

**Texas Consolidated Annual Report
for
Fiscal Year 2006-2007**

under the

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

**Texas Education Agency
December 2007**

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I. State Administration

A. Sole State Agency and Governance Structure

The State Board of Education and the Texas Education Agency are the eligible recipients of the Perkins funds for Texas. Leadership for Career and Technical 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 Tech Prep programs. In 2006-07, Texas was allocated \$95,086,963 in Perkins basic grant and \$8,397,736 in Tech Prep funds for a total of \$103,484,699 for required, permissive, and core indicator activities. Texas allocated 86% of the state's basic grant funds to serve eligible secondary and postsecondary recipients. The TEA Organizational Charts are found in Attachment A. The THECB Organizational Charts are found in Attachment B.

B. Organization of Career and Technical Education Programs

At TEA, responsibility for CTE programs is assigned to the Division of Curriculum, a component of the Department of Standards and Programs. The functions of the Department of Standards and Programs include providing oversight for establishing standards of effectiveness and implementation guidelines for programs supporting successful completion of high school. Functions of the Division of Curriculum include policy guidance; development and implementation of curriculum; providing instructional materials and educational technology; adoption and distribution of instructional materials; and providing leadership to districts, education service centers, colleges, universities, professional organizations, and individuals regarding school improvement. Responsibility for federal and state grants belongs to the 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.

TEA also provides administrative technical assistance to school districts and charter schools through the education service centers (ESCs). Twenty ESCs are eligible to apply for and receive Perkins administrative funds to provide technical assistance to local school districts. The ESC CTE Specialists provide support for implementing quality CTE programs, performance based monitoring, program improvement, and professional development activities – including training and resources for non-traditional fields.

The Texas Legislature established the following CTE 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 CTE programs as well as Tech Prep programs. The priority goal for higher education in Texas is to provide an affordable, accessible, and high quality system of

higher education that prepares individuals for a changing economy and workforce, and furthers the development and application of knowledge through research and instruction.

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

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

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:

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| Participation | Close the gaps in participation rates across Texas to add an additional 630,000 students in postsecondary institutions. |
| Success | By 2015, award 210,000 undergraduate 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 | By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation. |

TEA awarded a Career Clusters grant to Texas Tech University for the purpose of identifying and developing a statewide system of career clusters and programs of study. 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 two years ago. The workgroup determined that Texas will transition from traditional CTE programs to the 16 national career clusters as the basis for reorganizing CTE. A research project and visioning activity provided the foundation for the transition plan and implementation resources, which lead to the creation of the AchieveTexas College and Career Initiative. Existing secondary courses and postsecondary programs were organized around the 16 career clusters. One hundred fourteen state developed programs of study have been posted on the AchieveTexas web site. For more information on the AchieveTexas initiative, please go to www.AchieveTexas.org. For the first time, Career and Technical Education was clearly defined by the Texas Legislature during 2007.

II. State Leadership Activities

A. Required Uses of Funds

➤ Assessment of CTE programs

TEA has established a Performance Based Monitoring Analysis System (PBMAS) for secondary CTE programs. The PBMAS is a data-driven performance-based system focused on the academic skill attainment of CTE students, including specific sub-populations of CTE students. Districts receive a comprehensive report of the performance measures of CTE coherent sequence and Tech Prep program 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 Program Access Review monitoring site visit. All activities are focused on continuous program improvement for CTE in order to positively impact student performance. For additional information on Performance Based Monitoring and Program

Monitoring and Intervention in Texas, go to <http://www.tea.state.tx.us/pbm> and <http://www.tea.state.tx.us/pmi>.

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 from 1992-2002, 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.

TEA allocated funds to conduct an external evaluation of CTE secondary and postsecondary programs during 2006. The external evaluation was based on the objectives in the state self study document. The Request for Projects was finalized and awarded in the spring of 2006 and was completed in the spring of 2007 and the final report was posted on the TEA web site. The evaluation report was used as a resource during the development of the 2007-2008 Perkins Transition Plan.

➤ 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 have been updated and improved to disseminate program information and enhance communications to CTE teachers, administrators, parents, counselors, and business and industry partners. The TEA CTE website (<http://www.tea.state.tx.us/cte>) received 141,712 visits during 2006-2007 with over 336,377 page views. The CTE list serve maintains a membership of more than 2,500 members and is used to provide timely communications to CTE stakeholders.

Postsecondary state leadership projects were designed to expand the use of technology in technical education. For example, projects such as, *STARLINK*, *The Texas Collaborative for Teaching Excellence*, *Online Student Support @ Every College*, *Texas Leadership Alliance & Academy* were supported. 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 2006-07, TEA provided \$780,000 in Perkins funds for professional development in six program areas. Each CTE program area grant provided for one or more statewide, content-specific professional development conferences for academic and CTE teachers. \$10,000 in Perkins funds was available to each ESC to provide professional development activities for local school district and charter school personnel. Additional Perkins funds were allocated to ESC 6 to support two statewide professional development conferences for CTE administrators and counselors; to ESC 5 for technical support and statewide professional development for the *High Schools That Work* initiative; and to the University of Texas at Tyler to support professional development for districts implementing Project Lead The Way pre-engineering programs. A list of the secondary professional development projects is found in Appendix D.

Texas has developed New Teacher Standards for each of the CTE program areas. The 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 has been 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 CTE teachers. Intensive professional development is provided at each summer professional development conference as well as several new and returning teacher workshops held in the fall and spring.

A number of postsecondary state leadership projects developed and conducted professional development activities for postsecondary faculty and staff across the state. These 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. A list of postsecondary professional development projects is found in Attachment F.

➤ **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) state standards 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. The TEKS will be revised during 2007-2009. Texas Education Code §28.002 requires that the TEKS must be taught in every course offered by a school district. Quality curriculum resources and extensive professional development have been provided in the implementation of the TEKS for all CTE courses.

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. 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 2006-07.

➤ **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)*. During 2006-2007, Texas completed a crosswalk of nontraditional courses based on 2006 BLS data. The two new lists of courses that are nontraditional for males and females include many new courses in the Education and Training and Health Science Clusters (nontraditional for males) and in Agriculture; Science, Technology, Engineering and Mathematics; and Manufacturing, (nontraditional for females). Additionally, a total of \$87,320 was provided for the twenty ESC CTE Specialists to conduct workshops and provide resources for career counseling and recruiting students into both male and female non-traditional fields.

TEA budgeted \$200,000 in Perkins funds to assist districts in implementing *Project Lead The Way* pre-engineering programs, which are nontraditional for females. In June and July 2007, 130 teachers received curriculum training at The University of Texas at Tyler. In addition, support equipment was awarded to 54 Texas schools in 2006-07 for implementation of PLTW.

➤ **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, postsecondary institutions, and employers. TEA works closely with the THECB, the Texas Workforce Commission (TWC), the Texas Workforce Investment Council (TWIC), and the Texas Business Education Coalition (TBEC) and other stakeholders to develop effective linkages that support the seamless transition of Texas students into postsecondary education and/or employment.

TEA has partnered with companies such as 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, or high-demand careers. Through Memorandums of Understanding (MOUs), the TEA, the THECB and TWC collaborate to follow student progress through the educational system and into employment using secondary education data 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 ATC 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, eligibility and approval of ATC program teachers. There are over 826 school districts with 8,460 ATC-eligible teachers. ATC course credit may transfer to any participating community or technical college in Texas. The alignments provide Tech Prep students with the ability to use dual credit courses, Advanced Placement and International Baccalaureate courses, ATC courses, and locally-articulated courses to earn college credit while they are in high school. For more information on ATC, go to www.atcTexas.org.

Twenty-six Tech Prep consortia were provided \$7,977,850 in Perkins Title II funds for the regional implementation of Tech Prep programs and activities during the 2006-07 fiscal year. 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 G.

➤ **Serving individuals in state institutions**

The Windham School District and Texas Youth Commission were awarded \$950,869 in Perkins funds in 2006-07. The Windham school system was awarded \$737,437 in Perkins funds and served 11,270 incarcerated students in CTE courses. The Texas Youth Commission was awarded \$213,432 in Perkins funds to serve incarcerated youth.

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

In 2006-07, TEA provided \$250,000 in carryover 2005-06 Perkins funds to enhance the CTE Special Populations Resource Center at Texas A&M University. The Center offers school districts and charter schools technical assistance and quality instructional resources, teaching aids, and strategies to better meet the unique needs of CTE students who are members of special populations. The Center provided professional development for the four training

modules that are available to stakeholders by DVD or streaming video. These DVD and accompanying training manuals include (1) Laws and Legal Issues, (2) Transition Assessment and Evaluation Accommodations, (3) Instructional Modifications and Accommodations, and (4) Behavior Management. Other resource materials such as books, videos, journals and magazines are available at the center for Assessment, Career and Technical Education, Exceptionality and Diversity, Instructional Strategies, Policy, Programming, and Research. For more information, go to <http://ctsp.tamu.edu/>.

At the postsecondary level, 35.9 percent of the basic grant was utilized for activities for special populations. Statewide Leadership projects are coordinated by a Perkins-funded Recruitment and Retention Consortium that brings the individual projects together on a regular basis to assess their progress and contributions to the goals of the state plan. Examples of funded leadership projects include: *State Leadership Consortium for Recruitment and Retention*, *Rx for ER: Prescriptions for Effective Retention*, and *Dual Credit Outreach for Economically Disadvantaged Students Project*.

B. Permissible activities

➤ Technical assistance

Technical assistance for secondary CTE programs was primarily provided through the 20 ESCs by CTE ESC Specialists. TEA provided \$818,400 in Perkins administrative support funding for technical support and professional development related to Tech Prep programs, Advanced Technical Credit courses, industry certifications and licensures for students, training and employment in non-traditional fields, Texas Essential Knowledge and Skills (TEKS)/Texas Assessment of Knowledge and Skills (TAKS) coordination, Performance Based Monitoring, and CTE program evaluation and assessment. TEA staff provided administrative leadership to the ESC Specialists, school districts, and charter schools through extensive telephone support, presentations at conferences and workshops, email communications, CTE Listserv, 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 performs yearly program reviews on a four-year cycle. Additionally, monitoring visits are conducted yearly for programmatic improvement and audited for fiscal compliance issues on a five-year schedule. The THECB staff maintains a list serve and an email 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.

➤ Improvement of career guidance and academic counseling programs

The *Texas State Plan for CTE, 2005-2007*, provided 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, \$45,000 in Perkins funds was budgeted to provide a Toll-free Career Hot Line, \$52,233 was budgeted to align career resources with the 16 career clusters, and \$130,000 was budgeted to

develop online Career Orientation training for teachers and students. The Texas State Plan for secondary CTE can be found at www.tea.state.tx.us/cte/Accountability/.

For the 57 public two-year colleges, 12.8 percent of Perkins 2006-07 funds was used to support counseling programs. Secondary Perkins leadership funds were used to support the Texas 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 programs of study into a life-long learning system. In 2006-07, Texas colleges utilized basic grant funds to support local One-Stop Shops that would not be otherwise available within the college to help provide social services and career placement services to students.

➤ Support for work based learning

Perkins funds assisted Texas school districts in serving 39,647 secondary students in paid or unpaid work-based learning programs in 2006-2007. Students have the opportunity to participate in relevant classroom instruction with career training in areas of personal interest and prepare for postsecondary education and training in their chosen field.

All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually a work 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 Associate of Applied Science (AAS) and has been determined to be a good candidate for promotion.

➤ Support for Career and Technical Student Organizations

Texas recognizes that career and technical student organizations (CTSOs) are a critical component of an effective CTE program. CTOS play a key role in keeping students engaged in school and providing opportunities for the development of leadership skills, academic skills and technical knowledge skills. In addition to the opportunities to acquire advanced technical skills, CTOS provide scholarship opportunities for members who actively participate; over 2.5 million dollars was presented to Texas members through respective CTOS in 2006-2007. TEA holds eight CTOS state charters, and in 2006-2007 provided \$240,973 in Perkins funds to support CTOS leadership development activities for the 140,443 members.

➤ 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 2006-07, TEA provided \$345,557 in Perkins funding to 58 charter schools offering CTE programs. (Attachment C)

➤ Education and business partnerships

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.

TEA has established a state partnership with CompTIA (Computing Technology Industry Association). The statewide educational partnership allows all state high schools (including charter schools) and postsecondary institutes to become members of CompTIA's Education to Careers (E2C). The program targets recruitment, training, opportunities to receive industry recognized certification and help place new information technology employees. In 2006-2007, Texas public schools and postsecondary institutions participated at a cost of \$83,081 and saved \$90,550. The actual cost without the partnership would have been \$173,568. Schools were able to receive vouchers for students to take exams such as E2C A+ Domestic, E2C Network+ Domestic, E2C Security+ Domestic, E2C INET+ Domestic, and E2C Linux+ Domestic.

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 THECB 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 toward graduation is a requirement for maintaining employment.

➤ Improve or develop new CTE courses

TEA awarded six Educational Excellence grants at \$325,000 each in Perkins state leadership 2005-06 carryover funds to support the development and improvement of rigorous CTE programs. (Attachment D)

A school district may develop innovative or other locally-designed courses to enable students to master knowledge, skills, and competencies not included in the required curriculum (19 TAC §74.27). When school districts determine that students need education and training opportunities in 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 173 school districts and approved 179 school districts and approved 548 CTE innovative courses in 2006-07. Currently, districts are granted approval to offer the innovative course for a five year period. After evaluating the effectiveness of the innovative course, districts may reapply to continue offering the innovative course for an additional five year period. While the number of new innovative courses declined from 2005-06, the number of school districts seeking approval for innovative courses increased from 173 to 179.

Colleges used 14.2 percent of the basic grant to upgrade curriculum. Additionally, some leadership projects focused on developing new and innovative curriculum. A listing of statewide postsecondary leadership projects can be found in Attachment F.

In Texas, Tech Prep programs are included in more than 97 percent of the independent school districts and all of the state community and technical colleges. In 2006-2007, there were 163,588 secondary and 60,362 postsecondary students reported as Tech Prep students. The definition of Tech Prep programs and program participants is incorporated in the Texas

Education Code, which requires that all Tech prep programs be based on the Recommended High School Graduation Program.

Tech Prep brings added value to students and their families in the form of cost savings. An analysis done in 2005 used the following assumptions:

1. Tech Prep students take a coherent sequence of CTE courses comprised of two or more CTE courses for three or more credits.
2. The three high school CTE courses can be articulated as three college courses.
3. The Tech Prep consortium average cost per semester credit hour was calculated by taking the average total/semester credit hour for the community colleges in that consortium.

The cost savings estimate can be applied to various Tech Prep populations, but for this analysis, 2005-06 Tech Prep seniors were considered. The senior enrollment of 53,425 students represents 33.3 percent of the total grade 9 through 12 enrollments. The average college costs per student amounted to \$653 for a potential savings for Tech Prep seniors of \$35,125,107.

Texas has developed formal written agreements among the various educational institutions of all levels to ensure that students who choose a technical career are able to pursue further education, to baccalaureate and beyond. One Perkins sponsored project was the *Texas TWO-STEP (Technology Workforce Opportunities through Seamless Transitions and Educational Partnerships)*, where the University of Texas at Arlington, Stephen F. Austin State University, University of Texas at Brownsville, Texas A&M Commerce, and Tarleton State University have partnered with community and technical colleges to accept selected technical courses from AAS degree programs into certain baccalaureate programs.

III. Distribution of Funds and Local Plan for CTE Programs

A. Summary of state's budget for eligible recipients

Texas Education Agency	
Administration	\$1,668,400
Eligible Recipients	\$49,439,998
Leadership	\$5,109,143
Corrections	\$950,869
Subtotal	\$57,168, 410
Texas Higher Education Coordinating Board	
Administration	1,898,990
Leadership	\$3,448,681
Eligible Recipients	\$32,570,882
Subtotal	\$37,918,553
Basic Grant Total	\$95,086,963
Tech-Prep Grant	\$8,397,736
Texas Total	\$103,484,699

A list of the 2006-07 secondary districts & charter schools and their Perkins award is located in Attachment C and a list of the TEA state leadership grant recipients is found in Attachment D.

A list of the 2006-07 eligible postsecondary institutions and their Perkins award is located in Attachment E and the list of THECB leadership grant recipients is found in Attachment F. The list of Tech Prep Consortia is found in Attachment G.

B. 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 CTE 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. A copy of the secondary Perkins Grant Application can be found in Attachment H and at <http://www.tea.state.tx.us/formfund/>. The electronic version of Perkins Grant Application is on a secure server and can only be accessed with an assigned user name and password.

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 does not reflect the interactive quality of the electronic application. An electronic version of the Annual Basic Application is found in Attachment I and at <http://www.thecb.state.tx.us/OS/Grants/Perkins/>. The annual RFA 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 2006-07, Texas exceeded the secondary targets for 1S1, 1S2, 2S1, 2S2, 3S1, 4S1, 4S2, ZS1 and ZS2 but did not meet the performance target for ZS3. We are encouraged by the academic performance of CTE concentrators, as well as meeting both measures for nontraditional participation and completion. The ZS3 CTE Graduation Rate performance target was missed by only 0.18%.

Another factor that influences CTE student course data is the secondary state data system. Currently, CTE students are coded as concentrators only in the fall PEIMS data reporting period. Course completion is reported in the summer following the school year, so CTE student records must be matched by district fall and summer data submission. Students that transfer districts are reported in the denominator, but not in the numerator, which negatively impacts the actual performance data. The PEIMS Division has plans to improve the data system reporting requirements so CTE students are not lost between fall and summer reporting periods. This change will begin with the 2008-09 data standards.

Previously, the 1S1 Academic Attainment data was for CTE concentrator students that passed the Texas Assessment of Academic Skills (TAAS) state academic assessment, which included Reading, Writing, and Mathematics. The Exit Level Texas Assessment of Knowledge and Skills (TAKS) assessment includes English language arts (an integrated reading/writing test), mathematics, science and social studies. Students take TAKS in the spring of their 11th grade, with four retest opportunities for any section not passed. The state requires school districts to provide remediation services for students who do not pass the TAKS, although the state does not require students to attend remediation programs. In spring 2005, the state began withholding diplomas for students who had not passed TAKS. The 2005-06 exit cohort was the first class to graduate under the new uniform graduation calculation methodology.

CTE students ineligible for the TAKS test were not included in the denominator for this reporting cohort. The numerator includes those CTE concentrators that took and passed all four components of the TAKS test. The actual performance level was 94.55%. This is significantly higher than the target of 82.95%. All ethnic groups except Black students had performance levels above 91%; however, CTE Hispanic students did not perform as well on TAKS as other ethnic groups. Individuals with Disabilities and Limited English Proficient CTE students performed well below other subpopulations indicating that barriers to academic attainment are still a significant problem for these students.

While data indicates that Texas did not meet three postsecondary indicators, we are encouraged by exceeding the 4P1 and 4P2 indicators for nontraditional students which we failed to meet as indicated in last year's report. Additional success could have been reported if we had been able to perform the supplemental follow-up, the CBM116 report, in which schools manually track students, effectively increasing the number of nontraditional student placement by at least 1%, enough to meet the performance target. The report for program year 2006-2007 requires postsecondary education to include information regarding migrant students. The State of Texas does not recognize any students as migrant at the postsecondary level because postsecondary students have the freedom to move from one college to the other in order to accomplish their educational plans.

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 2005-06 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 student performance data for this report reflects Texas' timeline for the reporting and validation of student-level data to ensure that data are accurate, valid, and reliable.

Secondary Measures

- 1S1 Academic Attainment (TAKS):** 94.55% of Texas CTE concentrator students met the state passing score on the Exit Level TAKS assessment. The result was significantly above the 82.95% agreed upon performance level. Both CTE males and females performed above 94%, with males performing slightly higher despite their slightly lower TAKS participation rate. Black and Hispanic CTE students continue to perform below other ethnic groups. State data reflects a decline in academic performance in the Black, Hispanic and White ethnic groups, most likely due to the increase in the state TAKS passing rates. American Indian, Asian, and White CTE students performed above the 1S1 performance level. Individuals with disabilities and Limited English Proficient CTE students perform significantly below the actual performance level.
- 1S2 Skill Attainment (Successful completion of CTE courses):** The course completion rate of 92.55% was significantly higher than the previous performance level of 77.03%. Females performed better than male students, with 93.05% of female students completing CTE classes compared with 92.07% of the male students completing CTE classes. Asian and White student performance was above the target. Low performance was fairly consistent across most special populations, with the exception of nontraditional CTE students. The performance of Tech Prep students continues to be above the state actual performance level.
- 2S1 Completion (Diploma or GED):** The percentage of CTE concentrator students who received a high school diploma or GED was 90.56%. This performance exceeded the target performance level of 79.40%. Female CTE students continue to earn a high school diploma or GED at a rate higher than CTE males. CTE Tech Prep student performance continues to be significantly higher than the state performance level, which reinforces the fact that students participating in Tech Prep programs understand and see the connections between secondary graduation and opportunities for postsecondary education. The Limited English Proficient and Migrant CTE students alarmingly are completing at rates significantly below the CTE state performance level, which reinforces the negative impact of language barriers on completion.
- 2S2 Diploma (Credential):** The percentage of Texas CTE students who received an industry certification or licensure in addition to their high school diploma increased significantly to 15.98% in 2005-06. The result exceeded the agreed-upon performance level by 5.36%. Male students received an industry credential at 18.69% which is higher than the female student rate of 13.20%. More Hispanic and Limited English Proficient students earned industry licensures and certifications than all other groups. Individuals with disabilities and nontraditional CTE students earned significantly less licensures and certification than other subpopulations. Districts report data for the attainment of valid and reliable industry certifications and licensures in the Perkins application rather than through the PEIMS data system. Districts are offering more opportunities for CTE students to earn industry certifications and licensures, especially when implementing new CTE programs of study.
- 3S1 Total Placement:** The percentage of Texas CTE graduates who were successfully placed in postsecondary education or the workforce after graduation was 76.92%. This result exceeded the agreed-upon performance level by 0.31%. The total placement rate for American Indian and Black CTE students continues to be lower than other ethnic groups. The CTE students who are Limited English Proficient or individuals with disabilities continue to have lower placement rates than other subpopulations. The statewide strategies to increase participation in postsecondary education most likely contributed to the increase in overall total placement results.

Placement: Advanced Training: The percentage of Texas CTE graduates who were successfully placed in advanced training after graduation was 58.99%. This result was an

increase from 2005-06. The placement rate increased for all CTE ethnic groups as well as all subpopulations. This data reinforces the positive impact of the state priorities to minimize the barriers to postsecondary education opportunities.

Placement: Employment: The percentage of Texas CTE graduates who were successfully employed after graduation was 74.51%. This result was an increase from 2005-06. The employment rate increased for both males and females, although CTE males continue to be employed at a higher rate than females. Asian student employment rates continue to be lower than other ethnic groups. Migrant, nontraditional enrollees and Tech Prep students were employed at rates below the state actual performance level.

4S1 Nontraditional Participation: The percentage of Texas CTE students who participated in programs that are nontraditional for their gender in 2005-06 was 38.64%. This result exceeded the agreed-upon performance level of 10.85%. Female CTE students continued to enroll in programs that are nontraditional for their gender at a higher percentage rate than male CTE students. Hispanic students participate in courses that are nontraditional for their gender at a lower rate than any other ethnic group. Since the list of courses that are considered nontraditional for gender has changed based on the 2006 BLS nontraditional occupations, the data now reflects many of the current educational programs and initiatives to recruit females into high technology, manufacturing, and pre-engineering courses.

4S2 Nontraditional Completion: The percentage of Texas CTE concentrators who completed courses that are nontraditional for their gender in 2005-06 was 38.20%. This exceeded the 2004-05 performance of 11.86%. Since the list of courses that are considered nontraditional for gender has changed based on the 2006 BLS nontraditional occupations, the data reflects many of the current educational programs and initiatives to recruit females into high technology, manufacturing, and pre-engineering courses. Texas is meeting this student performance indicator because the new listing of courses identified as nontraditional includes many more high skill, high wage or high demand fields that are appealing to students.

ZS1 Academic Attainment – Reading/Language Arts: The performance target was 97.00%. The actual performance was 97.97%, which is higher than the target. Female CTE students passed the exit level assessment at a higher rate than male students. Black and Hispanic students performed below the state target. Individuals with disabilities and Limited English Proficient students performed significantly below the state target.

ZS2 Academic Attainment – Mathematics: The performance target was 96.00%. The actual performance was 96.02%, slightly above the target. Black and Hispanic CTE student performed significantly below other ethnic groups. Individuals with disabilities and Limited English Proficient students performed significantly below the state target.

ZS3 Graduation Rates: The performance target was 90.00%. The actual was 89.81%; slightly below the target. Female graduation rates are slightly higher than male graduation rates. The Black and Hispanic student graduation rate was significantly below other ethnic groups. Nontraditional enrollees and Tech Prep students were the only subpopulations to have graduation rates above the state rate.

Postsecondary Measures

1P1 and 1P2 Academic and Skill Attainment (Technical): With a performance of 90.22%, the target of 90.67% was not met by 0.45%. As was the case last year, variances above/below standard were small among gender, ethnic or special population groups with the lowest success at 84.68% for Black, non-Hispanic students. The special population categories of

single parents, displaced homemakers, and nontraditional enrollees not only increased from last year, they are above the target. The subcategories below target showed a decrease in performance, except for individuals with disabilities, which did not meet the target but increased slightly from last year.

- 2P1 Completion:** There was a decrease in overall performance compared to last year, and it continues to be difficult to increase performance level on this measure. Texas has an initial cohort of students expressing the intent of graduating with an associate degree and/or certificate, and transferring to a 4-year institution, and also of those who did not respond at the time of reporting. Because the student intent is self-reported and not very reliable, we may have included students that had no intention of completing a degree and thus decreasing our completion rates. With a target of 35.73%, the student performance of 34.16% was under target by 1.57%.
- 3P1 Total Placement:** With a target of 90.87%, student placement of 89.55% missed the target by 1.32%. Only the student subcategories of single parents (92.57%) and economically disadvantaged (91.56%) exceeded the target. Even though the level of performance is higher than last year, the slow increase may be due 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 (Texas includes the students with a nondisclosure flag in our state counts) 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 90.71%, thus exceeding the target. THECB is 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):** With a performance of 89.43%, the target was exceeded by 1.80%. Notable increases are seen for Tech Prep students, females, and student subpopulation groups of nontraditional enrollees, individuals with disabilities, Limited English proficient and economically disadvantaged. Even though some student groups did not have an increased performance since last year, all special populations groups, except students that are academically disadvantaged, have a performance above the set target. The American Indian and Asian ethnic groups have an employment retention rate under the target.
- 4P1 Nontraditional Participation:** Texas exceeded by 0.87% the adjusted level of performance of 11.94% to an actual level of performance of 12.81%. Male non-traditional participation, which was above the target and improving, continues to climb at 27.55%, however, female nontraditional students continued to lag below the target, even though they increased slightly to 4.45%. The programs identified as nontraditional followed the crosswalk provided by the National Alliance for Partnership in Equity (NAPE). All categories showed an increase in nontraditional participation with the exception of Limited English Proficient group. However some student subpopulations are still below the target, including economically disadvantaged, single parents, displaced homemakers, and LEP groups. Hispanic students continued to show a low nontraditional participation rate among ethnic groups at 11.85%, while Asians showed the highest, at 24.74%.
- 4P2 Nontraditional Completion:** With a performance level of 9.39%, a target rate of 8.61% was exceeded by 0.78%. The male nontraditional program completion rate of 16.37%

increased significantly as well as did the female nontraditional student completion rate of 4.74%. The performance across ethnic groups and special population categories decreased compared with the previous year, with only single parents, displaced homemakers, and other educational barriers subpopulation groups having performance below the target.

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, a number of other contributing factors are negatively impacting the ability of Texas to make the progress essential for its special populations. Disabled students often face unintended barriers created by equipment that is designed for use by the non-disabled. 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 decrease the time a single parent must 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 include: academic tutorial support; integrating Math and English into technical courses; creating small learning communities; providing textbooks, day care, and transportation; and offering courses in nontraditional delivery methods. Texas has found that the success of these pilot programs has less to do with the specific intervention than it does the staff personnel involved. Some of the programs implemented in the past years seem to work as the performance of these groups increased this year, even in cases when their academic performance is still below the target.

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 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** The definitions used for the Texas Perkins core indicators are found in Attachment J. No changes have been made to definitions from the 2005-06 program year, however, the list of courses that are nontraditional for males and females were changed to

support the collection of baseline data for the Perkins IV performance measure reporting. The additional secondary Z performance measure definitions were developed according to the Perkins IV reporting requirements.

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. The secondary enrollment and performance measure data for 2005-06 does not include Displaced Homemaker; however TEA will begin collecting this data during 2008-09. The data for 4P1, 4P2 as well as 3S1 does not include demographic performance for nontraditional students. A change in reporting methodology is planned so we will be able to capture this demographic data for Perkins IV reporting requirements.

In 2006-07, 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>, where they can be accessed and reviewed by districts. The CTE staff is working closely with the Performance Reporting Division to provide school districts and charter schools with access to district CTE performance data for state and federal indicators. Districts receive an annual Performance Based Monitoring report for their CTE student populations. Additionally, districts have access to follow-up reports in an online Career and Technical Education Reports (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.

E. Improvement Strategies

TEA provided significantly more professional development training and technical support to districts in 2006-07 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 Applications (RFA) 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 accuracy of 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 ESC CTE specialists in 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.
- At the postsecondary level, the Educational Data Center (EDC), Planning and Accountability office, the Perkins Grants Administration Office, and Professional Programs/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 the data. The reports are produced by Planning and Accountability Office in collaboration with EDC. 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.

Some 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 Texas Workforce Commission, allowing the collection of outcomes information on the success of graduates in the workforce. Data from the Office of Personnel Management (OPM), the Department of Defense, Defense Manpower Data Center (DMDC), and the United States Postal Service (USPS) is obtained through Federal Employment Data Exchange System (FEDES) managed by the State of Maryland.

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

Secondary Education

- TEA will continue to improve the quality of professional development activities to ensure that educators have the academic and career and technical knowledge and skills they need to help students improve their educational preparation.
- 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 graduate 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 Technical 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 Applications for the Basic and Tech Prep funds.
- Focus on priority topics based on the state strategic plan for Perkins implementation in the annual Request for Applications (RFA) for state leadership funds.
- 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 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.
- Align the Perkins measures with the Texas Higher Education Strategic Plan *Closing the Gaps* by 2015.

V. Monitoring Follow-up

The State of Texas received a Full Monitoring visit in April, 2006. All monitoring findings have been addressed and corrected. The suggested improvement strategies were considered and/or implemented during the development of the Perkins Transition Plan for 2007-08.

VI. WIA Incentive Grant

Texas did not receive WIA Incentive Grants during 2006-07.

Attachments

- Attachment A – TEA Organizational Chart
- Attachment B – THECB Organizational Charts
- Attachment C – Perkins Secondary Eligible Recipients, 2006-07
- Attachment D – TEA Discretionary Projects, 2006-07
- Attachment E – Perkins Postsecondary Eligible Recipients, 2006-07
- Attachment F – THECB Discretionary Projects, 2006-07
- Attachment G – Tech Prep Consortia
- Attachment H – Perkins Secondary Application
- Attachment I – Perkins Postsecondary Application
- Attachment J – Perkins Core Indicator Definitions
- Attachment K – Performance Measure Definitions