

Consolidated Annual Report, Program Year 2017 - 2018

Texas

Step 3: Use of Funds: Part A

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

No

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

No

For each core indicator of performance not met during the fiscal year, a grantee was required to submit a performance improvement plan (PIP). The plan identified key CTE programs and activities to meet the target, as well as specific budget items requested to meet the target. An applicant that failed to meet the target for a core indicator in each of the last three years was required to identify a minimum of three programs or activities and three specific budget items for improvement. In instances where applicants met or exceeded the target, they described how they would maintain a level of effort to meet or exceed the target. Colleges submit evaluative reports on the progress and effectiveness of their core indicator PIPs twice annually. Reports are reviewed by THECB staff.

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

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

Secondary: The Texas Education Agency CTE team continues to support the Texas CTE Resource Center (www.txcte.org). The CTE resource center is the central repository for CTE instructional and supplemental materials and professional development content.

CTE teachers, counselors, and administrators have a one-stop-shop for digital CTE resources to prepare Texas students for a career pathway that may include college, career, and opportunities in the military. The CTE resource center provides a wealth of helpful and up to date instructional materials and professional development content, aligned with the recently implemented CTE Texas Essential Knowledge and Skills (TEKS).

The CTE resource center website includes

CTE TEKS Implementation online professional development modules

an updated Texas CTE course guide with course information and PEIMS numbers

updated CTE programs of study/pathways in higher wage, in-demand fields

updated CTE course scope and sequence documents for all 277 CTE courses

updated and aligned CTE lesson plans for courses linked to in-demand occupations in all 16 CTE career clusters

special populations support webcasts and videos

information and links to college and career counseling online resources

updated CTE Texas College and Career Planning Guides in each career cluster

links to TEA's partners- the Texas Workforce Commission and Texas Higher Education Coordinating Board, and others

Job growth and demand in high-skill careers require a highly trained, and well-prepared Texas workforce. The resource center is a foundation for building a Texas CTE community of educators that will help today's Texas students meet tomorrow's demand for skills, knowledge, and experience.

Statewide annual professional development conferences provided teacher training in using technology to enhance teaching and learning of content-specific knowledge and skills. Additionally, during 2017-2018 the TEA continued the use of the Texas Gateway, the state's electronic platform for professional development and online resources. More information is available at <http://www.texasgateway.org/>. CTE professional development courses, including CTE 101, an introductory course for new CTE teachers and others, were available through the Texas Gateway.

TEA allocated \$100,000 to the Texas Workforce Commission (TWC), which included funds to support the following:

career development resources to prepare students with information to make wise college and career choices including a toll-free career hotline and educational printed materials

career development resources to aide students in making decisions regarding college and career

career orientation training (outreach) for teachers and students, counselors and administrators

TWC provided video hosting services for the Texas Career Check (www.texascareercheck.com) application. This contract also supports the Texas Reality Check website and mobile application. The website and application allow users to link budgeting and education with career choices. More information is available at <http://www.texasrealitycheck.com/>. Additionally, TEA provided Perkins funds to the TWC to provide an online application, Help Wanted Online, that shows current occupational demand by education service center region based on the Conference Board Help Wanted Online job postings data. One feature of the new application is the hot link display of various occupational characteristics for each of the high demand Help Wanted Online occupations shown for any given inquiry. LEAs may use this Help Wanted Online data to work with local business and industry to improve CTE programs.

The CTE listserv bulletin disseminates program information and communications to the field through a subscription of more than 16,610 members.

Postsecondary: State Leadership projects provided professional development toward enhancement of CTE programs and provided career guidance resources and training. Professional development activities were conducted for postsecondary faculty and staff across the state. The Austin Community College's "Fast-Track to Success: Expanding Competency-Based Education (CBE) Across Texas" built upon the work of its FY17 Leadership project to provide continued training and technical assistance workshops throughout the state, added new mentorship partners to its Competency Based Education Consortium for two-year colleges, and expanded the annual CBE conference, opening the conference to more attendees and adding a conference category for other innovative delivery of CTE. Temple College's "Intentional, Intensive, and Involved: 2P1, 3P1, & 4P1 Core Indicator Improvement" built upon the work of its FY17 Leadership project for promising/best practices to develop, deliver, and archive for public availability a series of three webinars on each of the identified core indicators. The project also created a Perkins listserv and blog to support ongoing communication between the state's Perkins professionals.

Each community and technical college used a portion of its Perkins Basic allocation for professional development, supporting CTE faculty in attending statewide and national conferences in their career fields toward improvement of curricula and course delivery.

THECB staff provided a one-day technical assistance workshop for Perkins grant staff with three years' or less experience. The conference was conducted onsite at the agency. Workshop topics included an overview of the Carl D. Perkins Act and postsecondary grant program, orientation to the Request for Applications, overview of the Perkins online portal system, strategic planning for grant programs, application development, reporting requirements, desk reviews, and site visits. Participants were provided hands-on exercises and scenarios regarding the Perkins grant.

THECB staff presented a Perkins breakout session at the spring 2018 meeting of the Texas Association of College Technical Educators (TACTE). Session topics included an update on the Perkins program; program accountability, including training on how THECB calculates core indicator performance, and a Perkins reauthorization update. In other TACTE breakout sessions, Perkins Leadership grantees briefed attendees on the progress and deliverables of their grants.

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

Secondary: The TEA allocated \$100,000 to the CTE specialists housed at the regional education service centers to conduct regional workshops and provide resources for career counseling and for recruiting students into both male and female nontraditional fields. ESC workshops provided training in identifying barriers students may experience in entering nontraditional careers and offered strategies to eliminate those barriers. In addition, information was distributed to LEAs to increase awareness and understanding of nontraditional fields that lead to high skill, high wage, or high demand careers.

Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. Texas also publishes a list of secondary nontraditional courses on the TEA website.

Postsecondary: Temple College's Nontraditional Leadership project, "5P1 & 5P2: Promising/Best Practices and Performance Improvement Ideas," performed a comprehensive survey of high-performing Perkins institutions and produced a catalog of 5P1 and 5P2 best practices and performance improvement ideas vetted by field experts. The catalog's materials directly supported outreach and equity in nontraditional fields.

Each college receiving Perkins Basic allocation funds committed a portion of the funds to recruitment, retention, and completion of students in nontraditional programs.

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

Secondary:

in 2017-2018, high quality special populations resources, including 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, were available to LEAs, parents, and other stakeholders from the TEA. These supports are housed in the comprehensive Texas CTE Resource Center, www.txcte.org. In addition, the TEA provided a workshop for CTE teachers covering student self-efficacy as it applied to special populations students.

Postsecondary: The Perkins Basic grant supported services that reduced or removed barriers to success for special populations students training in CTE programs at community and technical college campuses. Examples of services include childcare, transportation, textbooks, credentials testing vouchers, tutors, and sign language interpreters and other accessibility services.

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

Secondary: CTE specialists housed at the regional education service centers are the primary providers of technical assistance for secondary CTE programs in Texas. The TEA allocated \$1,000,000 in Perkins administrative support funding to the 20 regional education service centers for technical support and professional development. Each regional education service center CTE specialist served as a liaison between TEA and LEAs and provided technical assistance to districts in completing the annual Carl D. Perkins application and Perkins Program Effectiveness Report. In addition, the education service centers establish and maintain communications among districts, colleges, universities, workforce development boards, and TEA CTE staff. Regional education service centers were provided \$100,000 for support of training and employment in nontraditional fields and \$250,000 for support of performance-based monitoring and CTE program evaluation and assessment. TEA staff provided administrative leadership to the education service center CTE specialists through a variety of media including videoconferencing, annual face-to-face training, listserv bulletins, telephone, and email.

Postsecondary: THECB staff provided technical assistance to individuals and institutions through telephone support, web conferencing, email, site visits, and presentations at statewide professional and agency-sponsored conferences, meetings, and workshops. THECB staff conducted monitoring site visits for programmatic review of Perkins programs at community, state, and technical colleges. The THECB Perkins online portal provided technical assistance with grant management including electronic submission as well as amendment and reporting features. The fully interactive application/report/support system THECB uses for Perkins grants management is available at: <https://www1.thecb.state.tx.us/apps/perkins/perkins2007/review/?progyr=2019>.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

896792

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

21639

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

Secondary: The Windham School District (WSD) and Texas Juvenile Justice Department (TJJD) were allocated \$896,792 in Perkins funds in 2017-2018. The Windham School District provides secondary education services to adult inmates and served 20,162 CTE students. The WSD provides CTE programming to assist students in building careers through quality instruction, preparation for industry certifications, and development of career connections. The WSD continually assesses 6ejs prep

Secondary: The TEA, along with the regional education service center CTE specialists, provides administrative leadership and technical support to charter schools to develop quality CTE programs. In 2017-2018, the TEA provided \$852,260 in Perkins funding to 32 eligible charter schools that offer CTE programs.

Postsecondary: Not applicable

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

Yes

Secondary: Organizing Texas CTE courses around the Career Clusters meant organizing family and consumer sciences courses into several different career clusters instead of housing them in a dedicated family and consumer sciences program area. Texas now includes family and consumer sciences courses in the Architecture and Construction; Arts, Audio/Video Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services career clusters. Teachers in these career clusters benefited from new teacher training conference, as well as the CTE resource center where resources were developed for their support.

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

No

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

No

Consolidated Annual Report, Program Year 2017 - 2018 Texas

Step 3: Use of Funds: Part C

1.



Postsecondary: HB 2628, Texas 84th Legislature, requires the THECB, with the assistance of institutions of higher education, career and technical education experts, college and career readiness experts, and representatives from industry and secondary education to establish statewide programs of study (POS). Statewide POS incorporate rigorous college and career readiness standards, support attainment of employability and career readiness skills, add content specificity, offer multiple entry and exit points, and result in attainment of industry-recognized certification, credential or licensure, registered apprenticeships, or certificates. In addition, students may earn an associate, or baccalaureate degree. THECB's initiative is organized around the 16 career clusters of the National Career Clusters Framework. The initiative continues, but has produced five programs of study in the Health Science career cluster and nine in the Architecture and Construction career cluster. Perkins funds for administration were used to support staff who work with the Perkins grant to undertake this initiative.

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

Yes

Secondary: Not applicable

Postsecondary: The Workforce Education Course Manual provides for the updating and maintenance of a database of CTE courses. CTE certificates and Associate of Applied Science degree programs may provide a content foundation or credit toward for Bachelor of Applied Technology (BAT), Bachelor of Applied Arts and Sciences (BAAS), Bachelor of Applied Sciences (BAS), and Bachelor of Science Nursing (BSN) degree programs. Public junior colleges meeting specific requirements are eligible to apply to offer these applied baccalaureate degree programs. Colleges must have THECB program approval, as well as approval from additional accreditors and quality review bodies such as SACSCOC and the Texas Board of Nursing, prior to offering these degrees. Perkins funds for administration were used to support staff who work with the Perkins grant to further develop this state initiative.

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

Yes

Secondary: Texas recognizes that career and technical student organizations (CTSOs) play a key role in keeping students engaged in school bedit towing

Postsecondary: All postsecondary programs supported with Perkins funds are required to include a capstone experience that is usually work-based, such as an internship, a cooperative education experience, a major project, or a clinical experience. Additionally, students enrolled in Perkins-supported CTE programs benefit from education/business partnerships such as the following: 1) employer sponsorship (fees, tuition, books, uniforms, and equipment); 2) allowance of paid or unpaid time off to attend class; 3) pay raises or promotions for course or degree completionK bSra3)

The Texas Virtual School Network (TXVSN), although not funded by Perkins, is the online learning initiative administered by the TEA. A needs assessment was conducted in 2014 to determine which career clusters and courses school districts and charters most wanted to be made available through the TXVSN. Because of the needs assessment, additional new online CTE courses were developed and offered through the TXVSN statewide course catalog. The 18 CTE courses available in 2017-2018 to students across the state through the supplemental TXVSN course catalog included Accounting I; Anatomy and Physiology; Business English; Business Information Management I and II; Business Management; Digital and Interactive Media; Human Resources Management; Medical Terminology; Money Matters; Pathophysiology; Principles of Business, Marketing, and Finance; Principles of Health Science; Principles of Information Technology; Principles of Law, Public Safety, Corrections, and Security; Professional Communications; Touch System Data Entry; and World Health Research. In addition, most of the five TEA-approved TXVSN full-time online schools offer one or more CTE courses to students enrolled in their virtual campus. Information about the TXVSN is available at <http://txvsn.org> and at <https://tea.texas.gov/curriculum/txvsn/>.

Postsecondary:

Texas postsecondary institutions use Perkins Basic allocation funds to upgrade curricula. Innovative Perkins-funded initiatives for curriculum development in FY18 included a Leadership award to Austin Community College to develop further its project “Fast Track to Success—Competency Based Education in Information Technology” to encourage the continued development and implementation of competency based education in CTE computer skills programs. THECB also awarded Leadership funds to Alamo Community College District for its “Cyber-Security Education Conference” to establish a conference and statewide consortium supporting the development of cybersecurity educational pathways between secondary and postsecondary institutions. Dallas County Community College District received Leadership funds to support the “Blended Pathways: From Industry to Degree” project, which developed blended and accelerated pathway models incorporating third-party issued industry certifications into for-credit CTE programs of study. Finally, San Jacinto College District’s “Apprenticeship Crosswalk Project” used Leadership funds to develop crosswalks for statewide use between non-credit apprenticeship training and college credit for specific CTE courses in the state’s Workforce Education Manual (WECM).

Perkins FY17 Reserve funds were carried over to FY18 support funding for “Innovative Academy: The Next Generation of ECHS (Early College High School)” programs. Funding was provided collaboratively by the THECB, TEA, and the Texas Workforce Commission. This effort was the result of Governor Gregg Abbott’s Tri-Agency Workforce Initiative. The initiative, created to address the Governor’s goal of meeting local workforce needs, provided competitive grants to establish Innovative Academies within Texas high schools. In FY18, the academies provided students with continued learning opportunities in high demand occupations while earning college credit prior to high school graduation. The grant program promoted, engaged, and expanded the development of partnerships between regional employers, independent school districts, community colleges, universities, local workforce boards, and local industry.

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

Yes

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

Postsecondary: Associate of Applied Science or Certificate programs in Entrepreneurship were offered by 22 community and technical colleges in Texas. Perkins funds may be used to support these CTE programs and students, including nontraditional students enrolled in these programs.

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

Yes

Consolidated Annual Report, Program Year 2017 - 2018 Texas

Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs), and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State Director

Title/Agency

Division Director College, Career, and Military Preparation, Texas Education Agency

Date

1/18/2019 2:36:00 PM