

# Consolidated Annual Report, Program Year 2018 - 2019 Texas

## Step 3: Use of Funds: Part B

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

Secondary: The TEA has established a performance-based monitoring analysis system (PBM for secondary CTE





**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 \$355,000 to the CTE specialists housed at the regional education service centers in part 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

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/?progr=2020>.

## **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 \$1,021,508 in Perkins funds in 2018-2019.

The Windham School District (WSD) provides career and technical education (CTE) training courses and apprenticeship opportunities to incarcerated adults within the Texas Department of Criminal Justice (TDCJ). WSD awarded 33,695 industry certifications, 25,754 certificates of completion and served 21,134 distinct participants in the 2018-19 school year. The WSD provides CTE programming to assist students in building careers through quality instruction, preparation for industry certifications, development of career connections, and placement in apprenticeship and post-release employment. The WSD continually assesses job markets in the state and tailors CTE programs to provide relevant and marketable employability skills to its students, taking into consideration the impact that a previous incarceration has on the ability of returning citizens to secure certification, licensure, and employment in various fields. WSD offers CTE training with a competency-based curriculum in 50 different courses. All apprenticeship courses offered have standards of work processes and required instruction that are registered with the Employment and Training Administration with the US Department of Labor (USDOL). These courses may result in an industry certification issued through the USDOL. More information is available in the most recently published Windham School District annual report found at <https://wsdtx.org/en/reports>

The TJJD provides secondary education services to juvenile inmates and served 1,297 CTE students. TJJD strives to give students the best possible chance of participating and completing CTE programming that will equip them with occupamm/reports giveturnm THEtmen, l for fEtmeio bprov



Secondary: Previously, based on areas with high percentages of CTE concentrators and high numbers of CTE concentrators, the TEA awarded incentive grants to LEAs that met or exceeded the state target for 1S1, 1S2, 3S1, 4S1, and 5S1. LEAs that met or exceeded the state target for all five core indicators received a full incentive allocation, while LEAs that met or exceeded the state target for four out of the five measures received a partial incentive allocation. For 2018-2019, the TEA used Perkins funds to award grantees with innovative initiatives. The TEA extended the Perkins Reserve Grants for 2018-2019. These competitively awarded grants were to assist LEAs in preparing students who enroll in CTE courses for high skill, high wage, or high demand occupations in current or emerging fields, strengthening linkages between secondary and postsecondary CTE programs of study, establishing or strengthening partnerships with business and industry to include work-based learning opportunities for students and teacher externships, fostering innovation through the identification and promotion of promising CTE programs, which may include practices and strategies that prepare individuals for nontraditional fields; increasing the number of students who earn workforce certificates, industry certifications, and other high-quality credentials of value; or the development, implementation, and adoption of programs of study or career pathways aligned with Texas identified in-demand occupations or industries.

Postsecondary: In the 2018-2019 grant year, THECB continued the procedure begun in 2016-2017 of apportioning reallocated funds (unspent funds from the previous grant year) to institutions meeting 2P1, 3P1, and 4P1. Funds available for reallocation 2018-2019 (\$3,342,231) were apportioned using the Basic formula, but distributed proportionately only to those institutions that met the identified core indicators. The purpose of the merit-based reallocation is to incentivize institutions to plan strategically toward improved core indicator performance. A total of 44 institutions were eligible for reallocation funds in 2018-2019, an increase of 4 institutions over the 2017-2018 program year and 20 institutions over the 2016-2017 year.

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

No

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

No

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**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 enrollment 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.