended High School Graduation Plan. The plan must include at least one option that will allow students to receive postsecondary credit.

Tech-Prep Postsecondary Student: a student who has participated in the secondary portion of an approved Tech-Prep program and is enrolled in an

approved Tech-Prep postsecondary program. The student may or may not have completed all of the prerequisite secondary courses, but should have completed a majority of the plan and may have received college credit, as appropriate and specified in the plan.

Tech-Prep Program Completer: a student who has participated in both the secondary and postsecondary portions of an approved Tech-Prep program and has received an appropriate postsecondary two-year certificate, degree, or apprenticeship license as defined by a written articulation agreement. A successful completer will continue his or her education, find employment in an appropriate career field, or enter military service.

Tech-Prep Course Participant: a student who is taking courses that are part of an approved Tech-Prep program but indicates no intent to complete the plan; will not complete a significant portion of the plan; is not interested in pursuing a two-year certificate, degree, or apprenticeship license; or is interested in obtaining an alternative two-year certificate, degree, or apprenticeship that is not part of an approved Tech-Prep program.

D. Measurement Approaches

TEA negotiated with OVAE to develop secondary definitions and parameters for core indicators under the 1998 Perkins Act. While some of the measure definitions are in need of revision, Texas has attempted to maintain consistency in data reports.

In 2004-05, TEA staff presented information at conferences and workshops regarding the state plan, core indicators and state and federal accountability systems. The state core performance indicators have been posted on the CTE website at <http://www.tea.state.tx.us/cte/measures.pdf>, where they can be accessed and reviewed by districts. The staff is working closely with the Performance Reporting division to provide school districts and charter schools with access to district performance data for state and federal indicators. Districts receive an annual Performance Based Monitoring report for their CTE student populations. Additionally, districts have access to follow-up reports in a newly created online Career and Technology Education (CTER) system.

The THECB participated in the 1999-2000 postsecondary pilot project with OVAE to develop definitions and parameters for core indicators under the new Perkins Act. The core indicators are a fundamental part of the Texas Institutional Effectiveness system and play a major role in the Annual Application for Perkins funds, which is driven by core indicator data for individual colleges by program.

The following are numerator and denominator definitions:

1S1 – Academic Skill Attainment

Numerator:

- Code 2 & 3 in Grades 9-12
- Not enrolled in the following year (graduated, GED, dropout, other)
- Passed TAAS

Denominator:

- Code 2 and 3 students in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data [NEW: excluding students exempt from TAAS graduation requirement]

1S2 – Technical Skill Attainment

Numerator:

- Code 2 & 3 in Grades 9-12
- Not enrolled in the following school year (graduated, GED, dropout, other)
- Passed/completed at least one CTE Course

Denominator:

- Code 2 and 3 students in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data

2S1 – High School Completion

Numerator:

- Code 2 & 3 in Grades 9-12
- Not enrolled in the following school year
- Received Diploma or GED

Denominator:

- Code 2 and 3 students in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other) – fall snapshot PEIMS data

2S2 – Diploma and Certificate

Numerator:

- Code 2 & 3 students in Grades 9-12
- Not enrolled in the following school year
- Received industry-validated certification (as reported by districts)

Denominator:

- Code 2 and 3 students in Grades 9-12 who were not enrolled the following school year (graduated, GED)

3S1 – Secondary Placement

Numerator:

- Code 2 & 3 in Grades 9-12
- Not enrolled in the following year (graduated, GED, dropout other)
- Enrolled in postsecondary education, advanced training, employed or in military service

Denominator:

- Code 2 and 3 students in Grades 9-12 who were not enrolled the following school year (graduated, GED, dropout, other)

4S1 – Non-Traditional Participation

Numerator:

- Code 1,2,3 students in Grades 9-12 taking a Nontraditional CTE course according to course completion records
- Not necessarily graduates
- Broken down by Male and Female

Denominator:

- Code 1,2,3 students in Grade 9-12 who took at least one of the courses identified on the Nontraditional list from CTE

4S2 - Non-Traditional Completion

Numerator:

- Code 1,2,3 students in Grades 9-12 who successfully completed a Nontraditional CTE course according to course completions records
- Not necessarily graduates
- Broken down by Male and Female

Denominator:

- Code 1,2,3 students in Grades 9-12 who successfully completed at least one C&TE course on the Nontraditional list from CTE

E. Improvement Strategies

TEA provided significantly more professional development training and technical support to districts in 2004-05 regarding federal and state performance indicators and the state performance based monitoring system. Districts must continue to evaluate program effectiveness by analyzing performance data and developing strategies to improve student performance and close the achievement gaps.

Electronic delivery of postsecondary information, technical assistance and data, along with web enhancement of the Annual Application and Request for Qualifications (RFQ) for leadership grants, reinforce the core indicators and the need for accountability and can be accessed on the Internet at <http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>

- **State's assessment of the data quality:** Most of the data used for the Texas secondary performance measures is drawn from the Public Education Information Management System (PEIMS), which has been in existence for more than 25 years and is annually updated and refined. Because the performance measures are based on PEIMS data, Texas has focused on strategies to improve the quality of data reported by districts.

The data used for the postsecondary measures are drawn from the Coordinating Board Management (CBM) reports system, which has been in existence since

1973 and is constantly refined and improved. All college and university registrars and research personnel provide feedback into the system and it is considered to be highly effective. All data are certified by the college presidents as being accurate. Texas is confident that the postsecondary data is of the highest quality.

- **State activities to improve data quality:** TEA provides technical assistance in improving the quality of data at the district level through presentations at conferences and workshops, and by training education service center CTE specialists in CTE data collection procedures. In the past, some districts have underreported enrollment of coherent sequence course takers. Beginning with the 1999-2000 school year, the Agency based five percent of district Perkins allocations on the number of CTE coherent sequence students the district reports. This practice seems to have improved data integrity, however significant progress is being made in data quality with the implementation of the state performance based monitoring system. Placement data is based on linkages and administrative record exchanges with the wage and unemployment records system and public postsecondary enrollment records. Military records are currently not available, so data is not captured for those students who are employed in the military.
- At the postsecondary level, the Educational Data Center (EDC), the Perkins Grants Administration office, and Institutional Effectiveness office of the THECB work together to provide technical assistance workshops throughout the state to college reporting officials so that the college data will be accurately reported. All data is processed electronically from the colleges directly to the EDC where professional staff members process it and prepare numerous reports. The reports must clear several edits and certification before the data is finally considered complete. The quality of data is very high. Changes in core measures can only be implemented if the CBM reporting system is modified because the Texas Legislature has mandated a reduction in college reporting requirements.

Significant progress has been made in linking secondary and postsecondary databases to provide longitudinal data on students from pre-kindergarten to post-graduate education. Moreover, UI wage records are obtained via administrative record exchange with the state department of labor, allowing the collection of outcomes information on the success of graduates in the workforce.

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

Secondary Education

- TEA will continue to improve the quality of professional development activities to ensure that educators have the academic knowledge and technical skills they need to help students improve their performance.
- CTE student performance will be evaluated based on core performance indicators, and districts with high percentages of CTE students who do not perform well or receive a diploma will be identified and monitored.
- Districts that demonstrate the need to improve the completion and graduation rates for students in their CTE programs must include strategies for addressing these areas in their district improvement plans.
- Collaboration will continue with other programs that serve special population students, including Bilingual and Special Education, to ensure that the needs of special population students are being met in CTE classes. TEA will promote coordination and collaboration at the district level through presentations during professional development conferences.
- TEA will continue to promote and support initiatives that improve the academic performance of students and emphasize the importance of successful high school graduation and postsecondary education and/or training.
- District performance on Perkins indicators will be made available through the Career and Technology Education Reports (CTER) online system.
- TEA will develop policies and procedures to analyze student performance data in order to evaluate CTE program effectiveness and promote continuous program improvement.
- TEA will continue to collaborate with the THECB on identifying and promoting statewide articulated Advanced Technical Credit (ATC) courses to encourage students to take more rigorous CTE courses while in high school and enhance their opportunities for postsecondary education.

Postsecondary Education

- Require that colleges review core indicator data and perform a self-evaluation as part of the Annual Application for the Basic Grant.
- Establish and maintain four areas of funding for leadership grants: professional development, curriculum development, PK-16 Partnerships, and recruitment and retention issues. Annually the four leadership committees review project successes, modify their strategic plan, and recommend new priority topics for the following year's RFQ process.

- Focus on priority topics as determined by the leadership consortia and based on the state strategic plan for Perkins implementation in the annual Request for Quotes (RFQ) for state leadership funds.
- Based on the Texas strategic plan for Perkins implementation developed for the improvement of technical education in community colleges, continue the consortium approach for state leadership projects, providing direction of individual projects and focusing on the improvement of the core Perkins indicators.
- Provide web-based reports to colleges and community partners to show the improvement of the colleges and the state on the Perkins core measures.
<http://www.thecb.state.tx.us/OS/Grants/Perkins/perkdata/>
- Evaluate the success of all Perkins funded activities by the use of quantifiable student outcomes data.
- Provide at least 10 STARLINK teleconferences and other technical assistance workshops throughout the state.
- Provide an annual application process that requires a college to evaluate its performance, determine the appropriate course of action to resolve any deficiencies, and target Perkins funds into those activities.
- Seek technical support to develop new strategies for the recruitment of students into non-traditional career programs.
- Provide information concerning WIA and other federal legislation quality measures to participating colleges and agencies.
- Evaluate 25% of all the technical programs each year and provide state maintained databases so that all colleges have baseline data and trend data of their performance.
- Align the Perkins measures with the Texas Higher Education Strategic Plan *Closing the Gaps* by 2015.

F. State Improvement Plan (Attachment J)

The State of Texas, like many other states, has had difficulty meeting negotiated levels for both participation and completion of non-traditional students. The results reported in this CAR do not show significant improvement even though additional efforts have been made to increase participation of students in non-traditional career programs. Any improvement in results will most likely not be seen until the 2007 CAR report because of the time that is required to implement new strategies and the gap in collecting, certifying, and reporting data.

Secondary Programs: TEA funds a Special Populations Resource Center to provide districts with resources to meet the needs of special populations, including equity outreach information. TEA 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. TEA allocates Perkins funds to assist the 20 Education Service Centers in promoting programs that are nontraditional for gender.

Postsecondary Programs: The 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 provide state-wide comparison data. In Texas, more than 38 percent of basic Perkins funds go directly to special populations programs that also support and encourage students to enter into, and complete, non-traditional programs. Colleges and Tech-Prep consortia produce and distribute a variety of media and materials encouraging participation in non-traditional programs. While some progress has been made, the decision to participate or not in a program is often based on cultural mores rather than workplace opportunity issues.

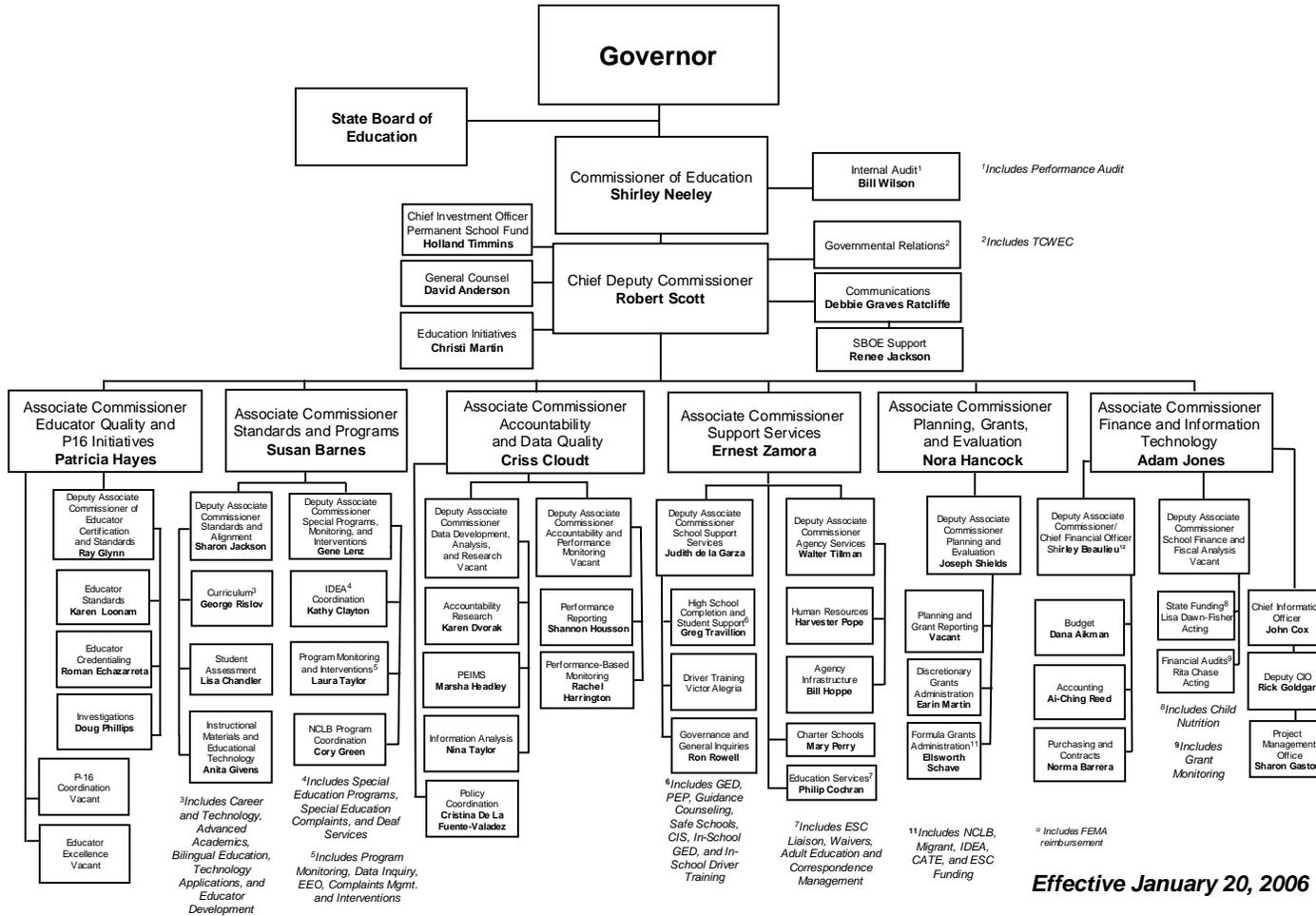
G. Request for Technical Assistance

Texas is currently receiving Technical Assistance from MPR, Inc. to improve the collection and use of Perkins nontraditional participation and completion data in Texas. (Attachment K)

- Attachment A – TEA Organizational Chart
- Attachment B – THECB Organizational Charts
- Attachment C – TEA Discretionary Projects, 2004-05
- Attachment D – THECB Discretionary Projects, 2004-05
- Attachment E – Tech-Prep Consortia
- Attachment F – Perkins Secondary Eligible Recipients, 2004-05
- Attachment G – Perkins Postsecondary Eligible Recipients, 2004-05
- Attachment H– Perkins Secondary Application
- Attachment I – Perkins Postsecondary Application
- Attachment J – State Improvement Plan
- Attachment K – Request for Technical Assistance

Texas Education Agency

Attachment A



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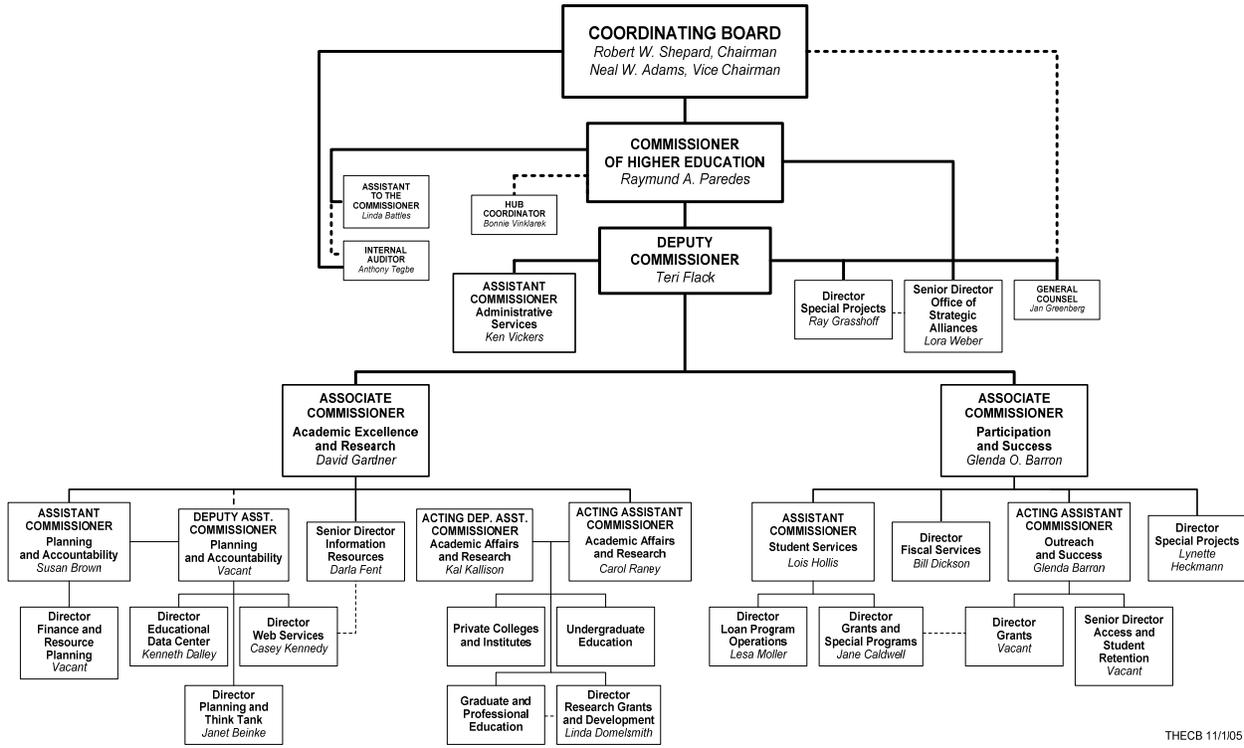
Texas-Spain Initiatives

Enrique Contreras, Visiting Consultant, Spain
enrique.contreras@tea.state.tx.us

Contact the Division of Curriculum with any questions you may have.
This page last updated September 30, 2005

Attachment B

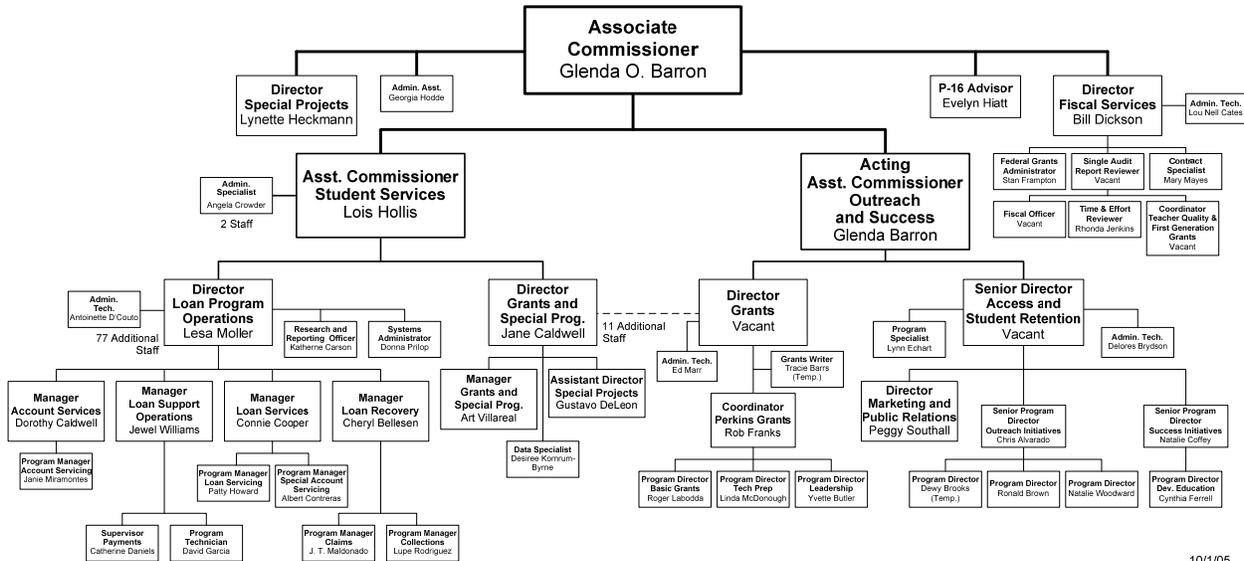
Texas Higher Education Coordinating Board



THECB 11/1/05

TEXAS HIGHER EDUCATION COORDINATING BOARD

Participation and Success



10/1/05

Attachment C
TEA Discretionary Projects, 2004-05

Professional Development Program Grants	Project Total	Projects	Project Amounts
	\$780,000		
		Agricultural Science and Technology Education <ul style="list-style-type: none"> • Sam Houston State University • Texas Tech University • Texas A&M University 	\$130,000
		Business and Marketing Education <ul style="list-style-type: none"> • University of North Texas 	\$130,000
		Family and Consumer Sciences Education <ul style="list-style-type: none"> • Texas Tech University 	\$130,000
		Health Science Technology Education <ul style="list-style-type: none"> • University of North Texas 	\$130,000
		Technology Education <ul style="list-style-type: none"> • University of Texas at Tyler • University of Houston 	\$130,000
		Trade and Industrial Education <ul style="list-style-type: none"> • Texas A&M University-Corpus Christi 	\$130,000

Educational Excellence Grants	Project Total	Projects	Project Amounts
	\$1,950,000		
		Agricultural Science and Technology Education <ul style="list-style-type: none"> • Texas A&M University 	\$325,000
		Business and Marketing Education <ul style="list-style-type: none"> • University of Houston-University Park 	\$325,000
		Family and Consumer Sciences Education <ul style="list-style-type: none"> • Texas Tech University 	\$325,000
		Health Science Technology Education <ul style="list-style-type: none"> • University of North Texas 	\$325,000
		Technology Education <ul style="list-style-type: none"> • University of Houston-University Park 	\$325,000
		Trade and Industrial Education <ul style="list-style-type: none"> • University of North Texas 	\$325,000

Other Special Project Grants	Project Total	Projects	Project Amounts
	\$850,000		
		Advanced Technical Credit (ATC) Program Professional Development Accountability System <ul style="list-style-type: none"> • Stephen F. Austin State University 	\$150,000
		Career Pathways – A Framework for Career Planning and Preparation in the 21 st Century <ul style="list-style-type: none"> • Texas Tech University 	\$250,000
		Special Populations Resource Center for Career and Technology Education <ul style="list-style-type: none"> • Texas A&M University 	\$250,000
		Project Lead The Way (PLTW) <ul style="list-style-type: none"> • University of Houston 	\$200,000

Contract	Project Total	Projects
Texas Workforce Commission	\$78,682	Career Development Resource (CDR) Center Toll Free Career Hotline

Career and Technology Student Organizations	Project Total	Projects	Amounts
	\$194,821		
		BPA (Business Professionals of America)	\$22,244.00
		DECA (Association for Marketing Education)	\$22,537.00
		FCCLA (Family, Career and Community Leaders of America)	\$24,559.00
		FFA (Future Farmers of America)	\$35,100.00
		FBLA (Future Business Leaders of America)	\$20,987.00
		HOSA (Health Occupations Students of America)	\$23,219.00
		Skills USA (Trade and Industrial Education)	\$23,293.00
		TSA (Technology Students Association)	\$22,882.00

Memberships	Project Total	Projects	Project Amounts
	\$72,776		
		Computing Technology Industrial Association (CompTIA)	\$7,500
		Consortium for Entrepreneurship	\$3,500
		Marketing Education Resource Center (MarkED)	\$8,625
		Multi-State Vocational Curriculum Consortium (MAVCC)	\$20,000
		National Alliance for Partnerships in Equity (NAPE)	\$9,400
		National Association of State Directors of Career Technical Education Consortium (NASDCTEc)	\$12,751
		National Consortium on Health Science and Technology Education (NCHSTE) –	\$1,500
		Southern Region Education Board (SREB)	\$8,500
		Triangle Coalition for Math, Science and Technology	\$1,000

ESC Leadership	Project Total	Projects	Project Amounts
	\$794,830		
		CTE Professional Development (20@ \$10,000)	\$200,000
		CTE Nontraditional (20@\$4,350)	\$87,330
		HSTW (42 sites-36 @\$5000 and 7@\$7500) ESC 5	\$232,500
		HSTW Admin ESC 5	\$150,000
		HSTW Fall Institute & State Conference ESC 5	\$25,000
		CTE Web Techlink ESC 5	\$50,000
		CTEA State Conference ESC 6	\$50,000
		CTE Professional Development (20@ \$10,000)	\$200,000

Correctional Institutions	Project Total	Projects	Amounts
	\$959,273		
		Windham School System	\$743,955
		Texas Youth Commission	\$215,318

Attachment D

THECB POSTSECONDARY DISCRETIONARY PROJECTS, 2004-05 Total Federal Funds –\$ 3,412,751 Total Projects – 32

Midland College	\$210,000
Provides maintenance on the WECM courses	
Texas State Technical College System	\$120,000
Provides forecasting on emerging technical careers to college curriculum developers	
Navarro College	\$70,019
Rural college collaborative	
El Paso Community College	\$325,000
Texas Collaborative for Teaching Excellence	
Northeast Texas Community College	\$50,000
Applying Best Practices for Student Retention	
Galveston College	\$80,219
On-line training modules for new technical deans	
El Paso Community College	\$95,000
Professional Development Leadership Consortium	
Tyler Junior College	\$89,995
On-line Student Support at Every College	
Lamar University	\$150,000
P-16 Leadership Consortium	
Temple College	\$120,000
Tech-Prep evaluation and technical assistance	
Houston Community College	\$69,793
Student-centered Approach for Retaining At-risk Students in Technical Programs	
North Harris Montgomery County CCD	\$100,000
Statewide articulation (ATC) maintenance	
North Harris Montgomery CCD	\$120,000
Teacher Professional Development and Training for ATC Courses	
Texas State Technical College – Waco	\$50,000
Development of a fuel cell technology curriculum	
Weatherford College	\$220,000
North Texas TWO STEP Project, technical degree to baccalaureate transfer	
Del Mar College	\$100,000
Leadership Consortium for Curriculum Development	
Austin Community College	\$80,000
Distance education re-entry nursing program	
College of the Mainland	\$72,400
Logistics/GPS/GIS Curriculum Improvement	
Dallas County CCD – Eastfield College	\$ 51,387
Wireless Technology Curriculum Development	
Texas State Technical College – West Texas	\$60,000
Nanotechnology curriculum development consortium	
Collin County Community College	\$45,000
Northeast Texas Workforce Consortium for Health Professionals	
Coastal Bend Community College	\$95,000
Leadership committee for special populations projects	
Texas State Technical College - Waco	\$44,301

Intensive English for Specific Careers	
Texas State Technical College - Harlingen	\$73,500
Game and Simulation Programming Curriculum Development	
San Antonio College	\$100,000
DVD/computer-based tutor training for tutors of students with learning disabilities	
Dallas County Community College – Lecroy Center	\$90,000
STARLINK telecasts	
Tyler Junior College	\$50,000
Application of Best Practices for Student Retention	
North Harris Montgomery College	\$127,166
Rx for ER: Prescriptions for Effective Retention	
Weatherford College	\$90,000
Texas Counselor’s Network	
Stephen F Austin State University	\$95,000
East Texas TWO STEP: AAS to baccalaureate barrier-free transfer	
Lamar Technical College	\$75,000
Homeland Security Curriculum Development	
Weatherford College	\$57,690
Offering Dual-credit to Rural Students Through On-line Education	

ATTACHMENT E

PERKINS TITLE II TECH PREP CONSORTIA, 2004-05

Total Federal Funds –\$ 8,609,032

Total Projects – 26

Howard College, Concho Valley Tech Prep Consortium	\$226,012
Southwest Texas Junior College, STAR Tech Prep Consortium	\$233,343
Victoria College, Golden Crescent Tech Prep Consortium	\$230,320
Texas State Technical College –Waco, Heart of Texas Tech Prep Consortium	\$261,788
Paris Junior College, Upper East Texas Tech Prep Consortium	\$240,730
Laredo College, South Texas Tech Prep Consortium	\$243,123
Blinn College, Brazos Valley Tech Prep Consortium	\$234,994
Vernon Junior College, North Texas Tech Prep Consortium	\$232,914
TSTC-Sweetwater, West Central Texas Tech Prep Consortium	\$249,181
Lamar College – Orange, Southeast Texas Tech Prep Consortium	\$248,373
Angelina College, Deep East Texas Tech Prep Consortium	\$254,284
Temple College, Central Texas Tech Prep Consortium	\$257,747
South Plains College, South Plains Tech Prep Consortium	\$256,921
Amarillo College, Panhandle Tech Prep Consortium	\$260,709
Midland College, Permian Basin Tech Prep Consortium	\$262,560
Grayson County College, Texoma Tech Prep Consortium	\$278,355
Collin County Community College, Global Edge Tech Prep Consortium	\$288,333
Coastal Bend College, Coastal Bend Tech Prep Consortium	\$283,164
University of Texas at Tyler, East Texas Tech Prep Consortium	\$300,333
Region 9 ESC, Upper Rio Grande Tech Prep Consortium	\$321,942
Austin Community College, Capital Tech Prep Consortium	\$370,122
TSTC-Harlingen, Lower Rio Grande Tech Prep Consortium	\$363,538
Alamo Community College System, Alamo Tech Prep Consortium	\$449,454
Dallas Community College System, North Central Texas Tech Prep Consortium	\$706,574
North Harris Montgomery CCD, Gulf Coast Tech Prep Consortium	\$872,699
Weatherford College, Weatherford Area Tech Prep Consortium	\$237,019

ATTACHMENT F

Perkins Secondary Eligible Recipients, 2004-2005

District #	District Name	2004-05 Allocation (5420006)	Final 05 Reallocation of 03-04 Funds (4420006)	Revised Total Allocation
001902	CAYUGA ISD	\$6,006	\$756	\$6,762
001903	ELKHART ISD	\$10,619	\$1,346	\$11,965
001904	FRANKSTON ISD	\$10,600	\$1,261	\$11,861
001906	NECHES ISD	\$2,658	\$261	\$2,919
001907	PALESTINE ISD	\$54,238	\$6,944	\$61,182
001908	WESTWOOD ISD	\$17,080	\$2,063	\$19,143
001909	SLOCUM ISD	\$4,099	\$486	\$4,585
002901	ANDREWS ISD	\$36,180	\$4,134	\$40,314
003902	HUDSON ISD	\$21,261	\$2,362	\$23,623
003903	LUFKIN ISD	\$120,210	\$13,926	\$134,136
003904	HUNTINGTON ISD	\$20,781	\$1,981	\$22,762
003905	DIBOLL ISD	\$26,367	\$3,585	\$29,952
003906	ZAVALLA ISD	\$6,946	\$946	\$7,892
003907	CENTRAL ISD	\$14,343	\$1,464	\$15,807
004901	ARANSAS COUNTY ISD	\$57,435	\$7,457	\$64,892
005901	ARCHER CITY ISD	\$5,442	\$637	\$6,079
005902	HOLLIDAY ISD	\$9,600	\$1,106	\$10,706
005903	MEGARGEL ISD	\$745	\$94	\$839
005904	WINDTHORST ISD	\$2,782	\$239	\$3,021
006902	CLAUDE ISD	\$4,896	\$610	\$5,506
007901	CHARLOTTE ISD	\$8,119	\$1,113	\$9,232
007902	JOURDANTON ISD	\$16,956	\$1,861	\$18,817
007904	LYTLE ISD	\$19,973	\$2,147	\$22,120
007905	PLEASANTON ISD	\$47,214	\$5,777	\$52,991
007906	POTEET ISD	\$26,973	\$3,500	\$30,473
008901	BELLVILLE ISD	\$20,035	\$2,139	\$22,174
008902	SEALY ISD	\$24,806	\$2,724	\$27,530
008903	BRAZOS ISD	\$9,146	\$1,007	\$10,153
009901	MULESHOE ISD	\$19,254	\$2,490	\$21,744
010901	MEDINA ISD	\$3,807	\$484	\$4,291
010902	BANDERA ISD	\$34,711	\$4,112	\$38,823
011901	BASTROP ISD	\$73,774	\$7,929	\$81,703
011902	ELGIN ISD	\$32,121	\$3,923	\$36,044
011904	SMITHVILLE ISD	\$20,292	\$2,422	\$22,714
012901	SEYMOUR ISD	\$10,588	\$1,224	\$11,812
013901	BEEVILLE ISD	\$68,380	\$9,254	\$77,634
013903	PETTUS ISD	\$5,259	\$695	\$5,954
013905	SKIDMORE-TYNAN ISD	\$9,794	\$1,355	\$11,149
014901	ACADEMY ISD	\$7,517	\$891	\$8,408

014902	BARTLETT ISD	\$7,880	\$1,013	\$8,893
014903	BELTON ISD	\$69,305	\$8,536	\$77,841
014905	HOLLAND ISD	\$7,488	\$875	\$8,363
014906	KILLEEN ISD	\$328,658	\$39,714	\$368,372
014907	ROGERS ISD	\$9,502	\$1,108	\$10,610
014908	SALADO ISD	\$6,355	\$676	\$7,031
014909	TEMPLE ISD	\$116,917	\$15,242	\$132,159
014910	TROY ISD	\$10,184	\$936	\$11,120
015901	ALAMO HEIGHTS ISD	\$26,995	\$3,841	\$30,836
015904	HARLANDALE ISD	\$244,516	\$32,868	\$277,384
015905	EDGEWOOD ISD	\$248,227	\$33,370	\$281,597
015906	RANDOLPH FIELD ISD	\$4,464	\$557	\$5,021
015907	SAN ANTONIO ISD	\$1,116,533	\$148,661	\$1,265,194
015908	SOUTH SAN ANTONIO ISD	\$168,880	\$21,973	\$190,853
015909	SOMERSET ISD	\$46,123	\$5,792	\$51,915
015910	NORTH EAST ISD	\$486,610	\$56,587	\$543,197
015911	EAST CENTRAL ISD	\$82,900	\$10,065	\$92,965
015912	SOUTHWEST ISD	\$180,356	\$23,753	\$204,109
015913	LACKLAND ISD	\$2,506	\$292	\$2,798
015914	FORT SAM HOUSTON ISD	\$7,413	\$988	\$8,401
015915	NORTHSIDE ISD	\$640,109	\$77,599	\$717,708
015916	JUDSON ISD	\$168,572	\$17,419	\$185,991
015917	SOUTHSIDE ISD	\$75,228	\$9,636	\$84,864
016901	JOHNSON CITY ISD	\$8,771	\$953	\$9,724
016902	BLANCO ISD	\$11,904	\$1,490	\$13,394
018901	CLIFTON ISD	\$12,239	\$1,330	\$13,569
018902	MERIDIAN ISD	\$4,538	\$558	\$5,096
018903	MORGAN ISD	\$3,367	\$461	\$3,828
018904	VALLEY MILLS ISD	\$4,642	\$538	\$5,180
018905	WALNUT SPRINGS ISD	\$5,490	\$765	\$6,255
018906	IREDELL ISD	\$2,143	\$281	\$2,424
018907	KOPPERL ISD	\$3,923	\$488	\$4,411
018908	CRANFILLS GAP ISD	\$2,597	\$335	\$2,932
019901	DEKALB ISD	\$16,792	\$2,007	\$18,799
019902	HOOKS ISD	\$11,693	\$1,339	\$13,032
019903	MAUD ISD	\$4,884	\$493	\$5,377
019905	NEW BOSTON ISD	\$14,884	\$1,510	\$16,394
019906	REDWATER ISD	\$9,306	\$839	\$10,145
019907	TEXARKANA ISD	\$96,961	\$12,147	\$109,108
019908	LIBERTY-EYLAU ISD	\$34,808	\$4,106	\$38,914
019909	SIMMS ISD	\$6,519	\$777	\$7,296
019912	PLEASANT GROVE ISD	\$14,378	\$1,387	\$15,765
020901	ALVIN ISD	\$118,066	\$15,442	\$133,508
020902	ANGLETON ISD	\$68,508	\$7,843	\$76,351
020904	DANBURY ISD	\$6,636	\$843	\$7,479
020905	BRAZOSPORT ISD	\$132,400	\$16,804	\$149,204
020906	SWEENY ISD	\$19,939	\$2,578	\$22,517
020907	COLUMBIA-BRAZORIA ISD	\$37,206	\$4,545	\$41,751
020908	PEARLAND ISD	\$83,354	\$8,853	\$92,207

021901	COLLEGE STATION ISD	\$71,184	\$8,077	\$79,261
021902	BRYAN ISD	\$195,215	\$24,018	\$219,233
022901	ALPINE ISD	\$14,330	\$1,973	\$16,303
022902	MARATHON ISD	\$2,012	\$284	\$2,296
023902	SILVERTON ISD	\$3,423	\$398	\$3,821
024901	BROOKS COUNTY ISD	\$37,158	\$5,300	\$42,458
025901	BANGS ISD	\$12,674	\$1,460	\$14,134
025902	BROWNWOOD ISD	\$60,990	\$7,919	\$68,909
025904	BLANKET ISD	\$3,185	\$425	\$3,610
025905	MAY ISD	\$3,036	\$407	\$3,443
025906	ZEPHYR ISD	\$2,231	\$264	\$2,495
025908	BROOKESMITH ISD	\$1,173	\$155	\$1,328
025909	EARLY ISD	\$11,069	\$1,324	\$12,393
026901	CALDWELL ISD	\$23,876	\$2,983	\$26,859
026902	SOMERVILLE ISD	\$10,383	\$1,329	\$11,712
026903	SNOOK ISD	\$7,549	\$939	\$8,488
027903	BURNET CONS ISD	\$31,792	\$3,847	\$35,639
027904	MARBLE FALLS ISD	\$44,429	\$5,049	\$49,478
028902	LOCKHART ISD	\$52,069	\$7,130	\$59,199
028903	LULING ISD	\$18,287	\$2,343	\$20,630
028906	PRAIRIE LEA ISD	\$2,260	\$301	\$2,561
029901	CALHOUN CO ISD	\$55,892	\$7,048	\$62,940
030901	CROSS PLAINS ISD	\$7,288	\$837	\$8,125
030902	CLYDE CONS ISD	\$16,363	\$2,092	\$18,455
030903	BAIRD ISD	\$5,803	\$622	\$6,425
030906	EULA ISD	\$6,408	\$711	\$7,119
031901	BROWNSVILLE ISD	\$817,094	\$104,512	\$921,606
031903	HARLINGEN CONS ISD	\$268,720	\$33,650	\$302,370
031905	LA FERIA ISD	\$52,709	\$7,150	\$59,859
031906	LOS FRESNOS CONS ISD	\$159,627	\$20,561	\$180,188
031909	POINT ISABEL ISD	\$40,971	\$5,132	\$46,103
031911	RIO HONDO ISD	\$36,015	\$4,717	\$40,732
031912	SAN BENITO CONS ISD	\$177,374	\$22,294	\$199,668
031913	SANTA MARIA ISD	\$13,819	\$1,806	\$15,625
031914	SANTA ROSA ISD	\$25,586	\$3,264	\$28,850
032902	PITTSBURG ISD	\$34,920	\$4,326	\$39,246
033901	GROOM ISD	\$1,665	\$211	\$1,876
033902	PANHANDLE ISD	\$7,341	\$757	\$8,098
033904	WHITE DEER ISD	\$3,478	\$331	\$3,809
034901	ATLANTA ISD	\$30,928	\$3,723	\$34,651
034902	AVINGER ISD	\$2,351	\$289	\$2,640
034903	HUGHES SPRINGS ISD	\$10,755	\$1,074	\$11,829
034905	LINDEN-KILDARE CONS ISD	\$13,308	\$1,413	\$14,721
034906	MCLEOD ISD	\$4,158	\$411	\$4,569
034907	QUEEN CITY ISD	\$13,733	\$1,347	\$15,080
034909	BLOOMBURG ISD	\$3,003	\$308	\$3,311
035901	DIMMITT ISD	\$23,195	\$2,935	\$26,130
035902	HART ISD	\$5,349	\$583	\$5,932
035903	NAZARETH ISD	\$1,388	\$104	\$1,492

036901	ANAHUAC ISD	\$16,791	\$2,017	\$18,808
036902	BARBERS HILL ISD	\$12,841	\$1,472	\$14,313
036903	EAST CHAMBERS ISD	\$14,522	\$1,878	\$16,400
037901	ALTO ISD	\$11,213	\$1,495	\$12,708
037904	JACKSONVILLE ISD	\$62,520	\$8,027	\$70,547
037907	RUSK ISD	\$29,721	\$3,650	\$33,371
037908	NEW SUMMERFIELD ISD	\$8,091	\$1,037	\$9,128
037909	WELLS ISD	\$3,700	\$484	\$4,184
038901	CHILDRESS ISD	\$19,243	\$2,271	\$21,514
039901	BYERS ISD	\$1,199	\$125	\$1,324
039902	HENRIETTA ISD	\$11,275	\$1,101	\$12,376
039903	PETROLIA ISD	\$5,280	\$485	\$5,765
039904	BELLEVUE ISD	\$2,285	\$226	\$2,511
039905	MIDWAY ISD	\$1,257	\$111	\$1,368
040901	MORTON ISD	\$12,493	\$1,550	\$14,043
040902	WHITEFACE CONS ISD	\$4,526	\$582	\$5,108
041901	BRONTE ISD	\$4,479	\$541	\$5,020
041902	ROBERT LEE ISD	\$4,041	\$457	\$4,498
042901	COLEMAN ISD	\$17,187	\$2,277	\$19,464
042903	SANTA ANNA ISD	\$3,945	\$485	\$4,430
042905	PANTHER CREEK CONS ISD	\$2,365	\$295	\$2,660
042906	NOVICE ISD	\$959	\$117	\$1,076
043901	ALLEN ISD	\$66,510	\$7,161	\$73,671
043902	ANNA ISD	\$7,753	\$721	\$8,474
043903	CELINA ISD	\$9,501	\$1,165	\$10,666
043904	FARMERSVILLE ISD	\$12,060	\$1,427	\$13,487
043905	FRISCO ISD	\$41,186	\$4,144	\$45,330
043907	MCKINNEY ISD	\$107,844	\$12,596	\$120,440
043910	PLANO ISD	\$403,603	\$35,865	\$439,468
043911	PRINCETON ISD	\$18,938	\$2,386	\$21,324
043912	PROSPER ISD	\$7,742	\$897	\$8,639
043914	WYLIE ISD	\$34,736	\$3,794	\$38,530
043917	BLUE RIDGE ISD	\$4,127	\$492	\$4,619
043918	COMMUNITY ISD	\$11,053	\$1,033	\$12,086
044902	WELLINGTON ISD	\$9,175	\$1,201	\$10,376
044904	SAMNORWOOD ISD	\$525	\$66	\$591
045902	COLUMBUS ISD	\$20,946	\$2,483	\$23,429
045903	RICE CONS ISD	\$21,190	\$2,670	\$23,860
045905	WEIMAR ISD	\$8,163	\$921	\$9,084
046901	NEW BRAUNFELS ISD	\$59,233	\$7,322	\$66,555
046902	COMAL ISD	\$97,313	\$11,077	\$108,390
047901	COMANCHE ISD	\$18,193	\$2,396	\$20,589
047902	DE LEON ISD	\$12,399	\$1,684	\$14,083
047903	GUSTINE ISD	\$3,050	\$332	\$3,382
047905	SIDNEY ISD	\$1,098	\$46	\$1,144
048901	EDEN C I S D	\$5,173	\$634	\$5,807
048903	PAINT ROCK ISD	\$1,646	\$195	\$1,841
049901	GAINESVILLE ISD	\$46,634	\$6,041	\$52,675
049902	MUENSTER ISD	\$3,710	\$408	\$4,118

049903	VALLEY VIEW ISD	\$6,902	\$692	\$7,594
049905	CALLISBURG ISD	\$12,720	\$1,594	\$14,314
049906	ERA ISD	\$3,956	\$483	\$4,439
049907	LINDSAY ISD	\$2,735	\$216	\$2,951
050901	EVANT ISD	\$3,969	\$530	\$4,499
050902	GATESVILLE ISD	\$29,583	\$3,540	\$33,123
050904	OGLESBY ISD	\$1,486	\$178	\$1,664
050909	JONESBORO ISD	\$2,386	\$303	\$2,689
050910	COPPERAS COVE ISD	\$78,455	\$9,468	\$87,923
051901	PADUCAH ISD	\$6,549	\$765	\$7,314
052901	CRANE ISD	\$9,704	\$1,245	\$10,949
053001	CROCKETT CO CONS CSD	\$11,058	\$1,375	\$12,433
054901	CROSBYTON ISD	\$7,603	\$872	\$8,475
054902	LORENZO ISD	\$9,155	\$1,269	\$10,424
054903	RALLS ISD	\$11,355	\$1,477	\$12,832
055901	CULBERSON COUNTY-ALLAMOORE ISD	\$11,415	\$1,618	\$13,033
056901	DALHART ISD	\$18,409	\$2,505	\$20,914
056902	TEXLINE ISD	\$2,186	\$283	\$2,469
057903	CARROLLTON-FARMERS BRANCH ISD	\$216,986	\$23,043	\$240,029
057904	CEDAR HILL ISD	\$58,603	\$7,321	\$65,924
057905	DALLAS ISD	\$2,488,056	\$338,237	\$2,826,293
057906	DESOTO ISD	\$67,084	\$7,444	\$74,528
057907	DUNCANVILLE ISD	\$99,938	\$10,498	\$110,436
057909	GARLAND ISD	\$414,027	\$50,675	\$464,702
057910	GRAND PRAIRIE ISD	\$220,580	\$27,225	\$247,805
057912	IRVING ISD	\$293,276	\$33,453	\$326,729
057913	LANCASTER ISD	\$43,984	\$5,414	\$49,398
057914	MESQUITE ISD	\$274,452	\$30,703	\$305,155
057916	RICHARDSON ISD	\$323,009	\$43,055	\$366,064
057920	WILMER-HUTCHINS ISD	\$55,828	\$7,323	\$63,151
057922	COPPELL ISD	\$41,130	\$5,207	\$46,337
058902	DAWSON ISD	\$1,812	\$204	\$2,016
058905	KLONDIKE ISD	\$2,446	\$329	\$2,775
058906	LAMESA ISD	\$39,907	\$5,411	\$45,318
058909	SANDS CISD	\$3,172	\$359	\$3,531
059901	HEREFORD ISD	\$65,412	\$8,300	\$73,712
060902	COOPER ISD	\$13,070	\$1,550	\$14,620
060914	FANNINDEL ISD	\$3,552	\$473	\$4,025
061901	DENTON ISD	\$152,972	\$17,397	\$170,369
061902	LEWISVILLE ISD	\$273,656	\$27,551	\$301,207
061903	PILOT POINT ISD	\$15,517	\$1,971	\$17,488
061905	KRUM ISD	\$10,019	\$1,124	\$11,143
061906	PONDER ISD	\$5,875	\$734	\$6,609
061907	AUBREY ISD	\$7,571	\$573	\$8,144
061908	SANGER ISD	\$16,605	\$1,803	\$18,408
061910	ARGYLE ISD	\$6,216	\$831	\$7,047
061911	NORTHWEST ISD	\$54,244	\$6,536	\$60,780
061912	LAKE DALLAS ISD	\$21,304	\$2,324	\$23,628
061914	LITTLE ELM ISD	\$19,034	\$1,975	\$21,009

062901	CUERO ISD	\$25,583	\$3,058	\$28,641
062902	NORDHEIM ISD	\$1,090	\$114	\$1,204
062903	YOAKUM ISD	\$24,952	\$2,994	\$27,946
062904	YORKTOWN ISD	\$9,564	\$1,175	\$10,739
063903	SPUR ISD	\$4,372	\$485	\$4,857
063906	PATTON SPRINGS ISD	\$1,355	\$83	\$1,438
064903	CARRIZO SPRINGS CONS ISD	\$48,772	\$6,238	\$55,010
065901	CLARENDON ISD	\$8,050	\$953	\$9,003
065902	HEDLEY ISD	\$1,505	\$160	\$1,665
066901	BENAVIDES ISD	\$9,363	\$1,180	\$10,543
066902	SAN DIEGO ISD	\$27,232	\$3,744	\$30,976
066903	FREER ISD	\$13,571	\$1,808	\$15,379
067902	CISCO ISD	\$13,722	\$1,638	\$15,360
067903	EASTLAND ISD	\$14,579	\$1,748	\$16,327
067904	GORMAN ISD	\$5,327	\$546	\$5,873
067907	RANGER ISD	\$6,371	\$707	\$7,078
067908	RISING STAR ISD	\$3,823	\$450	\$4,273
068901	ECTOR COUNTY ISD	\$332,603	\$43,970	\$376,573
069901	ROCKSPRINGS ISD	\$7,733	\$1,073	\$8,806
069902	NUECES CANYON CISD	\$7,835	\$1,003	\$8,838
070901	AVALON ISD	\$2,450	\$223	\$2,673
070903	ENNIS ISD	\$60,835	\$7,057	\$67,892
070905	FERRIS ISD	\$18,330	\$2,369	\$20,699
070907	ITALY ISD	\$5,939	\$633	\$6,572
070908	MIDLOTHIAN ISD	\$30,179	\$3,012	\$33,191
070909	MILFORD ISD	\$2,560	\$325	\$2,885
070910	PALMER ISD	\$9,693	\$1,146	\$10,839
070911	RED OAK ISD	\$31,998	\$3,944	\$35,942
070912	WAXAHACHIE ISD	\$68,793	\$7,479	\$76,272
070915	MAYPEARL ISD	\$6,741	\$753	\$7,494
071901	CLINT ISD	\$132,190	\$17,699	\$149,889
071902	EL PASO ISD	\$1,084,193	\$143,003	\$1,227,196
071903	FABENS ISD	\$53,421	\$7,232	\$60,653
071904	SAN ELIZARIO ISD	\$84,791	\$11,284	\$96,075
071905	YSLETA ISD	\$690,881	\$89,427	\$780,308
071906	ANTHONY	\$10,791	\$1,407	\$12,198
071907	CANUTILLO ISD	\$93,080	\$11,844	\$104,924
071908	TORNILLO ISD	\$19,176	\$2,533	\$21,709
071909	SOCORRO ISD	\$399,083	\$47,633	\$446,716
072902	DUBLIN ISD	\$26,621	\$3,520	\$30,141
072903	STEPHENVILLE	\$33,353	\$3,538	\$36,891
072908	HUCKABAY ISD	\$2,552	\$327	\$2,879
072909	LINGLEVILLE ISD	\$5,622	\$676	\$6,298
073901	CHILTON ISD	\$8,207	\$1,129	\$9,336
073903	MARLIN ISD	\$30,292	\$4,073	\$34,365
073905	ROSEBUD-LOTT ISD	\$14,479	\$1,813	\$16,292
074903	BONHAM ISD	\$27,334	\$3,573	\$30,907
074904	DODD CITY ISD	\$2,466	\$238	\$2,704
074905	ECTOR ISD	\$2,067	\$182	\$2,249

074907	HONEY GROVE ISD	\$7,765	\$981	\$8,746
074909	LEONARD ISD	\$8,233	\$1,128	\$9,361
074911	SAVOY ISD	\$2,157	\$238	\$2,395
074912	TRENTON ISD	\$4,751	\$527	\$5,278
074917	SAM RAYBURN ISD	\$3,139	\$383	\$3,522
075901	FLATONIA ISD	\$9,205	\$1,156	\$10,361
075902	LA GRANGE ISD	\$15,937	\$2,055	\$17,992
075903	SCHULENBURG ISD	\$7,119	\$851	\$7,970
075906	FAYETTEVILLE ISD	\$1,803	\$229	\$2,032
075908	ROUND TOP-CARMINE ISD	\$2,208	\$233	\$2,441
076903	ROBY CONS ISD	\$3,331	\$414	\$3,745
076904	ROTAN ISD	\$6,482	\$774	\$7,256
077901	FLOYDADA ISD	\$18,254	\$2,483	\$20,737
077902	LOCKNEY ISD	\$7,295	\$939	\$8,234
078901	CROWELL ISD	\$4,511	\$491	\$5,002
079901	LAMAR CONSOLIDATED ISD	\$168,148	\$21,237	\$189,385
079906	NEEDVILLE ISD	\$24,484	\$3,024	\$27,508
079907	FORT BEND ISD	\$391,922	\$44,869	\$436,791
079910	STAFFORD MUNICIPAL SCHOOL DISTRICT	\$24,816	\$3,032	\$27,848
080901	MOUNT VERNON ISD	\$19,694	\$2,357	\$22,051
081902	FAIRFIELD ISD	\$16,847	\$2,125	\$18,972
081904	TEAGUE ISD	\$13,691	\$1,895	\$15,586
081905	WORTHAM ISD	\$4,275	\$456	\$4,731
082902	DILLEY ISD	\$20,646	\$2,617	\$23,263
082903	PEARSALL ISD	\$40,165	\$5,359	\$45,524
083901	SEAGRAVES ISD	\$12,051	\$1,407	\$13,458
083902	LOOP ISD	\$2,393	\$314	\$2,707
083903	SEMINOLE ISD	\$48,706	\$6,503	\$55,209
084901	DICKINSON ISD	\$83,198	\$11,002	\$94,200
084902	GALVESTON ISD	\$152,460	\$18,663	\$171,123
084903	HIGH ISLAND ISD	\$1,575	\$194	\$1,769
084904	LA MARQUE ISD	\$56,142	\$7,135	\$63,277
084906	TEXAS CITY ISD	\$61,564	\$7,782	\$69,346
084908	HITCHCOCK ISD	\$18,955	\$2,493	\$21,448
084909	SANTA FE ISD	\$39,298	\$4,868	\$44,166
084910	CLEAR CREEK ISD	\$190,693	\$24,177	\$214,870
084911	FRIENDSWOOD ISD	\$29,046	\$2,878	\$31,924
085902	POST ISD	\$13,947	\$1,636	\$15,583
085903	SOUTHLAND ISD	\$2,153	\$217	\$2,370
086901	FREDERICKSBURG ISD	\$33,903	\$3,830	\$37,733
086902	HARPER ISD	\$4,487	\$463	\$4,950
087901	GLASSCOCK COUNTY ISD	\$4,424	\$595	\$5,019
088902	GOLIAD ISD	\$16,934	\$2,016	\$18,950
089901	GONZALES ISD	\$34,266	\$4,108	\$38,374
089903	NIXON-SMILEY CONS ISD	\$17,847	\$2,432	\$20,279
089905	WAELDER ISD	\$5,919	\$738	\$6,657
090902	LEFORS ISD	\$885	\$72	\$957
090903	MCLEAN ISD	\$1,971	\$237	\$2,208
090904	PAMPA ISD	\$41,834	\$5,324	\$47,158

091901	BELLS ISD	\$5,998	\$720	\$6,718
091902	COLLINSVILLE ISD	\$4,386	\$448	\$4,834
091903	DENISON ISD	\$65,357	\$7,722	\$73,079
091905	HOWE ISD	\$7,900	\$844	\$8,744
091906	SHERMAN ISD	\$67,307	\$8,508	\$75,815
091908	VAN ALSTYNE ISD	\$11,910	\$1,502	\$13,412
091909	WHITESBORO ISD	\$20,008	\$2,227	\$22,235
091910	WHITEWRIGHT ISD	\$7,300	\$776	\$8,076
091913	POTTSBORO ISD	\$12,199	\$1,040	\$13,239
091914	S AND S CONS ISD	\$8,168	\$1,026	\$9,194
091917	GUNTER ISD	\$5,017	\$471	\$5,488
091918	TOM BEAN ISD	\$7,177	\$678	\$7,855
092901	GLADEWATER ISD	\$29,352	\$3,328	\$32,680
092902	KILGORE ISD	\$40,183	\$4,840	\$45,023
092903	LONGVIEW ISD	\$135,988	\$16,349	\$152,337
092904	PINE TREE ISD	\$54,609	\$5,892	\$60,501
092906	SABINE ISD	\$9,564	\$1,038	\$10,602
092907	SPRING HILL ISD	\$15,745	\$1,843	\$17,588
092908	WHITE OAK ISD	\$11,470	\$1,449	\$12,919
093901	ANDERSON-SHIRO CONS ISD	\$6,760	\$711	\$7,471
093903	IOLA ISD	\$3,276	\$271	\$3,547
093904	NAVASOTA ISD	\$43,665	\$5,230	\$48,895
093905	RICHARDS ISD	\$2,016	\$280	\$2,296
094901	SEGUIN ISD	\$107,618	\$13,076	\$120,694
094902	SCHERTZ-CIBOLO-U CITY ISD	\$51,441	\$5,887	\$57,328
094903	NAVARRO ISD	\$10,085	\$1,302	\$11,387
094904	MARION ISD	\$11,672	\$1,514	\$13,186
095901	ABERNATHY ISD	\$6,430	\$637	\$7,067
095902	COTTON CENTER ISD	\$2,195	\$218	\$2,413
095903	HALE CENTER ISD	\$9,654	\$1,219	\$10,873
095904	PETERSBURG ISD	\$6,337	\$727	\$7,064
095905	PLAINVIEW ISD	\$88,599	\$11,240	\$99,839
096904	MEMPHIS ISD	\$12,307	\$1,549	\$13,856
096905	TURKEY-QUITAQUE ISD	\$5,922	\$785	\$6,707
097902	HAMILTON ISD	\$12,792	\$1,457	\$14,249
097903	HICO ISD	\$7,249	\$792	\$8,041
098901	GRUVER ISD	\$5,617	\$651	\$6,268
099902	CHILLICOTHE ISD	\$3,092	\$317	\$3,409
099903	QUANAH ISD	\$9,844	\$1,150	\$10,994
100903	KOUNTZE ISD	\$20,062	\$2,180	\$22,242
100904	SILSBEE ISD	\$38,246	\$4,654	\$42,900
100905	HARDIN-JEFFERSON ISD	\$20,004	\$2,100	\$22,104
100907	LUMBERTON ISD	\$22,201	\$2,010	\$24,211
100908	WEST HARDIN COUNTY CONS ISD	\$7,814	\$943	\$8,757
101902	ALDINE ISD	\$693,367	\$84,263	\$777,630
101903	ALIEF ISD	\$499,695	\$66,585	\$566,280
101905	CHANNELVIEW ISD	\$80,772	\$8,673	\$89,445
101906	CROSBY ISD	\$33,268	\$3,975	\$37,243
101907	CYPRESS-FAIRBANKS ISD	\$426,505	\$51,467	\$477,972

101908	DEER PARK ISD	\$75,764	\$8,718	\$84,482
101909	NORTH FOREST ISD	\$233,822	\$32,201	\$266,023
101910	GALENA PARK ISD	\$227,409	\$25,968	\$253,377
101911	GOOSE CREEK CISD	\$208,494	\$27,116	\$235,610
101912	HOUSTON ISD	\$3,183,423	\$436,956	\$3,620,379
101913	HUMBLE ISD	\$157,588	\$18,276	\$175,864
101914	KATY ISD	\$198,581	\$23,872	\$222,453
101915	KLEIN ISD	\$206,750	\$24,262	\$231,012
101916	LA PORTE ISD	\$54,225	\$6,009	\$60,234
101917	PASADENA ISD	\$490,545	\$59,961	\$550,506
101919	SPRING ISD	\$181,591	\$21,358	\$202,949
101920	SPRING BRANCH ISD	\$369,603	\$47,649	\$417,252
101921	TOMBALL ISD	\$54,287	\$5,626	\$59,913
101924	SHELDON ISD	\$46,393	\$5,945	\$52,338
101925	HUFFMAN ISD	\$15,431	\$1,826	\$17,257
102901	KARNACK ISD	\$7,110	\$1,007	\$8,117
102902	MARSHALL ISD	\$91,966	\$11,127	\$103,093
102903	WASKOM ISD	\$10,005	\$1,168	\$11,173
102904	HALLSVILLE ISD	\$36,377	\$3,336	\$39,713
102905	HARLETON ISD	\$9,414	\$1,009	\$10,423
102906	ELYSIAN FIELDS ISD	\$13,538	\$1,742	\$15,280
103901	CHANNING ISD	\$1,302	\$165	\$1,467
103902	HARTLEY ISD	\$1,682	\$170	\$1,852
104901	HASKELL CISD	\$12,035	\$1,508	\$13,543
104902	ROCHESTER COUNTY LINE ISD	\$2,078	\$236	\$2,314
104903	RULE ISD	\$2,487	\$263	\$2,750
104907	PAINT CREEK ISD	\$1,397	\$154	\$1,551
105902	SAN MARCOS CONS ISD	\$87,165	\$11,454	\$98,619
105904	DRIPPING SPRINGS ISD	\$19,201	\$2,299	\$21,500
105905	WIMBERLEY ISD	\$11,613	\$1,425	\$13,038
105906	HAYS CONS ISD	\$66,930	\$7,547	\$74,477
106901	CANADIAN ISD	\$5,968	\$676	\$6,644
107901	ATHENS ISD	\$48,690	\$6,318	\$55,008
107902	BROWNSBORO ISD	\$33,514	\$3,795	\$37,309
107904	CROSS ROADS ISD	\$7,060	\$876	\$7,936
107905	EUSTACE ISD	\$13,682	\$1,767	\$15,449
107906	MALAKOFF ISD	\$20,821	\$2,639	\$23,460
107907	TRINIDAD ISD	\$3,566	\$449	\$4,015
107910	LAPOYNOR ISD	\$4,944	\$640	\$5,584
108902	DONNA ISD	\$254,677	\$34,220	\$288,897
108903	EDCOUCH-ELSA ISD	\$107,431	\$13,996	\$121,427
108904	EDINBURG CISD	\$458,064	\$59,015	\$517,079
108905	HIDALGO ISD	\$55,620	\$6,933	\$62,553
108906	MCALLEN ISD	\$325,443	\$42,239	\$367,682
108907	MERCEDES ISD	\$102,180	\$13,287	\$115,467
108908	MISSION CONS ISD	\$244,941	\$31,731	\$276,672
108909	PHARR-SAN JUAN-ALAMO ISD	\$418,319	\$56,186	\$474,505
108910	PROGRESO ISD	\$41,571	\$5,266	\$46,837
108911	SHARYLAND ISD	\$68,382	\$8,327	\$76,709

108912	LA JOYA ISD	\$413,321	\$55,367	\$468,688
108913	WESLACO ISD	\$307,561	\$39,516	\$347,077
108914	LA VILLA ISD	\$14,442	\$1,852	\$16,294
108916	VALLEY VIEW ISD	\$48,892	\$6,490	\$55,382
109901	ABBOTT ISD	\$2,349	\$281	\$2,630
109902	BYNUM ISD	\$1,863	\$230	\$2,093
109903	COVINGTON ISD	\$3,190	\$402	\$3,592
109904	HILLSBORO ISD	\$30,518	\$3,418	\$33,936
109905	HUBBARD ISD	\$7,106	\$853	\$7,959
109907	ITASCA ISD	\$6,803	\$772	\$7,575
109911	WHITNEY ISD	\$20,068	\$2,286	\$22,354
109912	AQUILLA ISD	\$1,191	\$139	\$1,330
109913	BLUM ISD	\$3,492	\$410	\$3,902
109914	PENELOPE ISD	\$1,203	\$151	\$1,354
110901	ANTON ISD	\$6,368	\$855	\$7,223
110902	LEVELLAND ISD	\$43,570	\$5,586	\$49,156
110905	ROPES ISD	\$4,979	\$568	\$5,547
110906	SMYER ISD	\$5,426	\$702	\$6,128
110907	SUNDOWN ISD	\$4,297	\$519	\$4,816
110908	WHITHARRAL ISD	\$2,040	\$176	\$2,216
111901	GRANBURY ISD	\$71,906	\$9,275	\$81,181
111902	LIPAN ISD	\$2,511	\$305	\$2,816
111903	TOLAR ISD	\$3,929	\$276	\$4,205
112901	SULPHUR SPRINGS ISD	\$51,048	\$5,800	\$56,848
112905	CUMBY ISD	\$4,326	\$592	\$4,918
112906	NORTH HOPKINS ISD	\$3,817	\$489	\$4,306
112907	MILLER GROVE ISD	\$2,329	\$288	\$2,617
112908	COMO-PICKTON CISD	\$8,920	\$1,043	\$9,963
112909	SALTILLO ISD	\$3,425	\$369	\$3,794
112910	SULPHUR BLUFF ISD	\$3,323	\$345	\$3,668
113901	CROCKETT ISD	\$35,180	\$4,803	\$39,983
113902	GRAPELAND ISD	\$8,184	\$999	\$9,183
113903	LOVELADY ISD	\$4,428	\$304	\$4,732
113905	LATEXO ISD	\$5,457	\$628	\$6,085
113906	KENNARD ISD	\$6,816	\$849	\$7,665
114901	BIG SPRING ISD	\$72,183	\$9,392	\$81,575
114902	COAHOMA ISD	\$6,680	\$702	\$7,382
114904	FORSAN ISD	\$3,917	\$424	\$4,341
115901	FORT HANCOCK ISD	\$12,743	\$1,768	\$14,511
115902	SIERRA BLANCA ISD	\$1,987	\$252	\$2,239
115903	DELL CITY ISD	\$2,374	\$306	\$2,680
116901	CADDO MILLS ISD	\$9,674	\$710	\$10,384
116902	CELESTE ISD	\$4,877	\$438	\$5,315
116903	COMMERCE ISD	\$20,951	\$2,195	\$23,146
116905	GREENVILLE ISD	\$75,830	\$10,220	\$86,050
116906	LONE OAK ISD	\$7,453	\$590	\$8,043
116908	QUINLAN ISD	\$34,742	\$3,990	\$38,732
116909	WOLFE CITY ISD	\$7,476	\$856	\$8,332
116910	CAMPBELL ISD	\$3,754	\$378	\$4,132

116915	BLAND ISD	\$5,486	\$605	\$6,091
116916	BOLES ISD	\$1,939	\$59	\$1,998
117901	BORGER ISD	\$32,653	\$3,911	\$36,564
117903	SANFORD ISD	\$9,078	\$1,206	\$10,284
117904	PLEMONS-STINNETT-PHILLIPS CONS ISD	\$5,203	\$655	\$5,858
118902	IRION CO ISD	\$3,543	\$406	\$3,949
119901	BRYSON ISD	\$3,223	\$337	\$3,560
119902	JACKSBORO ISD	\$11,429	\$1,202	\$12,631
119903	PERRIN-WHITT CONS ISD	\$5,375	\$676	\$6,051
120901	EDNA ISD	\$21,155	\$2,345	\$23,500
120902	GANADO ISD	\$7,806	\$848	\$8,654
120905	INDUSTRIAL ISD	\$7,740	\$784	\$8,524
121902	BROOKELAND ISD	\$4,228	\$567	\$4,795
121903	BUNA ISD	\$15,029	\$1,741	\$16,770
121904	JASPER ISD	\$50,484	\$6,241	\$56,725
121905	KIRBYVILLE CISD	\$23,180	\$2,593	\$25,773
121906	EVADALE ISD	\$4,395	\$462	\$4,857
122902	VALENTINE ISD	\$709	\$96	\$805
123905	NEDERLAND ISD	\$31,869	\$3,203	\$35,072
123907	PORT ARTHUR ISD	\$183,459	\$25,414	\$208,873
123908	PORT NECHES-GROVES ISD	\$36,342	\$3,548	\$39,890
123910	BEAUMONT ISD	\$296,940	\$40,019	\$336,959
123913	SABINE PASS ISD	\$1,086	\$116	\$1,202
123914	HAMSHIRE-FANNETT ISD	\$12,482	\$1,288	\$13,770
124901	JIM HOGG COUNTY ISD	\$19,565	\$2,460	\$22,025
125901	ALICE ISD	\$84,374	\$11,017	\$95,391
125902	BEN BOLT-PALITO BLANCO ISD	\$7,457	\$875	\$8,332
125903	ORANGE GROVE ISD	\$21,791	\$2,901	\$24,692
125905	PREMONT ISD	\$18,835	\$2,226	\$21,061
126901	ALVARADO ISD	\$30,910	\$3,993	\$34,903
126902	BURLESON ISD	\$56,551	\$6,146	\$62,697
126903	CLEBURNE ISD	\$80,136	\$11,067	\$91,203
126904	GRANDVIEW ISD	\$8,712	\$938	\$9,650
126905	JOSHUA ISD	\$33,937	\$4,027	\$37,964
126906	KEENE ISD	\$6,403	\$842	\$7,245
126907	RIO VISTA ISD	\$6,694	\$830	\$7,524
126908	VENUS ISD	\$19,884	\$2,353	\$22,237
126911	GODLEY ISD	\$13,424	\$1,542	\$14,966
127901	ANSON ISD	\$10,046	\$1,126	\$11,172
127903	HAMLIN ISD	\$8,044	\$939	\$8,983
127904	HAWLEY ISD	\$8,837	\$1,057	\$9,894
127905	LUEDERS-AVOCA ISD	\$1,866	\$154	\$2,020
127906	STAMFORD ISD	\$15,792	\$2,051	\$17,843
128901	KARNES CITY ISD	\$13,236	\$1,621	\$14,857
128902	KENEDY ISD	\$14,206	\$1,612	\$15,818
128903	RUNGE ISD	\$5,816	\$791	\$6,607
128904	FALLS CITY ISD	\$2,585	\$224	\$2,809
129901	CRANDALL ISD	\$11,233	\$1,319	\$12,552
129902	FORNEY ISD	\$13,104	\$1,523	\$14,627

129903	KAUFMAN ISD	\$41,175	\$4,750	\$45,925
129904	KEMP ISD	\$20,957	\$2,747	\$23,704
129905	MABANK ISD	\$37,335	\$4,813	\$42,148
129906	TERRELL ISD	\$59,440	\$7,987	\$67,427
129910	SCURRY-ROSSER ISD	\$6,029	\$600	\$6,629
130901	BOERNE ISD	\$37,131	\$4,118	\$41,249
130902	COMFORT ISD	\$16,120	\$2,193	\$18,313
132902	JAYTON-GIRARD ISD	\$1,766	\$168	\$1,934
133901	CENTER POINT ISD	\$7,944	\$1,021	\$8,965
133903	KERRVILLE ISD	\$64,651	\$8,100	\$72,751
133904	INGRAM ISD	\$20,234	\$2,039	\$22,273
134901	JUNCTION ISD	\$11,700	\$1,411	\$13,111
135001	GUTHRIE CSD	\$727	\$84	\$811
136901	BRACKETT ISD	\$11,424	\$1,446	\$12,870
137901	KINGSVILLE ISD	\$78,238	\$9,665	\$87,903
137903	RIVIERA ISD	\$6,192	\$670	\$6,862
137904	SANTA GERTRUDIS ISD	\$1,753	\$107	\$1,860
138902	KNOX CITY-O'BRIEN CISD	\$5,645	\$713	\$6,358
138903	MUNDAY ISD	\$9,559	\$1,237	\$10,796
138904	BENJAMIN ISD	\$1,065	\$140	\$1,205
139905	CHISUM ISD	\$8,947	\$997	\$9,944
139908	ROXTON ISD	\$4,908	\$629	\$5,537
139909	PARIS ISD	\$63,096	\$7,920	\$71,016
139911	NORTH LAMAR ISD	\$38,713	\$4,312	\$43,025
139912	PRAIRILAND ISD	\$12,746	\$1,296	\$14,042
140901	AMHERST ISD	\$4,131	\$514	\$4,645
140904	LITTLEFIELD ISD	\$19,574	\$2,545	\$22,119
140905	OLTON ISD	\$11,501	\$1,317	\$12,818
140906	SPADE ISD	\$637	\$68	\$705
140907	SPRINGLAKE-EARTH ISD	\$7,009	\$826	\$7,835
140908	SUDAN ISD	\$5,729	\$633	\$6,362
141901	LAMPASAS ISD	\$42,727	\$5,472	\$48,199
141902	LOMETA ISD	\$4,590	\$535	\$5,125
142901	COTULLA ISD	\$23,576	\$3,058	\$26,634
143901	HALLETTSVILLE ISD	\$13,836	\$1,454	\$15,290
143902	MOULTON ISD	\$3,481	\$403	\$3,884
143903	SHINER ISD	\$5,291	\$486	\$5,777
144901	GIDDINGS ISD	\$22,224	\$2,423	\$24,647
144902	LEXINGTON ISD	\$12,181	\$1,330	\$13,511
144903	DIME BOX ISD	\$2,236	\$274	\$2,510
145901	BUFFALO ISD	\$11,118	\$1,181	\$12,299
145902	CENTERVILLE ISD	\$8,428	\$1,020	\$9,448
145906	NORMANGEE ISD	\$6,167	\$627	\$6,794
145907	OAKWOOD ISD	\$4,490	\$476	\$4,966
145911	LEON ISD	\$11,090	\$1,363	\$12,453
146901	CLEVELAND ISD	\$47,471	\$5,877	\$53,348
146902	DAYTON ISD	\$57,132	\$6,480	\$63,612
146904	HARDIN ISD	\$20,291	\$2,553	\$22,844
146905	HULL-DAISETTA ISD	\$8,130	\$858	\$8,988

146906	LIBERTY ISD	\$29,532	\$3,721	\$33,253
146907	TARKINGTON ISD	\$15,495	\$1,810	\$17,305
147901	COOLIDGE ISD	\$4,623	\$646	\$5,269
147902	GROESBECK ISD	\$19,216	\$2,198	\$21,414
147903	MEXIA ISD	\$28,703	\$3,864	\$32,567
148901	BOOKER ISD	\$5,086	\$535	\$5,621
149901	GEORGE WEST ISD	\$16,082	\$1,903	\$17,985
149902	THREE RIVERS ISD	\$9,573	\$1,143	\$10,716
150901	LLANO ISD	\$24,475	\$2,978	\$27,453
152901	LUBBOCK ISD	\$388,950	\$51,322	\$440,272
152902	NEW DEAL ISD	\$9,507	\$1,191	\$10,698
152903	SLATON ISD	\$23,186	\$2,931	\$26,117
152906	LUBBOCK-COOPER ISD	\$24,744	\$2,602	\$27,346
152907	FRENSHIP ISD	\$67,643	\$8,110	\$75,753
152908	ROOSEVELT ISD	\$16,436	\$2,098	\$18,534
152909	SHALLOWATER ISD	\$12,133	\$1,064	\$13,197
152910	IDALOU ISD	\$7,006	\$812	\$7,818
153903	O'DONNELL ISD	\$5,090	\$652	\$5,742
153904	TAHOKA ISD	\$11,382	\$1,267	\$12,649
153905	NEW HOME ISD	\$2,508	\$284	\$2,792
153907	WILSON ISD	\$3,720	\$469	\$4,189
154901	MADISONVILLE CONS ISD	\$30,981	\$3,526	\$34,507
154903	NORTH ZULCH ISD	\$3,521	\$325	\$3,846
155901	JEFFERSON ISD	\$27,714	\$3,510	\$31,224
156902	STANTON ISD	\$13,396	\$1,670	\$15,066
156905	GRADY ISD	\$1,677	\$210	\$1,887
157901	MASON ISD	\$10,450	\$1,330	\$11,780
158901	BAY CITY ISD	\$61,831	\$8,230	\$70,061
158902	TIDEHAVEN ISD	\$8,373	\$831	\$9,204
158905	PALACIOS ISD	\$25,032	\$3,419	\$28,451
158906	VAN VLECK ISD	\$8,525	\$983	\$9,508
159901	EAGLE PASS ISD	\$262,552	\$33,864	\$296,416
160901	BRADY ISD	\$22,163	\$2,571	\$24,734
160904	ROCHELLE ISD	\$2,815	\$353	\$3,168
161901	CRAWFORD ISD	\$3,339	\$281	\$3,620
161903	MIDWAY ISD	\$28,907	\$3,547	\$32,454
161906	LA VEGA ISD	\$33,617	\$4,429	\$38,046
161907	LORENA ISD	\$8,474	\$933	\$9,407
161908	MART ISD	\$10,496	\$1,361	\$11,857
161909	MCGREGOR ISD	\$10,010	\$1,258	\$11,268
161910	MOODY ISD	\$7,632	\$966	\$8,598
161912	RIESEL ISD	\$4,638	\$586	\$5,224
161914	WACO ISD	\$300,895	\$39,059	\$339,954
161916	WEST ISD	\$18,365	\$2,010	\$20,375
161918	AXTELL ISD	\$4,190	\$509	\$4,699
161919	BRUCEVILLE-EDDY ISD	\$8,285	\$1,119	\$9,404
161920	CHINA SPRING ISD	\$9,778	\$1,242	\$11,020
161921	CONNALLY ISD	\$32,072	\$4,315	\$36,387
161922	ROBINSON ISD	\$9,938	\$1,041	\$10,979

161923	BOSQUEVILLE ISD	\$3,236	\$403	\$3,639
162904	MCMULLEN COUNTY ISD	\$1,699	\$220	\$1,919
163901	DEVINE ISD	\$25,500	\$3,006	\$28,506
163902	D'HANIS ISD	\$4,415	\$523	\$4,938
163903	NATALIA ISD	\$17,459	\$2,263	\$19,722
163904	HONDO ISD	\$33,266	\$3,840	\$37,106
163908	MEDINA VALLEY ISD	\$34,700	\$4,274	\$38,974
164901	MENARD ISD	\$7,397	\$999	\$8,396
165901	MIDLAND ISD	\$253,164	\$34,138	\$287,302
165902	GREENWOOD ISD	\$14,593	\$1,783	\$16,376
166901	CAMERON ISD	\$24,010	\$2,941	\$26,951
166903	MILANO ISD	\$3,062	\$272	\$3,334
166904	ROCKDALE ISD	\$25,138	\$3,027	\$28,165
166905	THORNDALE ISD	\$5,163	\$561	\$5,724
166907	BUCKHOLTS ISD	\$2,919	\$366	\$3,285
167901	GOLDTHWAITE ISD	\$7,193	\$891	\$8,084
167902	MULLIN ISD	\$3,211	\$416	\$3,627
167903	STAR ISD	\$2,283	\$297	\$2,580
167904	PRIDY ISD	\$889	\$101	\$990
168901	COLORADO ISD	\$14,784	\$1,699	\$16,483
168902	LORAIN ISD	\$3,827	\$516	\$4,343
168903	WESTBROOK ISD	\$1,720	\$184	\$1,904
169901	BOWIE ISD	\$19,326	\$2,484	\$21,810
169902	NOCONA ISD	\$10,507	\$1,294	\$11,801
169906	GOLD BURG ISD	\$1,452	\$138	\$1,590
169909	PRAIRIE VALLEY ISD	\$833	\$78	\$911
169910	FORESTBURG ISD	\$2,583	\$352	\$2,935
169911	SAINT JO ISD	\$4,426	\$503	\$4,929
170902	CONROE ISD	\$327,441	\$39,644	\$367,085
170903	MONTGOMERY ISD	\$34,006	\$4,192	\$38,198
170904	WILLIS ISD	\$48,560	\$5,430	\$53,990
170906	MAGNOLIA ISD	\$64,792	\$6,745	\$71,537
170907	SPLENDORA ISD	\$30,749	\$3,754	\$34,503
170908	NEW CANEY ISD	\$71,514	\$8,419	\$79,933
171901	DUMAS ISD	\$48,146	\$6,272	\$54,418
171902	SUNRAY ISD	\$6,701	\$730	\$7,431
172902	DAINGERFIELD-LONE STAR ISD	\$23,025	\$2,778	\$25,803
172905	PEWITT ISD	\$13,206	\$1,585	\$14,791
173901	MOTLEY COUNTY ISD	\$4,050	\$502	\$4,552
174901	CHIRENO ISD	\$4,753	\$655	\$5,408
174902	CUSHING ISD	\$6,484	\$843	\$7,327
174903	GARRISON ISD	\$7,783	\$798	\$8,581
174904	NACOGDOCHES ISD	\$107,553	\$13,104	\$120,657
174906	WODEN ISD	\$6,308	\$605	\$6,913
174908	CENTRAL HEIGHTS ISD	\$6,478	\$764	\$7,242
174909	MARTINSVILLE ISD	\$2,378	\$209	\$2,587
175902	BLOOMING GROVE ISD	\$5,816	\$664	\$6,480
175903	CORSICANA ISD	\$88,396	\$11,245	\$99,641
175904	DAWSON ISD	\$8,225	\$1,039	\$9,264

175905	FROST ISD	\$4,714	\$452	\$5,166
175907	KERENS ISD	\$9,317	\$1,057	\$10,374
175910	MILDRED ISD	\$3,301	\$407	\$3,708
175911	RICE ISD	\$5,867	\$636	\$6,503
176901	BURKEVILLE ISD	\$5,499	\$701	\$6,200
176902	NEWTON ISD	\$21,718	\$2,720	\$24,438
176903	DEWEYVILLE ISD	\$10,787	\$1,283	\$12,070
177901	ROSCOE ISD	\$6,965	\$823	\$7,788
177902	SWEETWATER ISD	\$37,527	\$4,907	\$42,434
177903	BLACKWELL CONS ISD	\$2,608	\$263	\$2,871
177905	HIGHLAND ISD	\$1,805	\$159	\$1,964
178901	AGUA DULCE ISD	\$4,675	\$563	\$5,238
178902	BISHOP CONS ISD	\$12,433	\$1,593	\$14,026
178903	CALALLEN ISD	\$36,811	\$4,458	\$41,269
178904	CORPUS CHRISTI ISD	\$563,455	\$71,273	\$634,728
178908	PORT ARANSAS ISD	\$5,425	\$659	\$6,084
178909	ROBSTOWN ISD	\$81,775	\$11,213	\$92,988
178912	TULOSO-MIDWAY ISD	\$31,649	\$3,922	\$35,571
178913	BANQUETE ISD	\$11,012	\$1,500	\$12,512
178914	FLOUR BLUFF ISD	\$53,190	\$6,667	\$59,857
178915	WEST OSO ISD	\$30,305	\$4,111	\$34,416
179901	PERRYTON ISD	\$22,413	\$2,812	\$25,225
180902	VEGA ISD	\$3,697	\$406	\$4,103
180903	ADRIAN ISD	\$1,251	\$125	\$1,376
181901	BRIDGE CITY ISD	\$23,640	\$3,007	\$26,647
181905	ORANGEFIELD ISD	\$11,608	\$1,263	\$12,871
181906	WEST ORANGE-COVE CONS ISD	\$64,714	\$8,449	\$73,163
181907	VIDOR ISD	\$58,555	\$7,003	\$65,558
181908	LITTLE CYPRESS-MAURICEVILLE CISD	\$35,666	\$3,926	\$39,592
182901	GORDON ISD	\$1,426	\$165	\$1,591
182902	GRAFORD ISD	\$4,018	\$437	\$4,455
182903	MINERAL WELLS ISD	\$58,750	\$7,467	\$66,217
182905	STRAWN ISD	\$1,714	\$215	\$1,929
183901	BECKVILLE ISD	\$5,501	\$695	\$6,196
183902	CARTHAGE ISD	\$31,031	\$3,923	\$34,954
183904	GARY ISD	\$3,934	\$449	\$4,383
184901	POOLVILLE ISD	\$7,113	\$914	\$8,027
184902	SPRINGTOWN ISD	\$32,578	\$4,032	\$36,610
184903	WEATHERFORD ISD	\$80,831	\$8,971	\$89,802
184904	MILLSAP ISD	\$6,828	\$723	\$7,551
184907	ALEDO ISD	\$15,177	\$1,854	\$17,031
184908	PEASTER ISD	\$4,960	\$375	\$5,335
184909	BROCK ISD	\$3,622	\$315	\$3,937
185901	BOVINA ISD	\$8,275	\$1,013	\$9,288
185902	FARWELL ISD	\$6,871	\$811	\$7,682
185903	FRIONA ISD	\$14,604	\$1,585	\$16,189
185904	LAZBUDDIE ISD	\$3,247	\$352	\$3,599
186902	FORT STOCKTON ISD	\$42,372	\$5,639	\$48,011
186903	IRAAN-SHEFFIELD ISD	\$4,684	\$588	\$5,272

187901	BIG SANDY ISD	\$6,447	\$717	\$7,164
187903	GOODRICH ISD	\$4,334	\$605	\$4,939
187904	CORRIGAN-CAMDEN ISD	\$18,482	\$2,098	\$20,580
187906	LEGETT ISD	\$3,815	\$433	\$4,248
187907	LIVINGSTON ISD	\$53,983	\$6,724	\$60,707
187910	ONALASKA ISD	\$12,908	\$1,829	\$14,737
188901	AMARILLO ISD	\$408,785	\$50,145	\$458,930
188902	RIVER ROAD ISD	\$11,644	\$1,123	\$12,767
188903	HIGHLAND PARK ISD	\$7,623	\$841	\$8,464
189901	MARFA ISD	\$7,086	\$960	\$8,046
189902	PRESIDIO ISD	\$25,854	\$3,781	\$29,635
190903	RAINS ISD	\$22,969	\$2,870	\$25,839
191901	CANYON ISD	\$64,590	\$6,648	\$71,238
192901	REAGAN COUNTY ISD	\$8,196	\$1,022	\$9,218
193902	LEAKEY ISD	\$4,487	\$580	\$5,067
194902	AVERY ISD	\$3,343	\$386	\$3,729
194903	RIVERCREST ISD	\$9,252	\$1,041	\$10,293
194904	CLARKSVILLE ISD	\$22,860	\$2,880	\$25,740
194905	DETROIT ISD	\$6,098	\$756	\$6,854
195901	PECOS-BARSTOW-TOYAH ISD	\$49,021	\$6,424	\$55,445
195902	BALMORHEA ISD	\$3,376	\$384	\$3,760
196901	AUSTWELL-TIVOLI ISD	\$2,919	\$423	\$3,342
196902	WOODSBORO ISD	\$7,067	\$849	\$7,916
196903	REFUGIO ISD	\$10,228	\$1,424	\$11,652
198901	BREMOND ISD	\$5,883	\$677	\$6,560
198902	CALVERT ISD	\$8,338	\$1,147	\$9,485
198903	FRANKLIN ISD	\$9,586	\$1,050	\$10,636
198905	HEARNE ISD	\$24,818	\$3,262	\$28,080
198906	MUMFORD ISD	\$850	\$51	\$901
199901	ROCKWALL ISD	\$61,609	\$6,645	\$68,254
199902	ROYSE CITY ISD	\$16,473	\$1,748	\$18,221
200901	BALLINGER ISD	\$14,208	\$1,496	\$15,704
200902	MILES ISD	\$4,762	\$529	\$5,291
200904	WINTERS ISD	\$13,989	\$1,871	\$15,860
201902	HENDERSON ISD	\$42,909	\$5,312	\$48,221
201903	LANEVILLE ISD	\$5,553	\$715	\$6,268
201904	LEVERETTS CHAPEL ISD	\$1,165	\$105	\$1,270
201907	MOUNT ENTERPRISE ISD	\$4,235	\$506	\$4,741
201908	OVERTON ISD	\$6,060	\$704	\$6,764
201910	TATUM ISD	\$9,379	\$1,228	\$10,607
201913	CARLISLE ISD	\$4,847	\$645	\$5,492
201914	WEST RUSK ISD	\$16,691	\$2,184	\$18,875
202903	HEMPHILL ISD	\$14,767	\$1,954	\$16,721
202905	WEST SABINE ISD	\$8,556	\$1,075	\$9,631
203901	SAN AUGUSTINE ISD	\$18,340	\$2,357	\$20,697
203902	BROADDUS ISD	\$7,014	\$886	\$7,900
204901	COLDSRING-OAKHURST CONS ISD	\$30,567	\$4,150	\$34,717
204904	SHEPHERD ISD	\$24,466	\$2,994	\$27,460
205901	ARANSAS PASS ISD	\$29,583	\$3,881	\$33,464

205902	GREGORY-PORTLAND ISD	\$38,302	\$4,719	\$43,021
205903	INGLESIDE ISD	\$20,109	\$2,455	\$22,564
205904	MATHIS ISD	\$43,303	\$5,779	\$49,082
205905	ODEM-EDROY ISD	\$15,803	\$2,213	\$18,016
205906	SINTON ISD	\$31,340	\$3,977	\$35,317
205907	TAFT ISD	\$23,202	\$3,128	\$26,330
206901	SAN SABA ISD	\$13,300	\$1,634	\$14,934
206902	RICHLAND SPRINGS ISD	\$2,446	\$328	\$2,774
206903	CHEROKEE ISD	\$2,788	\$386	\$3,174
207901	SCHLEICHER ISD	\$9,604	\$1,127	\$10,731
208901	HERMLEIGH ISD	\$1,903	\$244	\$2,147
208902	SNYDER ISD	\$37,713	\$4,499	\$42,212
208903	IRA ISD	\$1,262	\$73	\$1,335
209901	ALBANY ISD	\$6,191	\$604	\$6,795
209902	MORAN ISD	\$1,001	\$110	\$1,111
210901	CENTER ISD	\$35,245	\$4,573	\$39,818
210902	JOAQUIN ISD	\$9,631	\$1,279	\$10,910
210903	SHELBYVILLE ISD	\$5,032	\$600	\$5,632
210904	TENAHA ISD	\$9,400	\$1,152	\$10,552
210905	TIMPSON ISD	\$12,213	\$1,518	\$13,731
211902	STRATFORD ISD	\$8,007	\$997	\$9,004
212901	ARP ISD	\$7,976	\$769	\$8,745
212902	BULLARD ISD	\$16,078	\$1,995	\$18,073
212903	LINDALE ISD	\$27,865	\$3,074	\$30,939
212904	TROUP ISD	\$10,429	\$1,296	\$11,725
212905	TYLER ISD	\$259,459	\$31,996	\$291,455
212906	WHITEHOUSE ISD	\$32,219	\$3,928	\$36,147
212909	CHAPEL HILL ISD	\$39,648	\$4,843	\$44,491
212910	WINONA ISD	\$7,505	\$788	\$8,293
213901	GLEN ROSE ISD	\$15,460	\$1,933	\$17,393
214901	RIO GRANDE CITY CISD	\$204,706	\$26,512	\$231,218
214902	SAN ISIDRO ISD	\$4,635	\$589	\$5,224
214903	ROMA ISD	\$152,096	\$19,531	\$171,627
215901	BRECKENRIDGE ISD	\$24,035	\$3,008	\$27,043
216901	STERLING CITY ISD	\$4,129	\$484	\$4,613
217901	ASPERMONT ISD	\$4,060	\$465	\$4,525
218901	SONORA ISD	\$12,089	\$1,487	\$13,576
219901	HAPPY ISD	\$1,849	\$129	\$1,978
219903	TULIA ISD	\$19,110	\$2,424	\$21,534
219905	KRESS ISD	\$5,230	\$615	\$5,845
220901	ARLINGTON ISD	\$595,985	\$73,018	\$669,003
220902	BIRDVILLE ISD	\$169,380	\$19,464	\$188,844
220904	EVERMAN ISD	\$40,734	\$5,125	\$45,859
220905	FORT WORTH ISD	\$1,207,876	\$153,055	\$1,360,931
220906	GRAPEVINE-COLLEYVILLE ISD	\$75,702	\$8,481	\$84,183
220907	KELLER ISD	\$91,628	\$11,275	\$102,903
220908	MANSFIELD ISD	\$108,352	\$11,571	\$119,923
220910	LAKE WORTH ISD	\$29,880	\$4,120	\$34,000
220912	CROWLEY ISD	\$61,465	\$7,810	\$69,275

220914	KENNEDALE ISD	\$17,042	\$2,161	\$19,203
220915	AZLE ISD	\$48,575	\$5,736	\$54,311
220916	HURST-EULESS-BEDFORD ISD	\$154,245	\$18,859	\$173,104
220917	CASTLEBERRY ISD	\$43,710	\$5,862	\$49,572
220918	EAGLE MT-SAGINAW ISD	\$45,020	\$5,778	\$50,798
220919	CARROLL ISD	\$30,071	\$3,928	\$33,999
220920	WHITE SETTLEMENT ISD	\$43,600	\$5,613	\$49,213
221901	ABILENE ISD	\$231,552	\$28,676	\$260,228
221904	MERKEL ISD	\$18,683	\$2,214	\$20,897
221905	TRENT ISD	\$1,187	\$127	\$1,314
221911	JIM NED CONS ISD	\$9,575	\$883	\$10,458
221912	WYLIE ISD	\$12,595	\$1,304	\$13,899
222901	TERRELL COUNTY ISD	\$3,385	\$444	\$3,829
223901	BROWNFIELD ISD	\$35,664	\$4,712	\$40,376
223902	MEADOW ISD	\$3,215	\$310	\$3,525
223904	WELLMAN-UNION CONS ISD	\$2,281	\$230	\$2,511
224901	THROCKMORTON ISD	\$2,994	\$307	\$3,301
224902	WOODSON ISD	\$1,530	\$182	\$1,712
225902	MOUNT PLEASANT ISD	\$68,008	\$7,148	\$75,156
225906	CHAPEL HILL ISD	\$7,097	\$596	\$7,693
226901	CHRISTOVAL ISD	\$4,059	\$432	\$4,491
226903	SAN ANGELO ISD	\$213,196	\$25,053	\$238,249
226905	WATER VALLEY ISD	\$3,898	\$421	\$4,319
226906	WALL ISD	\$11,377	\$1,374	\$12,751
226907	GRAPE CREEK ISD	\$12,308	\$1,529	\$13,837
226908	VERIBEST ISD	\$3,170	\$428	\$3,598
227901	AUSTIN ISD	\$865,679	\$117,768	\$983,447
227904	PFLUGERVILLE ISD	\$74,032	\$10,180	\$84,212
227907	MANOR ISD	\$29,597	\$3,146	\$32,743
227909	EANES ISD	\$43,264	\$4,881	\$48,145
227910	DEL VALLE ISD	\$97,380	\$12,085	\$109,465
227912	LAGO VISTA ISD	\$5,097	\$664	\$5,761
227913	LAKE TRAVIS ISD	\$23,328	\$2,998	\$26,326
228901	GROVETON ISD	\$12,213	\$1,343	\$13,556
228903	TRINITY ISD	\$18,952	\$2,272	\$21,224
228904	CENTERVILLE ISD	\$1,573	\$119	\$1,692
228905	APPLE SPRINGS ISD	\$4,685	\$575	\$5,260
229901	COLMESNEIL ISD	\$7,914	\$870	\$8,784
229903	WOODVILLE ISD	\$25,203	\$3,285	\$28,488
229904	WARREN ISD	\$11,350	\$1,374	\$12,724
229905	SPURGER ISD	\$5,950	\$731	\$6,681
229906	CHESTER ISD	\$2,719	\$264	\$2,983
230901	BIG SANDY ISD	\$8,866	\$1,161	\$10,027
230902	GILMER ISD	\$33,463	\$4,067	\$37,530
230903	ORE CITY ISD	\$13,766	\$1,761	\$15,527
230904	UNION HILL ISD	\$3,983	\$471	\$4,454
230905	HARMONY ISD	\$13,315	\$1,558	\$14,873
230906	NEW DIANA ISD	\$8,872	\$1,013	\$9,885
230908	UNION GROVE ISD	\$6,340	\$606	\$6,946

231901	MCCAMEY ISD	\$5,750	\$766	\$6,516
231902	RANKIN ISD	\$3,765	\$458	\$4,223
232901	KNIPPA ISD	\$3,208	\$350	\$3,558
232902	SABINAL ISD	\$7,154	\$902	\$8,056
232903	UVALDE CONS ISD	\$97,388	\$12,527	\$109,915
232904	UTOPIA ISD	\$2,186	\$227	\$2,413
233901	SAN FELIPE-DEL RIO CONS ISD	\$178,599	\$22,730	\$201,329
233903	COMSTOCK ISD	\$985	\$127	\$1,112
234902	CANTON ISD	\$17,605	\$1,971	\$19,576
234903	EDGEWOOD ISD	\$11,487	\$1,100	\$12,587
234904	GRAND SALINE ISD	\$18,747	\$2,352	\$21,099
234905	MARTINS MILL ISD	\$5,652	\$663	\$6,315
234906	VAN ISD	\$25,293	\$3,230	\$28,523
234907	WILLS POINT ISD	\$34,720	\$4,254	\$38,974
234909	FRUITVALE ISD	\$6,573	\$757	\$7,330
235901	BLOOMINGTON ISD	\$13,025	\$1,513	\$14,538
235902	VICTORIA ISD	\$177,796	\$23,196	\$200,992
236901	NEW WAVERLY ISD	\$11,969	\$1,346	\$13,315
236902	HUNTSVILLE ISD	\$83,414	\$9,641	\$93,055
237902	HEMPSTEAD ISD	\$22,606	\$3,014	\$25,620
237904	WALLER ISD	\$45,234	\$5,736	\$50,970
237905	ROYAL ISD	\$21,576	\$2,949	\$24,525
238902	MONAHANS-WICKETT-PYOTE ISD	\$25,435	\$3,133	\$28,568
238904	GRANDFALLS-ROYALTY ISD	\$2,078	\$262	\$2,340
239901	BRENHAM ISD	\$58,102	\$6,722	\$64,824
239903	BURTON ISD	\$4,642	\$562	\$5,204
240901	LAREDO ISD	\$488,685	\$63,350	\$552,035
240903	UNITED ISD	\$423,458	\$51,043	\$474,501
241901	BOLING ISD	\$10,756	\$1,018	\$11,774
241902	EAST BERNARD ISD	\$8,671	\$1,099	\$9,770
241903	EL CAMPO ISD	\$48,048	\$5,735	\$53,783
241904	WHARTON ISD	\$32,783	\$4,090	\$36,873
241906	LOUISE ISD	\$5,180	\$506	\$5,686
242902	SHAMROCK ISD	\$7,571	\$820	\$8,391
242903	WHEELER ISD	\$3,737	\$328	\$4,065
242906	FORT ELLIOTT CONS ISD	\$1,438	\$153	\$1,591
243901	BURKBURNETT ISD	\$30,805	\$3,628	\$34,433
243902	ELECTRA ISD	\$9,262	\$1,192	\$10,454
243903	IOWA PARK CONS ISD	\$23,307	\$2,842	\$26,149
243905	WICHITA FALLS ISD	\$174,222	\$22,680	\$196,902
243906	CITY VIEW ISD	\$10,320	\$1,281	\$11,601
244901	HARROLD ISD	\$731	\$66	\$797
244903	VERNON ISD	\$29,673	\$3,983	\$33,656
244905	NORTHSIDE ISD	\$1,448	\$185	\$1,633
245902	LYFORD CISD	\$27,686	\$3,182	\$30,868
245903	RAYMONDVILLE ISD	\$52,941	\$7,082	\$60,023
245904	SAN PERLITA ISD	\$6,243	\$816	\$7,059
246902	FLORENCE ISD	\$8,895	\$1,078	\$9,973
246904	GEORGETOWN ISD	\$67,146	\$7,340	\$74,486

246905	GRANGER ISD	\$4,918	\$609	\$5,527
246906	HUTTO ISD	\$8,214	\$877	\$9,091
246907	JARRELL ISD	\$5,405	\$646	\$6,051
246908	LIBERTY HILL ISD	\$9,732	\$1,214	\$10,946
246909	ROUND ROCK ISD	\$225,247	\$24,053	\$249,300
246911	TAYLOR ISD	\$37,650	\$4,455	\$42,105
246912	THRALL ISD	\$3,903	\$409	\$4,312
246913	LEANDER ISD	\$88,106	\$8,596	\$96,702
247901	FLORESVILLE ISD	\$45,210	\$5,588	\$50,798
247903	LA VERNIA ISD	\$11,855	\$1,242	\$13,097
247904	POTH ISD	\$7,171	\$864	\$8,035
247906	STOCKDALE ISD	\$9,245	\$1,224	\$10,469
248901	KERMIT ISD	\$18,070	\$2,242	\$20,312
248902	WINK-LOVING ISD	\$2,712	\$337	\$3,049
249901	ALVORD ISD	\$5,760	\$503	\$6,263
249902	BOYD ISD	\$10,643	\$1,291	\$11,934
249903	BRIDGEPORT ISD	\$24,600	\$2,794	\$27,394
249904	CHICO ISD	\$5,349	\$703	\$6,052
249905	DECATUR ISD	\$24,066	\$2,893	\$26,959
249906	PARADISE ISD	\$10,082	\$1,052	\$11,134
249908	SLIDELL ISD	\$4,818	\$499	\$5,317
250902	HAWKINS ISD	\$11,435	\$1,473	\$12,908
250903	MINEOLA ISD	\$20,862	\$2,533	\$23,395
250904	QUITMAN ISD	\$13,059	\$1,391	\$14,450
250905	YANTIS ISD	\$4,305	\$529	\$4,834
250906	ALBA-GOLDEN ISD	\$10,735	\$1,328	\$12,063
250907	WINNSBORO ISD	\$16,250	\$1,958	\$18,208
251901	DENVER CITY ISD	\$15,571	\$1,994	\$17,565
251902	PLAINS ISD	\$7,667	\$961	\$8,628
252901	GRAHAM ISD	\$30,847	\$3,592	\$34,439
252902	NEWCASTLE ISD	\$2,367	\$281	\$2,648
252903	OLNEY ISD	\$10,739	\$1,244	\$11,983
253901	ZAPATA COUNTY ISD	\$62,237	\$7,415	\$69,652
254901	CRYSTAL CITY ISD	\$48,457	\$6,359	\$54,816
254902	LA PRYOR ISD	\$10,190	\$1,389	\$11,579
031916	SOUTH TEXAS ISD	\$65,395	\$8,423	\$73,818
180901	BOYS RANCH ISD	\$15,428	\$1,987	\$17,415
043908	MELISSA ISD	\$3,889	\$488	\$4,377
Charter School Allocations and Reallocations				
014801	RICHARD MILBURN ALTER HIGH SCHOOL	\$867	\$307	\$1,174
014802	TRANSFORMATIVE CHARTER ACADEMY	\$1,131	\$341	\$1,472
015801	POR VIDA ACADEMY	\$4,975	\$4,138	\$9,113
015802	GEORGE GERVIN ACADEMY	\$2,407	\$2,859	\$5,266
015806	SCHOOL OF EXCELLENCE IN EDUCATION	\$14,406	\$4,567	\$18,973
015807	SOUTHWEST PREPARATORY SCHOOL	\$4,477	\$2,834	\$7,311
015810	CAREER PLUS LEARNING ACADEMY	\$965	\$308	\$1,273
015812	GEO I SANCHEZ CHARTER HS SAN ANTONIO	\$1,803	\$566	\$2,369
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	\$2,320	\$3,042	\$5,362

015815	RADIANCE ACADEMY OF LEARNING	\$3,662	\$987	\$4,649
015816	ACADEMY OF CAREERS & TECH CHAR	\$5,211	\$2,331	\$7,542
015819	SHEKINAH RADIANCE ACADEMY	\$4,354	\$1,182	\$5,536
015820	SAN ANTONIO SCH FOR INQUIRY & CREATIV	\$1,919	\$545	\$2,464
015823	SAN ANTONIO TECHNOLOGY ACADEMY	\$3,573	\$2,905	\$6,478
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	\$2,173	\$411	\$2,584
046801	NANCY NEY CHARTER SCHOOL	\$1,368	\$382	\$1,750
057803	NORTH HILLS SCHOOL	\$3,272	\$422	\$3,694
057808	UNIVERSAL ACADEMY	\$7,188	\$3,360	\$10,548
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	\$9,501	\$4,339	\$13,840
057818	I AM THAT I AM ACADEMY	\$1,890	\$464	\$2,354
057819	JEAN MASSIEU ACADEMY	\$1,722	\$472	\$2,194
057825	HONORS ACADEMY	\$9,854	\$2,725	\$12,579
057828	WINFREE ACADEMY	\$3,957	\$3,135	\$7,092
057832	ALPHA CHARTER SCHOOL	\$1,201	\$289	\$1,490
057834	EVOLUTION ACADEMY CHARTER SCHOOL	\$1,232	\$308	\$1,540
068801	RICHARD MILBURN ACADEMY (ECTOR CO)	\$1,371	\$361	\$1,732
070801	WAXAHACHIE FAITH FAMILY ACADEMY	\$2,614	\$1,344	\$3,958
071803	PASO DEL NORTE	\$1,160	\$385	\$1,545
071804	EL PASO ACADEMY	\$9,054	\$2,686	\$11,740
072801	PARADIGM ACCELERATED SCHOOL	\$1,041	\$394	\$1,435
092801	EAST TEXAS CHARTER SCHOOLS	\$984	\$540	\$1,524
101804	GEORGE I SANCHEZ CHARTER	\$5,696	\$1,759	\$7,455
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	\$13,498	\$7,376	\$20,874
101817	ALPHONSO CRUTCH'S-LIFE SUPPT CENTER	\$4,987	\$1,386	\$6,373
101818	AMER ACADEMY OF EXCEL CHARTER SCH	\$3,447	\$433	\$3,880
101820	BENJI'S SP ED ACADEMY CHARTER SCHOOL	\$5,999	\$1,513	\$7,512
101827	CROSSROADS COMMUNITY ED CTR CHARTE	\$1,388	\$441	\$1,829
101828	HOUSTON GATEWAY ACADEMY INC	\$9,011	\$2,278	\$11,289
101834	NORTH HOUSTON H S FOR BUSINESS	\$2,553	\$773	\$3,326
101837	CALVIN NELMS CHARTER SCHOOLS	\$878	\$369	\$1,247
101838	SOUTHWEST SCHOOL	\$4,433	\$1,489	\$5,922
101842	COMQUEST ACADEMY	\$1,694	\$213	\$1,907
101843	GULF SHORES ACADEMY	\$14,257	\$4,042	\$18,299
101846	HARMONY SCIENCE ACADEMY	\$3,374	\$934	\$4,308
101852	JUAN B GALAVIZ CHARTER SCHOOL	\$1,387	\$1,178	\$2,565
105801	KATHERINE ANNE PORTER SCHOOL	\$1,099	\$365	\$1,464
108801	ONE STOP MULTISERVICE CHARTER SCHOOL	\$21,262	\$4,907	\$26,169
108802	TECHNOLOGY EDUCATION CHARTER H S	\$2,775	\$1,712	\$4,487
116801	PHOENIX CHARTER SCHOOL	\$2,073	\$526	\$2,599
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	\$1,009	\$733	\$1,742
141801	CEDAR RIDGE CHARTER SCHOOL	\$1,664	\$488	\$2,152
152801	RICHARD MILBURN ALTER H S (LUBBOCK)	\$1,227	\$378	\$1,605
152803	SOUTH PLAINS	\$2,919	\$367	\$3,286
165801	RICHARD MILBURN ACADEMY (MIDLAND)	\$1,226	\$394	\$1,620
178801	DR M L GARZA-GONZALEZ CHARTER SCHOOL	\$4,353	\$3,839	\$8,192
178803	COASTAL BEND YOUTH CITY	\$592	\$169	\$761
178804	RICHARD MILBURN ALTER H S (CORPUS)	\$890	\$694	\$1,584
183801	PANOLA CHARTER SCHOOL	\$179	\$44	\$223

188801	RICHARD MILBURN ACADEMY (AMARILLO)	\$1,106	\$340	\$1,446
213801	BRAZOS RIVER CHARTER SCHOOL	\$1,618	\$539	\$2,157
220803	ERATH EXCELS ACADEMY INC	\$1,759	\$636	\$2,395
227801	AMERICAN YOUTH WORKS CHARTER SCH	\$2,896	\$1,999	\$4,895
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	\$1,183	\$165	\$1,348
232801	GABRIEL TAFOLLA CHARTER SCHOOL	\$2,280	\$316	\$2,596
234801	RANCH ACADEMY	\$333	\$172	\$505
236801	RAVEN SCHOOL	\$3,193	\$526	\$3,719
101803	WEST HOUSTON CHARTER SCHOOL	\$896	\$113	\$1,009
101822	JAMIE'S HOUSE CHARTER SCHOOL	\$961	\$121	\$1,082
101854	RICHARD MILBURN ACADEMY - SUBURBAN	\$667	\$84	\$751
220812	RICHARD MILBURN ACADEMY - FORT WOR	\$1,264	\$159	\$1,423
		\$50,075,257	\$6,332,430	\$56,407,687
	Totals Districts	\$49,831,579	\$6,239,531	\$56,071,110
	Totals Charter Schools	\$243,678	\$92,899	\$336,577
		\$50,075,257	\$6,332,430	\$56,407,687

ATTACHMENT G

Perkins Postsecondary Eligible Recipients, 2004-05 Total Basic Perkins Grants \$32,799,476

<u>Institution</u>	<u>Allocation</u>
Alamo Community College District	\$2,661,197
Alvin Community College	\$ 189,908
Amarillo College (Consortia with Clarendon Col.)	\$ 748,319
Angelina College	\$ 587,850
Austin Community College	\$ 766,977
Blinn College	\$ 348,583
Brazosport College	\$ 143,968
Central Texas College	\$ 772,950
Cisco Junior College	\$ 228,279
Clarendon College (will partner with Amarillo College)	\$ 41,261
Coastal Bend College	\$ 488,912
College of the Mainland	\$ 194,459
Collin County Community College District	\$ 163,488
Dallas County Community College District	\$2,453,089
Del Mar College	\$ 999,351
El Paso County Community College District	\$1,547,810
Frank Phillips College	\$ 143,984
Galveston College	\$ 177,008
Grayson County College	\$ 320,381
Hill College	\$ 291,297
Houston Community College System	\$2,145,066
Howard County Junior College District	\$ 318,896
Kilgore College	\$ 509,619
Lamar Institute of Technology	\$ 355,400
Lamar State College - Orange	\$ 232,648
Lamar State College - Port Arthur	\$ 239,027
Laredo Community College	\$ 891,683
Lee College	\$ 369,354
McLennan Community College	\$ 729,551
Midland College	\$ 379,857
Navarro College	\$ 432,817
North Central Texas College	\$ 253,272
North Harris Montgomery Community College District	\$ 879,793
Northeast Texas Community College	\$ 217,562

<u>Institution</u>	<u>Allocation</u>
Odessa College	\$ 405,687
Panola College	\$ 194,389
Paris Junior College	\$ 404,974
Ranger College	\$ 81,043
San Jacinto College District	\$ 942,966
South Plains College	\$ 733,974
South Texas Community College	\$1,673,196
Southwest Texas Junior College	\$ 454,790
Tarrant County College District	\$ 667,314
Temple College	\$ 271,410
Texarkana College	\$ 348,609
Texas Southmost College	\$ 766,338
Texas State Technical College - Harlingen	\$1,400,990
Texas State Technical College - Marshall	\$ 237,689
Texas State Technical College - Waco	\$1,440,351
Texas State Technical College – West Texas	\$ 807,839
Trinity Valley Community College	\$ 484,050
Tyler Junior College	\$ 728,798
Vernon College	\$ 358,680
Victoria College, The	\$ 296,861
Weatherford College	\$ 235,494
Western Texas College	\$ 79,925
Wharton County Junior College	\$ 228,233

ATTACHMENT H

Perkins Secondary Application



ATTACHMENT I

Perkins Postsecondary Application



ATTACHMENT J

TEXAS

STATE IMPROVEMENT PLAN for CAREER AND TECHNOLOGY EDUCATION

Texas submits this State Improvement Plan in order to be in compliance with Section 123(a) of Perkins III that states "if a State fails to meet State adjusted levels of performance described in the report submitted under section 113(c), the eligible agency shall develop and implement a program improvement plan in consultation with appropriate agencies, individuals, and organizations for the first program year succeeding the program year in which the eligible agency failed to meet the State adjusted levels of performance, in order to avoid a sanction under subsection (d)."

Texas collects and certifies data in a cycle that makes final data available in June for the previous school year. When Texas submits its Consolidated Annual Report (CAR) in December, it represents student data from the previous school year. The impact of certain interventions implemented in 2005-2006 will not be reflected until the December 2006 CAR report.

The following strategies have been identified to address the following state Perkins III performance levels that were lower than targets for 2003-2004:

Strategy 1 and 2: 1S1 Secondary Academic Attainment
 1S2 Secondary Skill Attainment

Strategy 3 and 4: 4S1 Secondary Nontraditional Participation
 4S2 Secondary Nontraditional Completion
 4P1 Postsecondary Nontraditional Participation
 4P2 Postsecondary Nontraditional Completion

Strategy 1: Provide professional development to the Education Service Center (ESC) Career and Technology Education (CTE) Specialists, CTE Administrators, Counselors, and Teachers for implementation of the State Plan for Career and Technology Education, 2005-2007 and the Texas State Plan under the Carl D. Perkins Vocational and Technical Act of 1998.

The State Plan for Career and Technology Education, 2005-2007, identifies objectives and strategies for implementing quality CTE programs. The Texas Education Agency coordinated the development of the new state plan, and stakeholders were given the opportunity to provide input prior to the final approval of the plan by the Commissioner of Education, Dr. Shirley Neeley.

The Perkins State Plan guides the state in the delivery of services to Texas secondary and postsecondary education providers. The Perkins funding priorities include strategies to provide equitable access to CTE programs, increase the number of high school graduates, increase the number of students gaining industry-recognized certifications and licensures, increase the number of students attaining postsecondary degrees, prepare students for a changing economy and workforce, and improve the quality of education in Texas.

Extensive professional development is provided to assist educators in all CTE programs to develop techniques and strategies for enhancing course content and teaching skills in order to improve the academic achievement of CTE students.

Strategy 2: Implement year two of the Performance Based Monitoring Analysis System (PBMAS) for Career and Technology Education, a data-driven monitoring system focused on improving student academic achievement and program effectiveness.

2004-2005 was the pilot year of the CTE indicators for PBMAS. Districts were evaluated on twenty academic performance indicators for certain CTE student populations and one dropout rate indicator. Stages of intervention were assigned based on districts' CTE student performance level on the indicators in relation to established standards, and districts were required to plan and implement strategies that focused on improving academic performance of CTE students.

2005-2006 PBMAS will evaluate districts by the same indicators, and will include a new report-only indicator for the number of CTE students graduating under the Recommended or Distinguished Achievement High School Graduation Plan. This indicator will become a full performance measure in a future version of the PBMAS as the system's phase-in plan for new indicators is implemented. Districts are encouraged to have all students graduate from high school ready for postsecondary education, whether or not they choose to continue their education immediately after high school. Districts will be monitored for evidence of CTE program effectiveness and continuous improvement.

Strategy 3: Collaborate with the TEA Public Education Information Management System (PEIMS) Division and THECB Information Systems to improve the reporting of demographic data for students enrolled in Nontraditional CTE courses. Texas identifies non-traditional careers and their related programs of study and does not identify individual students as "non-traditional" because non-traditional status is directly related to the student's chosen career and program of study. An additional problem is that students are not currently required to declare a specific major until just before graduation. Institutions will be encouraged to enhance their recruitment efforts of students into nontraditional careers and they will be strongly encouraged to counsel students to declare a career major.

Student demographic data will be analyzed and reported as possible for secondary and postsecondary students enrolled in nontraditional courses by December, 2005. Information and marketing materials to enhance educator and counselor awareness of opportunities in nontraditional careers will be disseminated, professional development will be provided, and successful interventions will be shared during the Partnering for Student Success: The P-16 Conference.

Strategy 4: Improve the quality and integrity of student data reporting by (a) holding districts accountable for the quality of the data they submit to the Texas Education Agency and (b) implementing professional development training for district personnel, administrators, counselors, PEIMS Coordinators, Tech-Prep Consortium Directors and other stakeholders.

- (A) Annual review of the data submitted by school districts is an integral part of the PBMAS, and the system allows for agency intervention to occur in the event data anomalies are identified. In the 2004-2005 PBMAS, for example, districts that received a certain threshold of Perkins funding and that were also determined to have reported unreliable student performance data were required to participate in a higher level of intervention that included an on-site review.
- (B) Data standards and business rules will be reviewed and improved to assure data integrity. A written system of performance measure reporting will be developed in order to document the process for securing, analyzing, and reporting accurate Perkins data. Information will be disseminated and professional development will be provided to stakeholders in order to improve the accuracy and quality of data reported.

PART I

This plan was developed in consultation with the following agencies, individuals, and organizations:

- Texas Education Agency
 - Dr. Susan Barnes, Associate Commissioner
Standards and Programs
 - Dr. Sharon Jackson, Deputy Associate Commissioner
Standards and Alignment
 - George Rislov, Managing Director
Division of Curriculum
 - Karen Batchelor, State Director
Career and Technology Education
 - Darlene Gouge, Mark Walker
PEIMS Division
 - Rachel Harrington, Director
Performance Based Monitoring Division
 - Laura Taylor, Director
Monitoring and Interventions Division

- Texas Higher Education Coordinating Board
 - Dr. Glenda Barron, Associate Commissioner
Participation and Success
 - Dr. David Gill, Director (Former)
Performance Systems
 - Rob Franks, Coordinator
Perkins Grants Administration
 - Linda McDonough, State Director
Tech-Prep

- Texas Workforce Investment Council
 - Chuck Ross, Office of the Governor
Performance Reporting

PART II

This State Improvement Plan will be posted on the Career and Technology Education (CTE) page of the Texas Education Agency web site. The CTE Communication Listserv will be utilized to inform eligible recipients of the posting of the improvement plan.

PART III

The following timetable was established for completing each of the activities in the state improvement plan:

Strategy 1: Professional Development Training

July, 2005	Professional Development Conferences for: Agriculture Science and Technology Education, Business and Marketing Education, Family and Consumer Sciences Education, Health Science Technology Education, Technology Education, and Trade and Industrial Education
August 16, 2005	CTE ESC Specialists Texas Education Telecommunication Network (TETN)
August 31-Sept 1, 2005	CTE ESC Specialists Retreat, Abilene, TX
October 18, 2005	CTE ESC Specialists TETN
November 20, 2005	CTE ESC Specialists TETN

December 13, 2005	CTE ESC Specialists TETN
February 1-3, 2006	Texas Career Ed Conference, Austin, TX
February 21, 2006	CTE ESC Specialists TETN
April 18, 2006	CTE ESC Specialists TETN
April 24-26, 2006	Partnering for Student Success: The P-16 Conference

Strategy 2: Performance Based Monitoring System

August 4, 2005	PBM Texas Education Telecommunication Network (TETN) for ESC Staff
August 29-30, 2005	PBMI Training, Austin, TX
September 8, 2005	PBM TETN for ESC staff
October 20, 2005	PBM TETN for ESC staff
November 10, 2005	PBM TETN for ESC staff
January 5, 2006	PBM TETN for ESC staff
April 6, 2006	PBM TETN for ESC staff
May 4, 2006	PBM TETN for ESC staff
June 1, 2006	PBM TETN for ESC staff
June 29, 2006	PBM TETN for ESC staff

Strategy 3: Nontraditional Student Data Reporting

September, 2005	Collaborate with TEA PEIMS Division and THECB Performance Systems Division to establish written procedures for data reporting
December, 2005	Report nontraditional student demographic data in Perkins Consolidated Annual Report
April 24-26, 2006	Partnering for Student Success: The P-16 Conference

Strategy 4: Data Quality and Integrity

Summer, 2005	Revise 2005-2006 CTE PEIMS Data Standards and the Student Attendance Accounting Handbook to clarify data reporting requirements and business rules.
August 1, 2005	ESC PEIMS Coordinator Training
August 25, 2005	Meeting with Texas Workforce Investment Council (TWIC) regarding performance reporting requirements, including data quality and integrity
Spring, 2006	Analyze Fall Snapshot CTE PEIMS data for quality and integrity

ATTACHMENT K

Request for Technical Assistance

Request for Technical Assistance
Perkins III Accountability

The state of Texas is requesting technical assistance to improve the Perkins III accountability measures related to nontraditional participation/ completion and implement strategies to utilize the data to promote opportunities in nontraditional careers.

Texas did not meet the Perkins performance measure targets related to these measures, and there seems to be an underlying problem with how the state determines the measure definitions and how data is compiled and analyzed for both secondary and postsecondary CTE programs.

Assistance is requested for the following questions:

How can Texas appropriately identify courses for inclusion in determining the nontraditional measures?

What are appropriate methods to identify and report demographic data of students enrolled in nontraditional courses?

How can student data be used to promote nontraditional career opportunities - including recruitment, retention, and placement?

What strategies can be developed to ensure that activities and initiatives designed to promote nontraditional careers include an evaluation of the impact that cultural and socioeconomic factors may have on the career choices that students make?

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