II. NARRATIVE DESCRIPTIONS

A.   Plan Development and Consultation

    1.   **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in Section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under Section 122(c)(1) of Perkins V.**

Introduction

Texas's 2024-2028 Perkins State plan was developed using input obtained through comprehensive stakeholder engagement in accordance with the procedures outlined in the Strengthening Career and Technical Education for the 21st Century Act, public law 115-224 (Perkins V). Texas maintains a steadfast commitment to fostering workforce development through collaboration, as exemplified by the work of the Tri-Agency Workforce Initiative, a formal partnership between the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC), established to develop and solidify strong links between education and workforce stakeholders.

This state plan, while submitted under Option 1 as a new plan, serves as an extension of the Texas 2020 state plan. The priorities named in that plan remain consistent. Key updates:
- **Refine clear measures of success by** updating the State-Determined Performance Levels and incorporating the Local Levels of Performance that were previously omitted
- **Ensure the plan is forward-looking by** documenting Texas's recently refreshed programs of study which districts will implement in the 2024-25 school year; documenting the incorporation of programs of study into the public-school accountability system, a critical incentive structure; and describing planned uses of Perkins funds that are responsive to lessons learned through implementation of the first programs of study
- **Align to and incorporate relevant strategic updates in Texas by** embedding the vision defined in the latest strategic plan released by the Texas Workforce Investment Council and incorporating goals and strategies formally adopted by the Tri-Agency Workforce Initiative
- **Streamline and clarify the content of the state plan by** eliminating redundant or outdated references

Stakeholder Consultation

Prior to developing the 2024-2028 state plan, TEA and partners embarked on a multiphase process to review Texas's 2020-2024 state plan and propose updates both to the plan and to the statewide programs of study based on lessons learned through implementation and input from all key stakeholder groups. A comprehensive list of stakeholder engagement opportunities is available in Appendix A. Two critical stakeholder events included a CTE Listening Tour in Spring 2023 and a CTE Engagement Tour in Winter 2024. These tours comprised six in-person stops (12 distinct regions visited) and multiple virtual engagements to ensure perspectives from across the state were represented. At the events, TEA staff heard from individuals representing other state agencies, regional education service centers (ESCs), local education agencies (LEAs), institutions of higher education (IHEs), workforce development boards (WDBs), employers, professional associations, community partners, and other institutions. TEA also engaged a 150-person program of study advisory committee comprised of representatives from secondary education, post-secondary education, and industry. Sub-committees represented each career cluster and made recommendations that would ensure the programs implemented under Perkins V appropriately respond to current labor market information and input from stakeholders statewide. A summary of proposed updates to the plan were presented to the Office of the Governor and the State Board of Education in January 2024.

2. **Consistent with Section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult CTE, postsecondary CTE, and secondary CTE after consultation with the state agencies identified in Section 122(e)(1)(A)-(C) of the Act. If a state agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The plan was developed collaboratively by the Texas Education Agency and Texas Higher Education Coordinating Board with guidance and input from the Texas Workforce Commission and Texas Workforce Investment Council staff. No objections were identified.

3. **Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)**

Multiple opportunities for formal and informal public comment informed the development of the state plan.

Formal Written Public Comment
An opportunity for formal public review and comment of the Texas state plan narrative was posted via the Texas Register from March 1, 2024 through March 31, 2024. Stakeholders were encouraged to review the state plan and provide comments via an electronic form. The state plan and electronic form can be found at the following URL: https://tea.texas.gov/cte/

A formal public comment period on the State Determined Performance Levels (SDPL) was conducted from February 9, 2024 through April 9, 2024 using the same process as the formal review and comment of the Texas state plan narrative.

In addition, authors of the plan reviewed formal public comment provided on TEA's proposed 2023 and 2024 Accountability Manuals, which included relevant topics such as the use of programs of study and industry-based certification as indicators of college and career readiness.

Informal Public Comment
In Summer 2023, TEA published proposed updates to the refreshed programs of study and solicited written public comment on proposed updates.

See **Appendix A** for a full list of opportunities for the public to comment in person.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's CTE programs and Programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

The Texas Workforce Investment Council (TWIC) serves as the state workforce development board under the federal Workforce Innovation and Opportunity Act (WIOA). Supported through the Office of the Texas Governor, TWIC is statutorily responsible for promoting the development of a well-educated, highly skilled workforce for Texas and advocating for an integrated workforce system that provides quality, relevant services that address the needs of Texas businesses and its workers. In consultation with state agency partners, the council is charged with the development of a "single strategic plan that establishes the framework for budgeting and operation of the workforce system." In October 2023, TWIC released a new 8-year strategic plan entitled *Accelerating Alignment*. The plan's contents will guide system partners in implementing workforce programs, services, and initiatives, including developing CTE programs at the secondary and postsecondary levels to support Texas workforce needs.

Workforce system partners include the following:
- Governor's Office of Economic Development and Tourism (EDT)
- Texas Education Agency (TEA)
- Texas Workforce Commission (TWC)
- Texas Higher Education Coordinating Board (THECB)
- Texas Veterans Commission (TVC)
- Texas Juvenile Justice Department (TJJD)
- Texas Department of Criminal Justice (TDCJ) and its Windham School District
- Texas Health and Human Services Commission (HHSC)
- Texas Association of Workforce Boards (TAWB)

Under the TWIC strategic plan, a mission statement guides system partners "to ensure the following, resulting in a resilient and agile workforce and economy:
- Develop and align training and education with current and future employer needs;
- Integrate system programs and services to inspire, develop, and support Texans with diverse needs;
- Improve data integration and analysis across agencies; and
- Elevate awareness of programs and services."

The plan defines system level goals, objectives and partner strategies with shared responsibility.

System Goal	System Objective	System Partner Strategy	Agency
Employers Accelerate the delivery of relevant education and training programs to meet the demand of employers.	Increase short-term credentials in high-demand occupations.	Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including IBCs and licenses.	TWC THECB TEA TJJD TDCJ WSD
Learners Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.	Increase work-based learning (WBL)	Expand WBL as a core education and training program pre-employment strategy for youth and adults.	TWC THECB TEA
Partners Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision making.	Identify credentials of value	Develop and execute a model to identify credentials of value, including postsecondary technical sub-baccalaureate credit and non-credit credentials, IBCs, apprenticeship certificates, and licenses.	TWC THECB TEA
Partners Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision making.	Clarify and connect pathways	Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.	THECB TEA
Policy and Planning Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.	Identify and quantify quality outcomes	Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.	TWC THECB TEA
Policy and Planning Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.	Enhance wage record	Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.	TWC THECB TEA

System Goal	System Objective	System Partner Strategy	Agency
Policy and Planning Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policymakers and planners.	Identify and collect IBC data	Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.	TWC THECB TEA TDCJ WSD TJJD TVC

TEA and THECB lead the system objective to "clarify and connect pathways" through their Perkins-driven initiatives. TEA reviews programs of study regularly to ensure that they continue to meet the needs of the Texas workforce. The most recent review resulted in refreshed programs that include coherent sequences of courses, related industry-based certifications, and work-based learning opportunities to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas. Each program of study leads to postsecondary education and training opportunities.

Similarly, the THECB established an agency advisory committee to implement industry-driven revisions to the Workforce Education Course Manual (WECM) that is used by colleges statewide in the development of local CTE programs. The committee incorporated recommendations for industry-based certifications as part of the course review process. THECB also engaged advisory committees to develop statewide postsecondary programs of study. Nineteen programs of study have been approved across three career clusters: Architecture and Construction, Health Sciences, and Information Technology. Each advisory committee included representatives from secondary education, postsecondary institutions, and relevant workforce sectors.

b. **Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's CTE programs will help meet these goals. (Section 122(d)(2) of Perkins V)**

Critical to operationalizing the strategic plan developed by the Texas Workforce Investment Council is a close alignment of the three primary entities responsible for workforce education: TEA, TWC, and THECB. This partnership, formalized as the Tri-Agency Workforce Initiative, works to improve outcomes for the secondary and postsecondary students of Texas by making recommendations that build the skills of the Texas workforce and advance regional economic expansion and job creation. In 2023, the agencies published a set of shared goals and strategies that support the vision defined in the TWIC strategic plan and reflect the combined top-line goals of each agency's strategic plan, ensuring coherence and alignment. A summary of priorities, goals, and strategies follows. A complete version is available at the following link:
https://www.twc.texas.gov/sites/default/files/wf/docs/tri-agency-workforce-initiative-goals-strategies-twc.pdf

PRIORITY 1: Pathways

GOALS

1. Sixty percent of Texans ages 25–34 will have a degree, certificate, or other postsecondary credential of value by 2030, and 60 percent of Texans ages 35–64 will have a degree, certificate, or other postsecondary credential of value by 2030.

2. To ensure that employers have the qualified workers needed, all Texans will have access to information, education, and training necessary to identify and pursue pathways to employment in high-demand occupations.

STRATEGIES

Strategy 1.1: Improve the ability of the agencies to effectively engage stakeholders and meet the talent needs of employers

Strategy 1.2: Define credentials of value for all education and training providers and provide guidance on the incorporation of credentials of value within education and training programs statewide

Strategy 1.3: Define efficient pathways to employment in high-demand occupations, including providing guidance for local implementation of these pathways

Strategy 1.4: Expand opportunities for WBL experiences

Strategy 1.5: Increase midcareer reskilling and upskilling opportunities through public IHEs and other educational settings

Strategy 1.6: Incentivize local adoption of efficient pathways, including credentials of value and quality WBL

Strategy 1.7: Collaborate across agencies to develop shared monitoring processes to ensure fidelity of implementation of efficient pathways

PRIORITY 2: Support

GOALS

1. By August 2024, strengthen and expand coordination within the State's mixed-delivery early childhood education system to facilitate increased access to high-quality education for young children to support kindergarten readiness.

2. Increase percentages of K-12 students meeting achievement benchmarks.

3. 550,000 students will complete postsecondary credentials of value each year.

STRATEGIES

Strategy 2.1: Ensure students and families have the support, tools, and resources needed to achieve education and career success

Strategy 2.2: Strengthen and expand prekindergarten, including within the State's early childhood mixed-delivery system, through the development of additional prekindergarten partnership classrooms

Strategy 2.3: Expand access to effective college and career planning

Strategy 2.4: Reduce financial barriers in education

Strategy 2.5: Support high-quality teaching and learning

PRIORITY 3: Infrastructure

GOALS

1. Identify gaps in agencies' data collections and develop a plan to address any such gaps, including recommendations of statutory changes needed to do so, by January 2023.

2. Design an integrated educational and workforce data infrastructure with a shared data governance policy by January 2023.

3. Create publicly available and user-friendly data dashboards that report education and workforce outcomes data aligned to Tri-Agency priorities and disaggregated by income, race, ethnicity, gender, and region by June 2024.

4. Establish integrated project management tools and processes for Tri-Agency shared initiatives by January 2023.

5. Develop a plan by January 2023 for the creation of a state credential library and the development and implementation of a shared process through which credentials of value, including IBCs, will be defined, identified, and supported across the agencies.

STRATEGIES:

Strategy 3.1: Align statewide education and workforce systems with statewide priorities and goals

Strategy 3.2: Make educational and workforce data accessible and useful to the public, stakeholders, and decision makers

Strategy 3.3: Ensure coordination and collaboration across all three agencies operations

Strategy 3.4: Develop a communications and outreach plan focused on informing the public about Tri-Agency activities, including maintaining and updating the Tri-Agency website to provide up-to-date information and available resources

The Career and Technical Education programs offered in secondary and postsecondary settings across the state are central to the success of these Tri-Agency goals and strategies, and are the very foundation of Priority 1: Pathways.

Text Box 1: Statutory Requirements for State plan Consultation

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

    (A) develop the State plan in consultation with—

        (i) representatives of secondary and postsecondary CTE programs, including eligible recipients and representatives of two-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in states where such institutions are in existence, adult CTE providers, and charter school representatives in states where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;

        (ii) interested community representatives, including parents, students, and community organizations;

        (iii) representatives of the State workforce development board established under Section 101 of the Workforce Innovation and Opportunity Act (29 USC 3111) (referred to in this section as the ''State board'');

        (iv) members and representatives of special populations;

        (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

        (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under Section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 USC 11432(d)(3));

        (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and

        (viii) individuals with disabilities; and

    (B) consult the Governor of the State, and the heads of other state agencies with authority for CTE programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in state and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor's office and shall occur—

    (A) during the development of such plan; and

    (B) prior to submission of the plan to the

Secretary. (Section 122(c)(1) of Perkins V)

c. **Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's CTE programs and Programs of study with the State's workforce development system, to achieve the strategic vision and goals described in Section 122(d)(2) of Perkins V, including the core programs defined in Section 3 of the Workforce Innovation and Opportunity Act (29 USC 3102) and the elements related to system alignment under Section 102(b)(2)(B) of such Acts (29 USC 3112(b)(2)(B)); and for programs carried out under this title with other federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

Through the coordination of the Tri-Agency Workforce Initiative, Texas leverages funding across programs to support the shared priorities aligned to a shared vision.

The following table lists a sampling of programs and their funding source.

Priority 1: Pathways

Initiative	State or Federal	Lead Agencies
Career and Technical Education Formula Grants – support for LEAs and IHEs to implement programs of study	Federal - Perkins	TEA, THECB
Career and Technical Education State Allotments - support for LEAs and IHEs to implement programs of study	State	TEA, THECB
College and Career Readiness School Models (Early College High Schools, and Pathways in Technology Early College High Schools) – grants and technical assistance supporting open enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.	State and Federal (WIOA)	TEA, TWC
Texas Regional Pathways Network – grants supporting regional partnerships to develop educational and career pathways that prepare Texans for careers in high-wage, in-demand industries	Federal – Perkins Reserve	TEA, THECB, TWC
Perkins Leadership Grants - grants that are competed through an RFA process and awarded based on an institution's contribution to statewide career and technical education goals.	Federal - Perkins	THECB
Jobs for Education for Texans Grant (JET) - grants to buy and install equipment for career and technical education (CTE) courses. These courses must lead to a license, certificate or post-secondary degree in a high-demand occupation.	State	TWC

Priority 2: Support

Initiative	State or Federal	Lead Agency
Grow Your Own Initiative - supports LEAs to build teacher pipelines from within their own communities.	State	TEA
Effective Advising Framework – a tool and grant program that supports districts in a implementing a systematic approach to improving the individual planning system for all students	Federal – GEAR UP	TEA
College and Career Readiness Outcomes Bonus – incentives paid to districts annually for the accomplishments of graduates above a certain percentage threshold that have demonstrated college, career, or military readiness	State	TEA
College Preparation and Industry-based Certification Exam Reimbursement – incentives to ensure free access to these assessments	State	TEA
Advise Texas – A network of near-peer advisor for high school students	State	THECB
Texas OnCourse – College and career advising resources for students, families, and counselors	State	THECB
MyTexasFuture - an online postsecondary program and career portal for secondary students and adult learners	State	THECB
Tomorrow Ready Texas – a tool that helps parents and guardians support teens in college and career planning	State and Federal	THECB
Workforce Career and Education Outreach Specialists – regional experts who provide Texas students with information about educational opportunities, local labor market demand, career information, and available workforce services to help them make sound career decisions after graduation.	Federal - TANF	TWC

Priority 3: Infrastructure

Initiative	State or Federal	Lead Agency
Data modernization, including aggregate and institution-level dashboards and a privileged portal to support research	State	THECB
Texas Credential Library - an online inventory of training providers and credentials awarded in K-12, postsecondary, and workforce	Federal - WIOA	TWC

    d.   **Describe how the eligible agency will use state leadership funds made available under Section 112(a)(2) of Perkins V for each of the purposes under Section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under Section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

TEA will use state leadership funds for those purposes that are defined under Section 124 of Perkins V. The distribution of leadership funds will be determined annually based on program analysis and the needs communicated by stakeholders. Uses of funds may include, but are not limited to, the following:

- Providing technical assistance and resources to support implementation of the refreshed secondary programs of study that are aligned to high-skill, in-demand, high-wage occupations either statewide or regionally (as approved by the TEA)

- Increasing awareness of nontraditional fields that lead to in-demand, high-skill and high-wage careers; identifying barriers students may experience in entering nontraditional careers; and offering technical assistance and resources to eliminate those barriers

- Supporting refined analysis of special populations in CTE programs via the Comprehensive Local Needs Assessment (CLNA) to support CTE program planning and implementation and reduce disparities or performance gaps

- Implementing recently developed or refined professional development opportunities:
  - Introduction to Integrating Math into CTE Classrooms
  - Introduction to Integrating Science into CTE Classrooms
  - CTE Work-based Learning
  - CTE fundamentals for new teachers, counselors, and administrators
  - CTE advanced topics for experienced counselors and administrators

- Supporting CTE specialists in Texas's 20 regional Education Service Centers to providing training and technical assistance to Local Education Agencies (LEAs) on interpreting labor market information, completing the CLNA, conducting gap analysis on student performance indicators, and implementing work-based learning programs

- Supporting eligible state institutions, including state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities with funds to provide CTE programming that will assist students in building careers through quality instruction, preparation for IBCs, and development of career connections

- Supporting CTE Student Organizations' activities throughout the state, emphasizing the importance of participation by students and teachers

- Providing technical assistance and resources for regional partnerships implementing high-quality college and career pathways aligned with regional workforce needs through the Texas Regional Pathways Network (TRPN)

- Developing resources for LEAs to support inclusive Special Population practices (for students on the continuum of support needs) in CTE classrooms, including effective "powerful practices," templates for print resources aligned to the CTE standards, and presenting the information at various state conferences and professional development opportunities

- Providing resources to support the implementation of programs of study that are undersubscribed across the state despite persistent demand for skilled workers in aligned occupations

THECB will continue to leverage Perkins Leadership funds for two annual grant competitions designed to support the advancement of Career and Technical Education in Texas.

- Perkins Leadership Grant Program

This program has multiple grant competitions with topics that change from year to year. Grants may be one or two years in length. In 2023-24, the competition categories were:

- Competition 1: Advancing Building a Talent Strong Texas through Postsecondary Credentials of Value

- Competition 2: Field-based Innovation – including a 12-month grant opportunity that supports the success of underrepresented gender groups in established and emerging professions in high-skills/high-wage CTE programs.

- Competition 3: Funding for Continuation of Existing Perkins Leadership Grants

Some examples of forward-looking projects funded in 2023-24 include the following:

- Temple College: Non-traditional Participation – Resources for improvement

- Collin County Community College – Prompt Engineering: Harnessing the power of generative AI

- Perkins Excellence in Access and Opportunity Program (PEAOP)
  This program addresses the Perkins V statutory emphasis on recruiting and supporting special populations to increase equitable access to CTE programs for target populations. The goal is to advance sustainable and scalable evidence-based approaches to equitable access and opportunity for CTE students within one of the nine Perkins V Special Populations categories, including preparing individuals for non-traditional fields.

Some examples of forward-looking PEAOP projects funded in 2023-24 include the following:

- San Jacinto College: Closing equity gaps and access to higher education through enhanced community-based organization (CBO) partnerships

- Lone Star College District: Improving equity and access for female students preparing for careers in IT and Manufacturing fields

The Leadership Grant program's special grant for non-traditional students and the PEAOP program have been intentionally designed to support grantees undertaking projects and initiatives concerning non-traditional populations.

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—

From amounts reserved under Section 112(a)(2), each eligible agency shall—

(1) conduct state leadership activities to improve career and technical education, which shall include support for—

    (A) preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to in-demand, high skill, high wage occupations;

    (B) individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

    (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

    (D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in Section 122(d)(2) and the state-determined levels of performance described in Section 113(b)(3)(A), and reducing disparities or performance gaps as described in Section 113(b)(3)(C)(ii)(II).

2. Implementing CTE Programs and Programs of study

a. **Describe the CTE Programs or Programs of study that will be supported, developed, or improved at the state level, including descriptions of the Programs of study to be developed at the state level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Texas's secondary programs of study comprise coherent sequences of courses aligned to industry-based certifications that are attainable by high school students. They embed intentional work-based learning experiences and lead to robust career and education pathways with multiple entry and exist points. In-depth analysis of state and regional labor market information (LMI) forms the foundation of the programs of study to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

The CTE Programs of study refresh involved the engagement of stakeholders to review the programs of study published in 2019 and implemented during the 2020–2021 school year. The review was initiated in the spring of 2023, and input from across the state was gathered through in-person events hosted in six regions and two virtual events. The listening tour provided an opportunity to gather diverse perspectives to strengthen the programs of study.

Each listening tour event engaged educators, business and community leaders, representatives from higher education, workforce representatives, and families to obtain input from a diverse audience to provide input, ensuring that programs meet the needs of each of these critical stakeholder groups.

TEA contracted with a vendor to collect written and verbal feedback from the listening tour and synthesize the inputs. Data were collected from 686 participants through structured and open-ended items. A state-level advisory committee composed of industry, secondary, and postsecondary representatives met in May 2023 to review TEA's analysis of statewide labor market information and the input from the listening tour before making recommendations for updates to the statewide programs of study.

Three key needs were identified through the listening tour and considered by the advisory committee: increased student flexibility, increased access to CTE, and improved implementation supports. Regarding student flexibility, 84% of stakeholders agreed that there should be at least one common introductory course in every program of study within a career cluster. To increase student access, 73% agreed new programs of study should be established based on new trends in the labor market data. To improve the programs of study implementation, 93% agreed additional implementation resources should be created. For each existing or proposed new program of study, sub-committees recommended addition or removal of occupations and courses. They also suggested new courses for development and identified aligned advanced academic courses. The sub-committees also proposed example occupations for each education level and example WBL experiences.

91% of committee members recommended moving the programs of study housed in a STEM career cluster to their knowledge-domain career cluster to signal the integration of STEM principles across all clusters. This recommendation did not eliminate STEM; rather, it encouraged STEM occupations to be designated across many career clusters, including Health Science, Information Technology, Energy, and Architecture and Construction.

The following changes were made based on the key recommendations of the committees:
- Establish a common Level 1 course across programs of study in each career cluster

- Combine programs of study with significant overlap

- Move five programs of study from the STEM career cluster to their knowledge-domain career clusters
  - Biomedical Science > Health Science
  - Cybersecurity > Information Technology
  - Programming and Software Development > Information Technology
  - Renewable Energy > Energy
  - *Geospatial Engineering and Land Surveying > Architecture and Construction

- Repurpose the STEM career cluster as Engineering and add three new programs of study
  - Mechanical and Aerospace Engineering
  - Electrical Engineering
  - Civil Engineering

- Transition two regional programs of study to statewide programs of study
  - Industrial Maintenance
  - Pilots and Aviation

- Create a new Real Estate program of study in the Business, Marketing, and Finance career cluster

*Regional program of study

The refreshed programs of study will take effect in the 2024–2025 school year. LEAs will notify TEA of the statewide programs of study they offer through their local Perkins application. Additionally, LEAs can apply to implement a regional program of study as outlined in Section B2.b. Perkins funds can support statewide or approved regional programs of study at the secondary and postsecondary levels. Current CTE courses not included in the statewide or approved regional programs of study will remain available for LEAs and can be supported with state CTE funds.

Approved Statewide and Regional CTE Programs of Study

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Agriculture, Food and Natural Resources	Agriculture Business, Leadership, and Communications	The Agriculture Business, Leadership, and Communications program of study focuses on occupational and educational opportunities associated with farming and agriculturally related businesses that supply farm inputs, such as machinery and seeds. This program of study includes exploration of farm product marketing, the purchase of farm products either for processing or resale, and the process of grading or classifying unprocessed food or other agricultural products.
Agriculture, Food and Natural Resources	Agricultural Technology and Mechanical Systems	The Agricultural Technology and Mechanical Systems program of study focuses on occupational and educational opportunities associated with applying engineering technology and biological science to agricultural problems related to power and machinery, electrification, structures, soil and water use, and processing agricultural products. This program of study includes diagnosing, repairing, or overhauling farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Agriculture, Food and Natural Resources	Animal Science	The Animal Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of animals and other living organisms. This program of study includes applying biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students will research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.
Agriculture, Food and Natural Resources	Environmental and Natural Resources	The Environmental and Natural Resources program of study focuses on occupational and educational opportunities associated with the research, design, and engineering of plans for prevention and control of environmental hazards. This program of study includes conducting research for the purpose of identifying, abating, or eliminating sources of pollutants or hazards that affect either the environment or the health of the population.
Agriculture, Food and Natural Resources	Food Science and Technology	The Food Science and Technology program of study focuses on the occupational and educational opportunities associated with the research, production, and processing of food from plants and animals. This program of study includes exploration of safety, processing, preserving, packaging, and storing food for human consumption.
Agriculture, Food and Natural Resources	Plant Science	The Plant Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of plants and other living organisms. This program of study includes the application of biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.
Architecture and Construction	Architectural Drafting and Design	The Architectural Drafting and Design program of study focuses on occupational and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study includes reading, interpreting, and drawing blueprints for interior and exterior construction projects.
Architecture and Construction	Carpentry	The Carpentry program of study focuses on occupational and educational opportunities related to constructing, installing, and repairing structures and fixtures made of wood including frameworks, partitions, joists, studding, rafters, and stairways. The program of study includes installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Architecture and Construction	Construction Management and Inspection	The Construction Management and Inspection program of study focuses on occupational and educational opportunities associated with producing cost estimates for construction projects to support bidding on or determining the price of products or services. The program of study includes inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.
Architecture and Construction	Electrical	The Electrical program of study focuses on occupational and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. The program of study also addresses installing and repairing telecommunications cable including fiber optics.
Architecture and Construction	HVAC and Sheet Metal	The HVAC and Sheet Metal program of study focuses on occupational and educational opportunities associated with installing, servicing, or repairing heating and air conditioning systems. The program of study addresses fabrication, assembly, installation, and repair of sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings.
Architecture and Construction	Masonry	The Masonry program of study focuses on occupational and educational opportunities related to laying and binding materials, such as brick, structural tile, concrete block, and other types of substances to construct or repair walls and other structures. The program of study includes raising and uniting iron or steel to form completed structures or structural frameworks and building structures using stone.
Architecture and Construction	Plumbing and Pipefitting	The Plumbing and Pipefitting program of study focuses on occupational and educational opportunities related to assembling, installing, and repairing pipes, fittings, or fixtures of heating, water, and drainage systems. The program of study includes maintaining pipe supports and related hydraulic or pneumatic equipment for steam, hot water, heating, cooling, lubricating, and sprinkling.
Arts, Audio Visual Technology and Communication	Digital Communications	The Digital Communications program of study focuses on occupational and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. The program of study includes operating machines and equipment such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment to record sound and images.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Arts, Audio Visual Technology and Communication	Graphic Design and Interactive Media	The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories, creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.
Arts, Audio Visual Technology and Communication	Printing and Imaging	The Printing and Imaging regional program of study focuses on occupational and educational opportunities associated with designing packaging, displays, or logos to meet specific commercial or promotional needs. This program of study includes the foundations of business management, customer service, graphic design, graphic production, and large format printing.
Business, Marketing and Finance	Accounting and Financial Services	The Accounting and Financial Services program of study focuses on occupational and educational opportunities associated with examining, analyzing, and interpreting financial records. It includes exploration of financial services, preparing financial statements, auditing financial statements prepared by others, and interpreting accounting records. This program of study also introduces students to mathematical modeling tools.
Business, Marketing and Finance	Business Management	The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.
Business, Marketing and Finance	Entrepreneurship	The Entrepreneurship program of study focuses on occupational and educational opportunities associated with planning, launching, directing, and coordinating public or private sector ventures. This program of study includes formulating policies, launching businesses or organizations, managing daily operations, analyzing management structures, and planning for the use of materials and human resources.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Business, Marketing and Finance	Marketing and Sales	The Marketing and Sales program of study focuses on occupational and educational opportunities associated with collecting information to estimate potential sales of a product or service and create campaigns to market or distribute goods and services. It includes applying data related to customer demographics, preferences, needs, and buying habits.
Business, Marketing and Finance	Real Estate	The Real Estate program of study focuses on occupational and educational opportunities associated with financing, selling, and contracting real estate. This program of study includes management, economics, marketing, and financial principles of real estate evaluation. It also addresses commercial real estate including lending, developing, brokering, and financing.
Business, Marketing and Finance	Retail Management	The Retail Management regional program of study focuses on occupational and educational opportunities associated with driving sales through innovative approaches and strategic planning. It includes product development, customer intercepts, package engineering, and organizational development. This program of study also addresses human resources, advertising, social media, logistics, and employee relationships.
Education and Training	Early Learning	The Early Learning program of study focuses on occupational and educational opportunities associated with instructing and supporting preschool and early elementary school students. This program of study addresses social, physical, and intellectual growth and skills necessary for planning, directing, and coordinating activities for young children.
Education and Training	Teaching and Training	The Teaching and Training program of study focuses on occupational and educational opportunities associated with careers related to teaching, instructing, and creating instructional and enrichment materials. The program of study includes recognizing a variety of student groups and their corresponding needs, identifying processes for developing curriculum and coordinating educational content, and coaching groups and individuals.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Energy	Oil and Gas Exploration and Production	The Oil and Gas Exploration and Production program of study focuses on occupational and educational opportunities associated with processing, refining, and distributing petroleum and gas. This program of study includes the process of regulating the flow of oil into pipelines, controlling pumping systems, and operating and maintaining machinery to generate electric power.
Energy	Refining and Chemical Processes	The Refining and Chemical Processes program of study focuses on occupational and educational opportunities associated with how to monitor, adjust, and operate equipment housed in petrochemical plants and refineries. This program of study includes exploration of computer technology and instrumentation used to operate a variety of systems and industrial processes.
Energy	Renewable Energy	The Renewable Energy program of study focuses on occupational and educational opportunities associated with assembling, inspecting, maintaining, and repairing different equipment required for renewable energy. This program of study includes exploration of solar photovoltaic equipment and wind turbines and the systems and processes used to maintain and manage these types of equipment.
Engineering	Civil Engineering	The Civil Engineering program of study focuses on occupational and educational opportunities associated with the design, build, operation, and maintenance of infrastructure related to roads, buildings, airports, bridges, and transportation systems. This program of study includes exploration of infrastructure, site inspections, feasibility assessments and scope, and cost estimates. It addresses applying scientific, mathematical, and empirical evidence to solve problems in construction, infrastructure, and the environment.
Engineering	Drone (Unmanned Vehicle)	The Drone (Unmanned Vehicle) regional program of study focuses on the occupational and educational opportunities associated with operating or designing an unmanned aircraft using a ground-based controller. This program of study includes understanding and designing systems of communications between the controller and the aircraft to ensure compliance with federal aviation safety regulations.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Engineering	Electrical Engineering	The Electrical Engineering program of study focuses on occupational and educational opportunities associated with the design, development, testing, and supervision of electrical equipment and systems. Students will design, test, and evaluate projects related to electrical motors, radar, navigation systems, and communication systems. This program study includes applying scientific, mathematical, and empirical evidence to solve problems in electrical systems associated with instruments, facilities, components, and equipment.
Engineering	Engineering Foundations	The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study incudes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems.
Engineering	Geospatial Engineering and Land Surveying	The Geospatial Engineering and Land Surveying regional program of study focuses on occupational and educational opportunities associated with surveying, automated computer aided drafting, geographical information systems and raster-based geographic information systems. This program of study includes the exploration of remote sensing, geoscience, and mapping.
Engineering	Mechanical and Aerospace Engineering	The Mechanical and Aerospace Engineering program of study focuses on occupational and educational opportunities associated with the design, development, maintenance, and testing of engines, machines, and structures related to aircraft and spacecraft. Students will design, test, and evaluate projects related to aerodynamics and structural and mechanical design. This program study includes applying scientific, mathematical, and empirical evidence to solve problems related to navigation, mechanics, robotics, propulsion, and combustion.
Health Science	Bio-Medical Science	The Biomedical Science program of study focuses on occupational and educational opportunities associated with the study of biology and medicine. This program of study includes researching and diagnosing diseases, pre-existing conditions, and other determinants of health. Students will also practice patient care and communication.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Health Science	Diagnostic and Therapeutic Services	The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.
Health Science	Exercise Science, Wellness, and Restoration	The Exercise Science, Wellness, and Restoration program of study focuses on occupational and educational opportunities associated with assisting patients with maintaining physical, mental, and emotional health. This program of study includes researching diet and exercise needed to maintain a healthy, balanced lifestyle and exploring techniques to help patients recover from injury, illness, or disease.
Health Science	Health Informatics	The Health Informatics program of study focuses on occupational and educational opportunities associated with the management and use of patient information in the healthcare field. This program of study includes exploration of computerized healthcare systems and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students will also practice writing and interpreting medical reports.
Health Science	Nursing Science	The Nursing Science program of study focuses on occupational and educational opportunities associated with patient care. This program of study includes the practice of caring for patients, performing routine procedures such as monitoring vital signs, developing, and implementing care plans, maintaining medical records, and managing disease or pain.
Hospitality and Tourism	Culinary Arts	The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Hospitality and Tourism	Lodging and Resort Management	The Lodging and Resort Management program of study focuses on occupational and educational opportunities associated with the logistical and operational management of lodging and resorts. This program of study addresses human resources, financial analysis, and marketing.
Hospitality and Tourism	Travel, Tourism, and Attractions	The Travel, Tourism, and Attractions program of study focuses on occupational and educational opportunities associated with the marketing and sales of travel and tourism services. This program of study includes planning, directing, and coordinating marketing or business policies and programs. Students will identify potential customers and determine demand and promotional strategies for products and services.
Human Services	Cosmetology and Personal Care Services	The Cosmetology and Personal Care Services regional program of study focuses on occupational and educational opportunities associated with providing beauty and personal care services. This program of study includes managing personal care facilities and coordinating or supervising personal service workers.
Human Services	Family and Community Services	The Family and Community Services program of study focuses on occupational and educational opportunities associated with social services, including child and human development and consumer sciences. This program of study includes managing social and community services, managing family and consumer sciences, and understanding career paths in social work or therapy for children, families, or school communities.
Human Services	Health and Wellness	The Health and Wellness program of study focuses on occupational and educational opportunities associated with promoting physical, emotional, and mental health and wellness. This program of study incudes assisting patients in planning for their health and wellness, responding to crises, providing education or counseling, making referrals, and addressing barriers to accessing health and wellness services.
Information Technology	Cybersecurity	The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Information Technology	Information Technology Support and Services	The Information Technology Support and Services program of study focuses on occupational and educational opportunities associated with administering, testing, and implementing computer databases and applying knowledge of database management systems. This program of study includes analyzing user requirements, automating or improving existing systems, and reviewing computer system capabilities. It also includes research, design, and testing of computer or computer-related equipment for commercial, industrial, military, or scientific use.
Information Technology	Networking Systems	The Networking Systems program of study focuses on occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study includes analysis of data processing challenges to implementing and improving computer systems.
Information Technology	Programming and Software Development	The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.
Information Technology	Web Development	The Web Development program of study focuses on occupational and educational opportunities associated with designing, creating, and modifying websites. It includes integration of websites with other computer applications and conversion of written, graphic, audio, and video components to compatible web formats using software designed to facilitate the creation of web and multimedia content.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Law and Public Service	Fire Science	The Fire Science program of study focuses on occupational and educational opportunities associated with fire prevention, protection, and firefighting. This program of study includes firefighter safety, building codes, and the necessary physical skills to perform rescues. Students will learn about preparedness, basic fire suppression techniques, basic arson investigation, hazardous material management, and educating the public about fire safety.
Law and Public Service	Government and Public Administration	The Government and Public Administration program of study focuses on occupational and educational opportunities associated with examining, evaluating, and investigating compliance with laws and regulations. This program of study includes planning and governance, analysis of revenue and taxation, and processes for communicating with the public.
Law and Public Service	Law Enforcement	The Law Enforcement program of study focuses on occupational and educational opportunities associated with the development and enforcement of laws by various branches of law enforcement. This program of study includes understanding the appropriate and legal response to breaches in the law according to statutory rules and regulations as well as the investigation of how and why the breaches occurred.
Law and Public Service	Legal Studies	The Legal Studies program of study focuses on occupational and educational opportunities related to representing clients in criminal and civil litigation and other legal proceedings, as well as assisting lawyers and preparing legal documents.
Manufacturing	Industrial Maintenance	The Industrial Maintenance regional program of study focuses on occupational and educational opportunities associated with maintaining and repairing manufacturing equipment and facilities. This program of study includes exploration of facility systems including electrical, welding, hydraulic, plumbing, heating, and air conditioning.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Manufacturing	Manufacturing Technology	The Manufacturing Technology program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. It includes exploration of a variety of machine tools that are used to produce precision parts and instruments. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.
Manufacturing	Robotics and Automation Technology	The Robotics and Automation Technology program of study focuses on occupational and educational opportunities associated with the assembly, operation, maintenance, and repair of electromechanical equipment or devices. This program of study includes exploration of a variety of mechanical fields, including robotics, refinery and pipeline systems, deep ocean exploration, and hazardous waste removal.
Manufacturing	Welding	The Welding program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.
Transportation, Distribution and Logistics	Automotive and Collision Repair	The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.
Transportation, Distribution and Logistics	Aviation Maintenance	The Aviation Maintenance program of study focuses on occupational and educational opportunities associated with maintenance and repair of airframe structures, systems, and components of an aircraft. This program of study includes exploration of aircraft maintenance procedures, air navigational aids, air traffic controls, and communication equipment to ensure compliance with federal safety regulations.

2024-2025 State Career Cluster	2024-2025 Program of Study Title	2024-2025 Program of Study Description
Transportation, Distribution and Logistics	Aviation Pilots	The Aviation Pilots program of study focuses on occupational and educational opportunities associated with the principles and science of flight. This program of study includes the exploration and understanding of aviation engineering, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.
Transportation, Distribution and Logistics	Diesel and Heavy Equipment Maintenance and Commercial Drivers	The Diesel, Heavy Equipment Maintenance, and Commercial Drivers program of study focuses on occupational and educational opportunities associated with the function, operations, diagnosis, and service of diesel and heavy equipment systems. This program of study includes driving, inspecting, diagnosing, and repairing off-highway and on-highway vehicles and equipment.
Transportation, Distribution and Logistics	Distribution, Logistics, and Warehousing	The Distribution, Logistics and Warehousing program of study focuses on educational and occupational opportunities associated with business planning and management aspects of distribution, logistics and warehousing. This program of study includes exploration of the history, laws, regulations, and common practices used in the logistics of warehousing and distribution systems.
Transportation, Distribution and Logistics	Maritime	The Maritime regional program of study focuses on educational and occupational opportunities associated with the operation of water vessels. This program of study includes maintenance procedures and operation of maritime navigational aids, maritime traffic controls, and communications equipment to ensure conformance with federal safety regulations.

Industry-Based Certifications

The Texas Education Code (§39.053) requires TEA to account for high school students who earn an industry-based certification as one indicator within the student achievement domain of the state's public school accountability system. IBCs are a key component of strong career pathways and TEA has developed and codified a rigorous process to produce an approved list eligible for credit in state accountability. TEA adopted by rule (19 TAC §74.1003) a set of requirements and a process to formally approve IBCs. Six evaluation criteria are defined in the administrative rule. An IBC must be (1) a certification, (2) industry-recognized and valued, (3) attainable by a high school student, (4) portable, (5) awarded by a certifying entity, and (6) taken as a capstone or at end-of-program. More information on the evaluation criteria and review process is available in Appendix B.

There are 256 IBCs on the Texas school accountability list (2022–2024). Informational documents are available for each IBC, including competencies measured by the assessment, exam requirements, and contact information for the certifying entities.

Texas further incentivizes student attainment of IBCs by allowing LEAs to request reimbursement for one earned IBC per student. TEA has announced plans to strengthen the rigor of the accountability indicator by ensuring students are leveraging programs of study to prepare for quality IBCs.

Postsecondary Programs of Study

Texas House Bill 2628, passed in 2015, requires the Texas Higher Education Coordinating Board (THECB) to establish programs of study that meet the following criteria:

- Incorporate rigorous college and career readiness standards, including CTE standards that address both academic and technical content

- Support attainment of employability and career readiness skills

- Progress in content specificity by beginning with all aspects of an industry or career cluster and leading to more occupationally specific instruction or by preparing students for ongoing postsecondary career preparation

- Incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications

- Culminate in the attainment of –
    o an industry-recognized certification, credential, or license;
    o a registered apprenticeship or credit-bearing postsecondary certificate; or
    o an associate or baccalaureate degree`

THECB develops statewide postsecondary programs of study through the formation of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other areas of CTE. Program of study advisory committees are charged with (1) identifying high-demand programs of study within the career cluster, (2) establishing subcommittees as needed to identify courses and learning outcomes required as part of a program of study, and (3) providing THECB staff with feedback about processes and procedures related to the programs of study within the relevant career cluster.

Programs of study developed under House Bill 2628 must demonstrate these criteria:

- Focus on the current and future needs of employers in this state

- Clearly define career pathways with logical entry and exit points for students

- Indicate the types of careers and the names of certifications or licenses aligned to the program of study

- Provide for students to begin a program of study at a public junior college, public state college, or public technical institute and transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study

- Be designed to meet the needs of business and industry with a high degree of commonality across the state

- Align with the state college and career readiness standards

- Be revised on a recurring schedule, not to exceed once every five years, to ensure the programs of study remain current and relevant to the needs of business and industry.

Using the advisory committee process described previously, THECB has developed and approved the following statewide programs of study for adoption by postsecondary institutions:

- Architecture and Construction

- o Construction Management
- o Drafting, Architectural
- o Drafting, General
- o Electrical Lineworker
- o Electrical, Industrial
- o Electrical, Residential and Commercial Heating, Air Conditioning, and Ventilation
- o Pipefitting
- o Plumbing

- • Health Science
  - o Dental Hygiene
  - o Emergency Medical Services/Paramedic
  - o Occupational Therapy Assistant
  - o Physical Therapist Assistant
  - o Radiologic Technology
  - o Respiratory Care

- • Information Technology
  - o Cloud Computing
  - o Cloud Computing Data Analysis
  - o Cloud Computing Data Science
  - o Cloud Support and Cybersecurity

THECB recently conducted a process to identify high-wage, high-demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included higher education professionals and industry stakeholders from across Texas. This course sequencing methodology prepares students for occupations from job knowledge and skill demand in secondary education through postsecondary preparation.

In the coming year, THECB will begin the process of collecting information from institutions to assist with updating the postsecondary Programs of Study and Guidelines. As part of this process, THECB will align, where relevant and feasible, programs of study to the THECB High Demand Fields List and TEA Statewide Approved Programs of Study list. This will allow THECB to continue to collaborate with TEA and facilitate alignment among programs of study that provide a pathway from secondary to postsecondary. Below is a link to the THECB High Demand Fields and the Program of Study List.
- o [High Demand Fields - Texas Higher Education Coordinating Board](#)
- o [Programs of Study List](#)

b. **Describe the process and criteria to be used for approving locally developed Programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under Section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under Section 132[2] will**
   i. promote continuous improvement in academic achievement and technical skill attainment;
   ii. expand access to career and technical education for special populations; and
   iii. support the inclusion of employability skills in Programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Secondary

Each LEA is required to analyze local labor market data, leverage a CTE advisory board, and engage other stakeholders to determine which statewide programs of study best fit their needs. LEAs may also apply to implement a regional program of study that will prepare students for occupations that do not meet the threshold for demand across the state but do meet the threshold in the LEA's regional economy. This application process, referred to as the Regional Program of Study Approval Process, requires LEAs to submit regional labor market data that validates target occupations with the course sequence of the proposed program.

Postsecondary

THECB requires colleges submitting postsecondary CTE programs for approval to follow THECB's rules in Texas Administrative Code related to program approval. The Guidelines for Instructional Programs in Workforce Education (GIPWE) provide guidance on the rule requirements. GIPWE requires that colleges develop programs in close cooperation with business and industry to satisfy a need for timely and effective workforce education. Business and industry experts must provide substantial input into the curriculum design of a proposed CTE program, including profession-specific knowledge, skills, and abilities and general skills as appropriate, such as oral and written communication, mathematics, computer literacy, and industry-related workplace practices.

THECB's administrative rules require that colleges establish industry-based advisory committees for each workforce education program. Advisory committees are organized by career clusters to ensure members have the necessary expertise to guide program planning. Advisory committees help a college document the need for a workforce education program and ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is a principle means of ensuring meaningful business and industry participation in program creation and revision.

i. **Promote continuous improvement in academic achievement and technical skill attainment:**

The Texas programs of study, both statewide and regionally approved at the secondary and postsecondary levels, align to occupations that are in-demand, high-skill, and high-wage. Students are encouraged to consider advanced academic courses that will enrich their program of study and to participate in aligned WBL and expanded learning opportunities.

Secondary

Secondary courses included in an approved program of study are based on standards approved by the Texas State Board of Education (SBOE). The course sequence begins with a foundational course and increases in content specificity and aligns with one or more industry-based certifications attainable by a high school student. Secondary programs of study connect to post-secondary education opportunities that yield credentials of value.

CTE indicator autocoding is used to designate secondary students by the number and levels of CTE courses they complete. CTE Concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE Completers are students who have completed three or more courses

for four or more credits with at least one advanced course within a program of study. An advanced course is a course from levels three or four.

Postsecondary

As described previously, THECB's administrative rules and GIPWE guidance on CTE program approval and maintenance requires the engagement of industry in establishing and maintaining postsecondary CTE curricula to support continuous improvement in student achievement.

ii. **Expand access to CTE for special populations:**

Secondary

TEA's State Transition Coordinator with Office of Special Populations and Student Support will develop a grant during spring 2024, to post in early fall 2024. The program guidelines will define the five-year plan for developing resources and related activities to support LEAs in expanding access to CTE programming for students in special populations.

The TEA evaluates the number of CTE participants and CTE Concentrators by career cluster. The data is disaggregated based on the special population categories in Perkins V. These disaggregated data are analyzed at the state level but also provided to LEAs in their Career and Technical Education Reports (CTER) via the secure TEA Login (TEAL). These data help LEAs identify and address performance gaps in CTE programming. TEA partners with Advance CTE to provide training to TEA staff and ESC CTE specialists regarding access to CTE for special populations. TEA staff and ESC CTE specialists, in turn, provide technical assistance to LEAs to drive continuous improvement of programs for special populations.

Postsecondary

THECB provides each of the state's 54 public, postsecondary institutions with disaggregated special populations performance data as a component of its resources supporting the CLNA. Data are provided to each institution by cluster or program at the two- or four-digit Classification of Instructional Programs (CIP) code level to comply with FERPA. Institutions additionally receive question sets and other guidance for consulting with special populations stakeholders.

As a condition of receiving a formula grant, postsecondary institutions must use Perkins formula funds to address performance gaps identified in the CLNA. THECB monitors disaggregated performance results at the program level for each public two-year community, state, and technical college receiving Perkins funds.

iii. **Support the inclusion of employability skills in Program of Study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Secondary

Recognizing the value of early career exploration and preparation, Texas's State Board of Education recently adopted revised Texas Essential Knowledge and Skills (TEKS) for a middle school CTE course entitled Career and College Exploration which introduces employability skills. To support implementation of this course, TEA is working with a vendor to produce a series of printable career cluster guides. These guides will target young secondary students and embed the standards from the Career and College Exploration course. In addition, all high school CTE courses include standards addressing employability skills. As new CTE courses are developed and

existing courses are reviewed and revised, industry representatives participate in the process, ensuring that both technical and employability skills critical for success on the job are addressed in the TEKS.

Fluency in STEM skills is critical to preparing students for career readiness. Texas students are introduced to STEM fluency skills by learning STEM-integrated thinking through content application using engineering design challenges or STEM project/problem-based learning. In prekindergarten–grade 8, they focus on building the skills of collaboration, creativity, critical thinking, communication, and resilience. By grade 8, these STEM fluency skills should be habits. In grades 9 and up, students work to develop and master STEM skills by engaging in deliberate investigation of the natural world using scientific and engineering practices.

Postsecondary

THECB's administrative rules and GIPWE process for CTE programs, described in Section B.2.b, requires the engagement of industry to support the inclusion of relevant employability skills into CTE programs. THECB uses state leadership funds to support embedding employability skills into postsecondary CTE curricula. THECB has developed the TXWORKS Internship Program as described in Section B.2.c. One purpose of TXWORKS is to guide the incorporation of employability skills into internships.

c. **Describe how the eligible agency will —**
i. **make information on approved Programs of study and career pathways (including career exploration, WBL opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and guardians, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, guardians, and educators can understand.**

Secondary

TEA produces a framework document for each program of study for use by a variety of audiences seeking to understand, implement, or complete a program of study. These frameworks outline the courses approved at each level (1-4), for the program of study. The frameworks also provide information about work-based learning, postsecondary opportunities, and occupations aligned to the program of study. TEA makes an editable version of these frameworks available for LEAs to customize with local course offerings, WBL opportunities and photos or logos. Frameworks are available at the following link: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study.

A variety of other resources are available on TEA's website to support awareness, understanding, and implementation of the programs of study, work-based learning, and dual credit opportunities. These include the following:

- A GIS mapping application that shows where each program of study is implemented and how many concentrators or completers the program has produced. Employers can leverage this tool to identify talent pools. Districts can leverage the tool alongside their regional labor market information to understand which high-demand fields are under-supported in their area.

- CTE data reports are available at the regional and LEA level to help districts understand gaps and opportunities to add new programs of study or better align programs and IBCs.

- TEALearn, an online learning management system, offers CTE training for new counselors and administrators, helping these stakeholders build a foundational understanding of the value and role of CTE in career and education planning. Training for experienced counselors and administrators helps them build robust programs that are accessible to special populations. Available trainings are detailed in Section 4.a. and Appendix C.

- The Texas CTE Resource Center offers a variety of resources for teachers and administrators such as sample lessons and assessments.

- The Tri-Agency Workforce Initiative's Work-based Learning Continuum communicates a shared definition and guiding principles for work-based learning from TEA, TWC, and THECB. The continuum and accompanying report are available at the following link: https://www.twc.texas.gov/sites/default/files/wf/docs/wbl-strategic-framework-dec-2022-twc.pdf.

- The Effective Advising Framework is a tool that supports districts in building robust systems to support the individual planning of students.

- Texas OnCourse is an on-demand training platform for counselors and advisors. Through partnership with THECB, TEA has embedded relevant information on CTE programs of study, work-based learning, into this platform.

- College and Career Readiness School Models (CCRSM) are open-enrollment campuses that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand, high skill, high wage careers. Texas is proud to serve over 509 campuses that implement these models. Each CCRSM school model has a blueprint that provides benchmarks for the campus. A sample blueprint can be found in Appendix D.

TEA promotes resources and funding opportunities to LEA stakeholders through a variety of interest-based listservs including for CTE, Advanced Academics, and School Counseling. Critical announcements and resources are also communicated to Superintendents via TEA's formal written notification process as well as monthly superintendent webinars hosted by the Commissioner of Education.

Finally, regional ESC CTE specialists are an integral link in the communication chain. Twenty ESC CTE specialists provide technical assistance and training to LEAs in their regions. Specifically, the ESC specialists offer training specific to Perkins V, programs of study, the CLNA, and the Perkins local application. Perkins leadership funds, found in Section 4.d, fund the ESC CTE specialists.

Postsecondary
THECB posts approved statewide program of study curricula to its website and maintains a searchable database of approved local programs of study as resources for the general public, including secondary and postsecondary representatives and students and their families.

THECB maintains three websites as a resource for students, families, and the general public: College for All Texans, GenTX (Generation Texas), Texas CREWS. These websites are key methods of communicating current information and providing constant access to important tools and resources. The websites provide students and families with comprehensive and accurate information about selecting a college, enrolling, paying for college, and ensuring that a student's postsecondary choices are aligned with future career goals. THECB'S primary objective for the websites is to provide a reliable way to ensure the timely delivery of accurate information.

THECB publicizes the following resources as part of its *Building a Talent Strong Texas* strategic plan for higher education:

- My Texas Future, a new digital tool launched in 2023 connects Texans with resources and information about postsecondary opportunities. My Texas Future advances the state's strategic plan for higher education. It will help bridge the skills gap and support individuals as they work to further their careers, return to the workforce, or return to higher education. My Texas Future includes personalized interactive features to help prospective students of all ages identify interests and skills, explore careers and programs, plan for school, navigate financial aid, and request to speak with an adviser.

- The Texas Internship Challenge is a partnership among the TWC, TEA, and THECB that challenges employers to offer paid internships and make it easy for students to search and apply for them. The Challenge addresses the workforce development need for students to acquire workplace readiness skills that will help them be more competitive for full-time work. Internships allow students to explore in-demand, high-skill, high-wage occupations, gain professional experience, and make connections with professionals, which can lead to a reference or a job. Internships allow employers to explore talent, benefit from different and developing skill sets, and train candidates for full-time positions.

- TXWORKS (Working Off-campus: Reinforcing Knowledge and Skills) is a centralized off-campus work-study program that provides full-time college students with limited financial means the opportunities to pursue paid internships. The strength of the Texas economy and the wide range of Texas industries provides college students with paid internships or other concurrent work experiences to strengthen their marketable skills and support their transition to the workforce. The TXWORKS Internship Program also advances the State's *Building a Talent Strong Texas* goals relating to marketable skills and reducing student debt.

ii. **facilitate collaboration among eligible recipients in the development and coordination of CTE programs and Programs of study and career pathways that include multiple entry and exit points;**

Secondary
As noted above, development of the statewide programs of study has been and will continue to be a collaborative, stakeholder-driven process. In addition, TEA promotes local collaboration to foster strong implementation of programs.

Regional Programs of Study
LEAs have the opportunity to apply for approval of regional programs of study. The application process is open annually, and regional programs of study are approved for an implementation period of four years. ESC CTE specialists are leaders within their region who facilitate this process. Once a regional application is approved, any LEA in the region may implement the program. LEAs frequently collaborate with each other, local higher education partners, and the ESC to develop the regional program including developing innovative courses if state approved courses do not exist.

Texas Regional Pathways Network

The Texas Regional Pathways Network (TRPN) is a Tri-Agency initiative that facilitates strategic planning, and sharing of best practices, challenges, and lessons learned in pathways development. Each TRPN grantee is a regional partnership of at least three LEAs, one public institution of higher education, one workforce development board, and two employer partners in the target industry. These partnerships are facilitated by a regional convener. See Appendix E for a complete list of activities.

Postsecondary
THECB develops postsecondary statewide programs of study through advisory committees comprised of secondary and postsecondary representatives and workforce representatives. Each program of study is subject to a 30-day public comment period for feedback from secondary and postsecondary representatives, industry representatives, students, and any other member of the public who wishes to contribute. Each advisory committee considers the feedback received and incorporates curricular modifications based on committee judgment before final approval by the THECB. Postsecondary institutions are required as a condition of receiving Perkins funds to develop memoranda of understanding with their constituent secondary school districts for collaboration in the delivery of dual credit CTE courses and programs, including programs of study.

iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' Programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State Board, and to align CTE with such needs, as appropriate;**

LEAs and IHEs are required to align their program offerings to labor market information as described in Section B.2.a and B.2.b. See the secondary CLNA in TEA Appendix F and the postsecondary CLNA at the following link: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fcontracts%2Frfo-rfp-rfq-rfa%2Fclna-template%2F&wdOrigin=BROWSELINK. Recognizing the crucial role of skilled workers in a thriving economy, TEA strives to ensure CTE programs of study align with in-demand, high-skill, high-wage occupations. Through an analysis of statewide enrollment data, TEA has identified undersubscribed CTE programs of study, such as HVAC and Plumbing, that lead to in-demand occupations yet have reported declining enrollment. By prioritizing these programs of study, TEA aims to address low enrollment in programs aligned to critical labor force needs. TEA will leverage state and Perkins Reserve-funded grant opportunities to incentivize the adoption and implementation of those programs of study aligned to critical shortages.

As an example, TEA has made adjustments to an annual grant opportunity, the Summer CTE Grant. Summer 2025 grantees can use awarded Summer CTE Grant funds to:
- Develop and implement effective summer CTE courses in undersubscribed programs of study
- Expand marketing and outreach efforts to raise awareness about undersubscribed programs of study

iv. **Ensure equal access to approved CTE Programs of study and activities assisted under this Act for special populations;**

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Applicants must sign provisions and assurances in the local application for funds to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers that exist for special population groups within

the CLNA. To receive funding, postsecondary institutions must describe how all students will be provided equal access to CTE courses, programs, and programs of study toward preparation for in-demand, high-skill, high-wage occupations. Postsecondary institutions must additionally describe how they will address gaps in the performance of special populations as identified in the CLNA.

Secondary

TEA uses Perkins Leadership resources to fund a contract designed to support students in special populations and assist the TEA in developing processes, procedures, and training to support equitable access across all programs of study. In addition, TEA recently procured a vendor partner to support CTE monitoring that will evaluate, among other criteria, selected LEAs' numbers of CTE participants and CTE Concentrators at the career cluster level and disaggregate the information based on the special population categories. The TEA will also partner with an external group/consultant for professional development to expand access for students in special population. The training will be provided to TEA staff and ESC CTE specialists in a training-of-trainer format so stakeholders can access the training statewide. Data will be provided to LEAs so they can best address performance gaps in CTE programming through the CLNA.

LEAs ensure equal program access through yearly nondiscrimination notifications to students, families, school employees, and the public. Nondiscrimination statements are required in all LEA publications. As a recipient of federal financial assistance, postsecondary institutions and LEAs are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. LEAs and IHEs take steps to ensure that limited or emerging English language skills are not a barrier to admission and participation in educational and vocational programs.

Postsecondary

THECB requires biannual progress reports from 54 community, state, and technical colleges receiving Perkins formula funds. Reports must show progress on each activity in the approved local application, address impediments to progress, and show how the institution has responded. Beginning with the FY 2021 local application, institutions must commit Perkins formula funds to reduce special populations' performance gaps identified in the CLNA as a condition of receiving funds. Biannual reporting will document programmatic activity toward reducing special populations' performance gaps.

Postsecondary institutions must publish notice that they do not discriminate based on race, color, national origin, sex, disability, or age in its programs or activities and provide the name or title, address, telephone number, and email address of the coordinator(s) designated to oversee compliance with civil rights laws, including contact(s) for complaints regarding Section 504. The notice must be prominently placed in each announcement, bulletin, catalog, application form, newsletter, magazine, website, electronic publication, notices posted on campus and in the local newspaper, and any other written materials distributed to students.

Before the beginning of each school year, postsecondary institutions must provide public annual notification that their CTE programs are offered without regard to race, color, national origin, sex, or disability. Annual notification must be made through the media that reaches the public and include a brief summary of the program offerings and admissions criteria and the name(s)/title(s), address(es), and telephone number(s) of the Title IX and Section 504 compliance coordinator(s). If there is a community of national origin minority persons who are Emergent Bilingual in the institution's service area, the notice must be disseminated to that community in its native language. It must state that a lack of English language skills will not be a barrier to admission to and participation in CTE programs.

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the Department of Education's (USDE) Office of Civil Rights (OCR) and conducts two site visits annually based on risk assessment outcomes.

> v. **coordinate with the State Board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

TEKS Review
The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum for each grade level and periodically reviews and revises the TEKS. For each TEKS subject-area review, the SBOE approves educators, parents, higher education representatives, business and industry representatives, and employers to serve on TEKS review work groups that make recommendations to the SBOE for revisions to the TEKS. The SBOE's TEKS review and revision process requires the board to determine the scope of each review for each subject area, either a full revision or a streamlining of the standards. A detailed description of this process specific to CTE is available in Appendix G.

Given the high volume of CTE courses and necessity to ensure course standards keep pace with industry standards, Texas has shifted to a continuous cycle of TEKS revision for CTE courses. To prioritize career clusters for review, TEA partnered with SkillsEngine®, an affiliate of Texas State Technical College, to analyze the current CTE TEKS and identify gaps between the course standards and the knowledge and skills students need to successfully transition into postsecondary opportunities for each program of study. The skills gap analysis was conducted through a process that identified in-demand, high-skill, high-wage occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the TWC, TWIC, THECB, LEA teachers and administrators, and industry representatives.

> vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

Texas aligns its capstone work-based learning experiences with the definition provided in Perkins V and reinforced by the Tri-Agency WBL Continuum. The Tri-Agency definition states that WBL includes practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.:. These experiences are aligned with the standards and instruction of CTE programs.

The TEA and THECB disseminate the Tri-Agency Workforce Initiative Work-based Learning Continuum to communicate a shared definition of work-based learning to stakeholders in secondary education, postsecondary education and workforce. This tool supports strong partnerships at the state and local levels.

THECB requires that colleges comply with the GIPWE in developing CTE programs. GIPWE requires that a college must provide at least one of the following for each approved award: (1) a capstone experience, (2) eligibility for a credentialing exam, and/or (3) an external learning experience. The experience should occur during the last semester of the student's educational program.

The capstone is a learning experience that consolidates a student's educational experience and certifies mastery of entry-level workplace competencies. Methods of providing a capstone experience include the following:

- A comprehensive, discipline-specific examination prepared by the faculty of the workforce education program and administered after the program

- A course involving simulation of the workplace, case studies, portfolios, and employment scenarios

- A discipline-specific project involving the integration of various teams of students performing activities to simulate situations that may occur in the workplace

Credentialing exams are licensure, certification, or registration exams provided by state or national agencies or professional organizations. An external learning experience, paid or unpaid, enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. Including an external learning experience in both certificate and applied associate degree plans is strongly recommended. The external learning experience allows students to have practical, hands-on training and apply learned concepts and theories in a workplace setting. There are five external learning experiences: clinicals, internships, practicums, cooperative education, and apprenticeships. Clinical and internship experiences occur in actual workplace settings in which students learn and apply program theory and management of the workflow.

> vii. **improve outcomes and reduce performance gaps for CTE Concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Secondary

By using CTE course completion data, state and LEA personnel can identify performance gaps among student population groups and will identify where LEAs need to provide targeted assistance.

TEA staff will review the current model of differentiated supports for technical assistance and supports that are being used through Results Driven Accountability (RDA) in categories such as Universal Supports, Targeted Supports, and Intensive Supports to determine if additional resources for support are needed. For each level, LEAs may choose supports matching the gaps and outcomes they need to address.

Postsecondary

THECB provides each of the State's 54 public postsecondary institutions with disaggregated special population performance data to support CLNAs. Data is provided to each institution by cluster or program at the two- or four-digit CIP code level to comply with FERPA. Postsecondary institutions must address identified performance gaps as a condition for receiving a formula grant. THECB monitors disaggregated performance results.

Text Box 3: Statutory Definition of Career Pathways

The term "career pathways" has the meaning given the term in Section 3 of the Workforce Innovation and Opportunity Act (29 USC 3102)

(7) Career pathway. — The term "career pathway"' means a combination of rigorous and high-quality education, training, and other services that—
  (A)   aligns with the skill needs of industries in the economy of the State or regional economy involved;
  (B)   prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 USC 50 et seq.) (referred to individually in this Act as an "apprenticeship," except in Section 171);
  (C)   includes counseling to support an individual in achieving the individual's education and career goals;
  (D)   includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
  (E)   organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
  (F)   enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
  (G)   helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113–128])

(Section 3(8) of Perkins V)

d. **Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Texas CCRSM include Early College High Schools (ECHS) and Pathways in Technology Early College High School (P-TECH), which provide opportunities for students to bridge the gap between high school and college and career and earn credentials such as degrees and certifications. Specific requirements are outlined in the model-specific blueprints, which include benchmark requirements and outcomes-based measures (OBM). Both models must meet the following criteria:

- Open enrollment
- No cost to students
- Academic, social, and emotional student supports
- Opportunity to earn college credit
- A partnership with Texas IHE(s) for both academic and workforce courses to earn college credit
- Flexible scheduling

ECHS campuses must meet the following specifications:

- The opportunity for students to earn an associate degree or up to 60 college credit hours before high school graduation
- The provision of up to five years for students to complete their associate degrees and high school diplomas

P-TECH campuses must provide the following:

- The opportunity for students from grades 9–12 to complete a course of study that combines high school and postsecondary courses
- The opportunity for students to earn a high school diploma, an associate degree, a two-year postsecondary certificate or industry certification, and work-based training
- The opportunity for students to gain work experience through an internship, apprenticeship, or other job training program
- Partnerships with regional businesses and industries, giving students access to postsecondary education and meaningful workforce training opportunities
- The provision of up to six years to complete high school and earn a credential

Blueprints for each school model outline accountability measures through the OBMs:

- Access: The extent to which the CCRSM campuses serve all student populations, emphasizing at-risk and underrepresented students
- Attainment: The extent to which students on the CCRSM campuses are reaching measures such as earning a credential (degree and/or certification), completing WBL, or completing college-level courses
- Achievement: The extent to which students on the CCRSM campuses achieve certain measures such as "meeting" or "mastery" scaled scores on state achievement tests or college readiness on assessments such as the SAT, ACT, or TSIA

In addition to comprehensive school models, Texas supports local agreements between IHEs and LEAs to offer dual credit in both academic and CTE courses. These partnerships are an essential tool in many regions, enabling LEAs to efficiently offer more courses and programs than would otherwise be feasible.

e. **Describe how the eligible agency will involve guardians, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its CTE programs. (Section 122(d)(12) of Perkins V)**

See response in Section 2.a and 2.c.ii for stakeholder involvement in the program of study refresh process.

Secondary

In addition to the programs of study advisory committee described previously, TEA has established a CTE leadership committee which includes an administrator at either the campus or district level from an LEA in each of the 20 ESC regions. The leadership committee meets regularly to inform the planning, development, implementation, and evaluation of CTE at the State and local levels.

The Career and Technical Association of Texas (CTAT) is the professional organization for CTE administrators in the state. Members include CTE directors, CTE teachers, counselors, and LEA administrators. The partnership between CTAT and TEA helps to inform the planning, development, implementation, and evaluation of CTE. Throughout the development of the Perkins V State plan, CTAT members representing different stakeholder groups were asked to engage in the drafting and evaluation of the plan for Texas.

Postsecondary

Statewide postsecondary program of study advisory committee members include representatives of secondary and postsecondary education, business and industry, other State agencies and licensing bodies as relevant, and other CTE experts. All proposed programs of study adopted by advisory committees are subject to a 30-day public comment period. A committee reviews and acts upon comments before a proposed programs of study goes to the coordinating board for approval.

WECM Advisory Committee membership includes representatives from the public community, state, and technical colleges, as well as representatives from the Texas Association of College Technical Educators (TACTE), the Texas Administrators of Continuing Education (TACE), and the Texas Association of College Registrars and Admissions Officers (TACRAO). Agendas for WECM Advisory Committee meetings are posted in the Texas Register at least 10 days before the meetings. Advisory committee meetings are open to the public and broadcast via the internet. Advisory committee minutes are maintained in a form and location easily accessible to the public on THECB's website.

The TACTE is the State's professional association for postsecondary CTE faculty and administrators. THECB partners with TACTE to receive field input on CTE issues and disseminate information on Perkins V. TACTE maintains a Perkins page on its website and incorporates presentations by Perkins State Leadership programs at its annual conference.

f.   **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to Section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under Section 134(b) of Perkins V.**

See TEA Appendix H for the Secondary Perkins V Local Application.

See THECB Appendix I for the Postsecondary Perkins V Local Application.

g.   **Include a copy of the CLNA template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of Section 134(c) of Perkins V. See Text Box 5 for the requirements for the CLNA under Section 134(c) of Perkins V.**

See TEA Appendix F for the secondary CLNA.

See the postsecondary CLNA at the following link:
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Freportcenter.highered.texas.gov%2Fcontracts%2Frfo-rfp-rfq-rfa%2Fclna-template%2F&wdOrigin=BROWSELINK

h.   **Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to Section 135(b) of Perkins V.**

Secondary

CTE programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under Perkins V. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through Concentrator and Completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based on their LEA high school enrollment numbers. The table below demonstrates the minimum number of programs of study required:

High School Enrollment	Number of Programs of study Offered
Fewer than 500 students	1 program of study
501–1,000 students	2 programs of study
1,001–2,000 students	3 programs of study
2,002–5,000 students	4 programs of study
5,001–10,000 students	5 programs of study
10,001+ students	6 programs of study

LEAs should allow students to complete a program of study within four years. Completion requires passing three or more courses for four or more credits with at least one level-three or level-four course within a single program of study.

The scope includes rigorous academic and technical standards, employability skills, and opportunities to earn industry-based certifications, participate in WBL experiences, and connect secondary to postsecondary coursework.

Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Perkins V Act, including support for special populations enrolled in CTE programs, procedures to improve all aspects of programs continuously, and Career and Technical Student Organization participation. Postsecondary institutions must meet the criteria set forth in the GIPWE described in Section B.2.b above.

Postsecondary

Postsecondary institutions are required, as a condition of receiving Perkins funding, to develop secondary/postsecondary programs of study Memorandums of Understanding (MOUs) with one or more constituent high schools consistent with THECB-designated enrollment peer group designation, as shown in the following table.

Enrollment Peer Group	Number of Secondary/Postsecondary Program of Study MOUs
Small	1–3
Medium	3–5
Large	5–7
Very Large	7–9

Text Box 4: Statutory Requirements for Local Applications

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one Program of Study approved by a State under Section 124(b)(2), including—

  (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific CTE programs and activities selected to be funded;

  (B) a description of any new Programs of study the eligible recipient will develop and submit to the State for approval; and

  (C) how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE Program of Study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 USC 3151(e)(2)), and other partners, will provide—

  (A) career exploration and career development coursework, activities, or services;

  (B) career information on employment opportunities that incorporate the most up-to-date information on in-demand, high skill, high wage sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

  (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965);

**Text Box 4: Statutory Requirements of Local Applications
(continued))**

 (5) a description of how the eligible recipient will—
   (A) provide activities to prepare special populations for in-demand, high skill, high
        wage industry sectors or occupations that will lead to self-sufficiency;
   (B) prepare CTE participants for nontraditional fields;
   (C) provide equal access for special populations to CTE courses, programs, and
        Programs of study; and
   D) ensure that members of special populations will not be discriminated against on the
        basis of their status as members of special populations;
(6) a description of the WBL opportunities that the eligible recipient will provide to
     students participating in CTE programs and how the recipient will work with
     representatives from employers to develop or expand WBL opportunities for CTE
     students, as applicable;
(7) a description of how the eligible recipient will provide students participating in CTE
     programs with the opportunity to gain postsecondary credit while still attending
     high school, such as through dual or concurrent enrollment programs or early
     college high school, as practicable;
(8) a description of how the eligible recipient will coordinate with the eligible agency and
     IHEs to support the recruitment, preparation, retention, and training, including
     professional development, of teachers, faculty, administrators, and specialized
     instructional support personnel and paraprofessionals who meet applicable State
     certification and licensure requirements (including any requirements met through
     alternative routes to certification), including individuals from groups underrepresented
     in the teaching profession; and
(9) a description of how the eligible recipient will address disparities or gaps in
     performance as described in Section 113(b)(3)(C)(ii)(II) in each of the plan years, and if
     no meaningful progress has been achieved prior to the third program year, a
     description of the additional actions such recipient will take to eliminate those
     disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE LOCAL NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a CLNA related to CTE and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every two years, update such CLNA.

(2) REQUIREMENTS.—The CLNA described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to Section 113, including an evaluation of performance for special populations and each subgroup described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how CTE programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand, high skill, high wage industry sectors or occupations identified by the State workforce development board described in Section 101 of the Workforce Innovation and Opportunity Act (29 USC 3111) (referred to in this section as the "State board") or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of CTE programs and Programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality CTE courses and Programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for in-demand, high skill, high wage industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

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3. **Meeting the Needs of Special Populations**

   a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations —**

      i. **will be provided with equal access to activities assisted under this Act;**

Secondary

Students in special populations may be participants in the following programs: Emergent Bilingual, CTE, Every Student Succeeds Act (ESSA), and special education.

Special populations demographic groups include the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low-income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) Emergent Bilingual individuals; (7) homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 USC 11434a); (8) youth who are in, or have aged out of, the foster care system; (9) youth with a parent who is a member of the armed forces (as such term is defined in Section 101 (a)(4) of Title 10, United States Code) and is on active duty (as such term is defined in Section 101(d)(1) of such title); and (10) migrant students (secondary only).

The TEA will look at the results of CTE participants and CTE Concentrators at the career cluster level and disaggregate the information based on the special population categories. Data is provided to CTE administrators to enable them to address performance gaps in CTE programming through the CLNA.

At both the secondary and postsecondary levels, applicants for Perkins funding must indicate the steps taken to ensure that all individuals from special populations are provided equal access to CTE programs and activities. Local programs must sign provisions and assurances in the local application to receive Perkins funding. Secondary and postsecondary recipients must identify any barriers for special population groups within the CLNA.

In the eGrant application for secondary Perkins funds, LEAs must identify strategies to meet the needs of special populations, including strategies to assure that students who are members of special populations are provided equal access to CTE programs. An admission, review, and dismissal (ARD) committee for secondary students with disabilities that determines a student with a disability should participate in a CTE program must include a CTE representative, preferably a CTE teacher, so students are appropriately placed and served in the CTE program.

Postsecondary

Postsecondary institutions use a variety of strategies for assisting special populations, such as the following:

- Providing outreach and recruitment information, including outreach and recruitment encouraging enrollment in nontraditional programs of study

- Identifying and following up with students from special populations

- Supporting students in special populations with enhanced advisement services, tutoring services, success coaches, and career coaches. Determining special needs for accommodations so that students can succeed

- Providing in-service activities for CTE teachers, counselors, and administrators

- Providing special instructional materials, as needed

- Providing Perkins funds for childcare, transportation, textbook loan programs, and credential testing vouchers

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

ii. **will not be discriminated against on the basis of status as a member of a special population;**

Secondary

The TEA's Results Driven Accountability (RDA) system is a comprehensive data-driven evaluation framework designed to improve student performance and program effectiveness to support LEAs. The RDA framework uses performance indicators, data validation indicators, and other indicators of program compliance required by federal law. Specific program areas include bilingual education (BE)/English as a second language (ESL), CTE, ESSA, and special education (SPED).

TEA monitors special population student groups to ensure no form of exclusion from CTE programs or a disproportionately high number of students from special populations in CTE programs. LEAs are evaluated in each program area and assigned an overall determination level (DL). LEAs are assigned a DL 1, DL 2, DL 3, or DL 4 for each indicator and program. The (DL) is aligned to a specific level of support. The TEA Division of Monitoring and Support staff provides general supervision and progress monitoring of the Strategic Support Plan (SSP) required to address certain noncompliance areas and link LEAs to technical assistance for program-specific needs. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for RDA indicators.

LEAs must complete a continuous improvement self-assessment annually for the special education program area, which identifies strengths and areas for improvement for issues like student transition and postsecondary goals. LEAs ensure equal program access through yearly nondiscrimination notifications to students, families, school employees, and the public. Nondiscrimination statements are required in all LEA publications. As recipients of federal financial assistance, LEAs are required to comply with federal laws and regulations that prohibit discrimination based on race, color, national origin, sex, and disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. LEAs will ensure that a lack of English language skills will not hinder admission and participation in all educational and vocational programs.

The Methods of Administration (MOA) for Access to Career and Technical Education is designed to ensure all students enjoy equal access to CTE programs of study and activities. Campuses are selected for review based on the TEA's selection methodology, which the USDE OCR approves. The selection criteria in the methodology emphasizes the provision of equitable opportunities for students to participate in

CTE programs of study. Additional selection consideration is also based on the years since the last on-site review and the student enrollment count on the campus. Individuals with complaints regarding program access may take their concerns to their local school board or the TEA.

Postsecondary

Texas universities and community, state, and technical colleges must be non-discriminatory and post a statement to that effect in all college publications. Data on student populations is gathered, reported, and analyzed through the THECB's accountability and reporting systems. To monitor civil rights compliance, THECB conducts a biannual risk assessment of public, two-year community, state, and technical colleges, using a targeting plan approved by the USDE OCR. Four colleges are subject to MOA civil rights compliance site visits in each biennium based on the risk assessment. THECB additionally submits a biannual report to the USDE OCR on findings made during the previous two years' MOA site visits and colleges' resolutions of violations identified. THECB staff conducting MOA site visits attend annual, required training provided by USDE OCR.

iii. **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in Section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

Texas offers a single path to a graduation diploma for all students, including students that fall within the special population categories, but does allow for certain flexibilities for students with disabilities as determined by a student's individualized education program (IEP). LEAs should provide the following items:

- Programs of study that lead to an endorsement
- Career exploration and preparation activities and resources that are bias-free and incorporate UDL strategies
- Comprehensive career development for academic counseling and career guidance that includes assistive technology, office of disability services information, and ADA/Section 504 requirements
- Equitable access to quality WBL opportunities and career development instruction
- Information on nontraditional training in in-demand, high-skill, high-wage fields

The Texas 21st Century Community Learning Centers program funds Texas Afterschool Centers for Education (Texas ACE) to provide no-cost activities before and after school and during summer for K–12 students in Title I schools. Texas ACE operates more than 700 learning centers in more than 140 LEAs through its competitively funded grants and employs thousands of Texas teachers. The program provides academics, academic enrichment, and other expanded learning opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools to help students meet State and local student standards in core academic subjects, such as reading and math, and meet other academic and related outcomes.

Texas provides grants to 27 local non-profit affiliates that operate the Communities In Schools (CIS) programs. The mission of CIS is to surround students with a supportive community, empowering them to

stay in school and achieve in life. The CIS model is designed to keep students persisting in education and ultimately graduate from high school. CIS partners with educators, students, and guardians to identify the needs of students at risk of dropping out of school. Once the needs are identified, CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. CIS monitors student-level data and tracks education outcomes for those students served. CIS in Texas has six components:

- Health and human services—including mental health and basic needs

- Supportive guidance and counseling—both individual and group, and crisis response

- Parental and family engagement—including home visits and consultation

- Academic enhancement and support—including tutoring and extended learning time

- College and career awareness—including preparation and transition

- Enrichment activities—including mentoring and school engagement activities

iv. **will be provided with appropriate accommodations; and**

Secondary

In Texas, a student's eligibility for special education services and most of the major decisions about a student's special education program are made by an ARD committee. This committee is the individualized education program (IEP) team, defined in federal law. CTE representatives must be included on this team when the child with a disability is placed in a CTE course. If a student with a disability is also identified as an Emergent Bilingual student, the ARD committee must work in conjunction with the language proficiency assessment committee to determine appropriate entry and exit criteria for bilingual education or ESL.

An ARD committee must determine whether a student is eligible for special education and related services.

In addition, the ARD committee must address the following considerations for some students:

- Instructional accommodations or curriculum modifications that are necessary for an individual student to access programs

- The use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning

- The language needs of the student as those needs relate to the student's IEP when the student qualifies as a student identified as emergent bilingual

- Provide for instruction in braille and the use of braille for a student with a visual impairment unless the committee determines that instruction in braille or the use of braille is not appropriate for the student

- Opportunities for direct communications and instruction with peers and professional personnel in the student's language, communication mode, and academic level,

- The student's need for assistive technology devices and services

Postsecondary

THECB performs oversight of public, two-year community, state, and technical colleges for compliance with federal civil rights statutes and their implementing regulations. THECB conducts a biannual risk assessment using a targeting plan approved by the USDE OCR and conducts two site visits annually based on risk assessment outcomes.

v. **will be provided instruction and WBL opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

WBL is included in each program of study. The TEA expects all students, including students with disabilities, to have access to WBL experiences. LEAs (including the Texas School for the Blind and Visually Impaired and the Texas School for the Deaf) are required to provide professional development activities for CTE teachers, paraprofessionals, counselors, administrators, and special education teachers related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

WIOA requires that pre-employment transition services, including WBL experiences, be made available to students with disabilities in need of such services who are eligible or potentially eligible for Vocational Rehabilitation (VR) services. WIOA requires coordinating services to enhance career readiness, secondary school completion, entry into postsecondary education, and postsecondary credentials aligned with in-demand industry sectors. In addition to WIOA funding, Texas LEAs can access funds from ESSA and Individuals with Disabilities Education Act (IDEA) to advance and implement CTE programs. WBL experiences may include a continuum of experiences such as in-school or after-school opportunities or experiences outside the traditional school setting (including internships), summer and year-round employment, pre-apprenticeship, on-the-job training, job shadowing, or simulated experience.

Partnerships with state agencies, including state educational agencies and state VR agencies, schools, worksites, businesses, family and community organizations, and communities can create opportunities to develop transferable skills to prepare for postsecondary education and employment. WBL experiences with appropriate site-based supervision provide opportunities for assessing abilities and strengths outside the classroom. Participation in job-related tasks provides a chance to explore how to communicate disability-related work support and accommodation needs, if necessary.

4. **Preparing Teachers and Faculty**

a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide CTE instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The TEA provides support at the state leadership level to assist LEAs with the recruitment of CTE teachers. The following initiatives strengthen the teacher pipeline and support the development of teachers and principals:

- The Teacher Incentive Allotment (TIA) elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain the best teachers, and incentivize teachers to work in high-needs schools and difficult to staff positions. TIA is built to provide lasting funds for outstanding Texas teachers to remain in the classroom and improve student outcomes. TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. Through approved local designation systems, districts can identify and designate outstanding teachers based on student growth and classroom observation. Employing designated teachers generates extra funding for districts to reward top performers.

- The TEA Residency and Apprenticeship initiatives support increased access to high-quality educator preparation. The initiatives primarily focus on the scale of sustainable educator residencies-year long paid clinical experience, to increase the number of well-prepared educators being retained in the field, especially in high need areas such as special education. Supports within the initiatives include grants to LEAs and educator preparation programs (EPPs) to establish paid teacher residencies through the development of strategic staffing models, grants to LEAs to fund paid principal residency pathways, grants to LEAs to establish Grow Your Own pathways including high school Education and Training courses and paraprofessional certification supports, and coordinated efforts across the TEA, TWC, and THECB to establish and support a Texas teacher apprenticeship model.

Other statewide initiatives that affect the recruitment of CTE teachers provide LEAs the autonomy to meet local instructional needs by providing a pathway for hiring candidates with industry experience. Under the "District of Innovation" state law, an LEA that meets certain performance requirements may exempt itself from certain provisions of state law that inhibit the goals of the district as outlined in the locally adopted Innovation Plan. This provision allows school districts to more effectively address staffing needs locally. The School District Teacher Permit also allows LEAs with flexibility in hiring individuals with industry experience to teach CTE courses. District of Innovation and the School District Teaching Permit require candidates to have one of the two following credentials:

- Relevant college/university coursework in the subject area taught or
- Relevant experiences related to the subject area to be taught

The development of CTE-specific recruitment strategies for qualified candidates will be enhanced by establishing collaborative relationships with industry partners, professional industry organizations, and military organizations within the state. The TEA encourages LEAs to engage with professional and military organizations to list professional opportunities in education through the organizations' communications channels.

Military recruitment activities include aligning military occupational specialties of veterans exiting service with teaching careers in Texas and promoting these career opportunities at armed forces alumni centers. Certain teacher certification and testing fees are waived for active-duty service members, veterans, and military spouses. Eligible military experience may be used to meet the experience and license requirements for Health Science and TIE certification. Completion of an approved EPP is still required.

Virtual training modules and in-person training sessions delivered through a regional distribution model are provided for CTE teachers, counselors, administrators, and support personnel to foster individual student success (see Appendix C). Training content includes key CTE topics such as Perkins V legislation, LMI, programs of study, WBL, and IBCs. Specific training is provided for counselors and administrators, including introductory and

experienced levels. All trainings include role-specific information related to supporting special populations with the aim of increasing access to high-quality CTE programs in Texas LEAs to all students.

New teacher training introduces the basic elements of CTE instruction to new teachers and includes teaching strategies for special needs students, approaches to differentiated instruction, and tactics for embedding employability skills. This training is offered to LEAs by using both virtual training modules and regional distribution delivery models.

Administrative leadership in CTE comprises CTE administrators and campus/LEA administrators who work in consort to guide CTE programs. The TEA offers a virtual training module and six in-person training sessions through a regional distribution delivery model.

School counselors and career advisors in Texas also have access to high-quality CTE training covering topics such as Perkins V, programs of study implementation, and procedures to improve the quality of advisement that students receive at the middle school and high school levels. Counselors and career advisors can access a virtual training module and four in-person training sessions through a regional distribution delivery model. The development of training modules for support personnel to provide a perfunctory knowledge of the CTE course in which support is offered expands accessibility to special population students. Support personnel are not expected to have the content expertise of the classroom teacher; however, adequate support can be provided with a working knowledge of CTE program goals and student expectations.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
a. **each eligible recipient will enhance academic achievement;**

Secondary

Eligible applicants whose grant allotment is equal to or greater than $15,000 must submit a Perkins V Local Application to receive federal funds. An eligible applicant whose grant allotment is less than $15,000 may still participate in the grant by forming a consortium/shared services arrangement (SSA) with other LEAs and/or a regional Education Service Center to meet the minimum grant requirement of $15,000. (See Shared Services Arrangements.) An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that cannot join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:
- The TEA reserves the right not to award a grant to an eligible applicant identified by the TEA as a high-risk grantee.
- The applicant must be in compliance with submitting the annual audit to the TEA, as described in the General and Fiscal Guidelines.

Each LEA will complete a CLNA that will inform the local application for funding biennially.

See TEA Appendix H for the Perkins V Local Application and TEA Appendix F for the CLNA.

Postsecondary

THECB requires that its 54 eligible postsecondary institutions submit a Perkins V Local Application to receive federal funds. The Perkins V Local Application requires that institutions identify specific activities for meeting each core performance indicator. Each institution submits biannual progress reports that show progress on each activity or, for activities with no progress, how the institution plans to respond for improvement. All programs of study supported with Perkins funds meet the requirements of THECB's GIPWE described in Section B.2.b.

Institutions performed a CLNA as the basis of their application for the 24-25 program year. As a condition of receiving Perkins formula funding, institutions reported findings to THECB in a CLNA report, summarized those findings in the Perkins V Local Application, and addressed findings through the targeted use of Perkins formula funds.

b. **each eligible recipient will further skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

Secondary

All state-approved programs of study align to one or more postsecondary credentials or degrees. The program of study framework documents identify multiple entry and exit points for credential attainment. TEA tracks credential attainment through PEIMS reporting as well and data-sharing agreements with THECB. These reports are currently made available in the Texas Education Agency Login (TEAL) system.

Additionally, Texas's public school accountability system rewards districts for each high school graduate who demonstrates college, career, or military readiness in at least one of the following ways:
- Meets Texas Success Initiative (TSI) criteria (SAT/ACT/TSI Assessment (TSIA)/College Prep course) in reading language arts and mathematics
- Completes and earns dual credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject
- Meets the criterion score of 3 on AP or 4 on IB examinations
- Earns an associate degree by August 31 immediately following high school graduation
- Completes an OnRamps dual enrollment course and qualifying for at least three hours
- **Earns a TEA-approved IBC (TEA is phasing in a requirement that the IBC be attained by a completer in an aligned program of study)**
- Graduates with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Enlists in the United States Armed Forces or Texas National Guard
- Graduates under an advanced diploma plan and is identified as a current special education student
- Earns a level I or level II certificate in any workforce education area

CCMR indicators are designed to help ensure that all Texas high school students can succeed in college, career, or military service. By measuring how well students are prepared for these pathways, the TEA can identify areas where improvement is needed and provide targeted support to LEAs and schools.

To incentivize LEAs to further academic and skill attainment, the CCMR Outcomes Bonus (CCMR OB) allows LEAs to earn additional funds for preparing graduates for college, a career, or the military. CCMR outcomes bonuses will be paid for each annual graduate above a certain threshold. The bonuses apply to the following populations:

- **Economically Disadvantaged:** $5,000 for each CCM-Ready economically disadvantaged annual graduate above a threshold

- **Non-Economically Disadvantaged:** $3,000 for each CCM-Ready non-economically disadvantaged annual graduate above a threshold

- **Special Education:** $2,000 for each CCM-Ready annual graduate enrolled in special education

The CCMR bonus uses a more rigorous standard for CCMR than the academic accountability system:

College:

- Texas Success Initiative (TSI) score on SAT/ACT/TSIA and

- Earned an associate degree before graduation or enrolled in college by the fall immediately after high school graduation

Career:

- TSI score on SAT/ACT/TSIA and

- Received an IBC/Level I/Level II certificate

Military:

- Armed Services Vocational Aptitude Battery passing score and

- Enlisted in the US Armed Forces after graduation

These incentive structures support a topline goal of the Tri-Agency Workforce Initiative that at least 60 percent of all adults aged 25 to 34 in Texas achieve a postsecondary degree or workforce credential by 2030.

Postsecondary

All postsecondary programs of study supported with Perkins funds will meet the requirements of THECB's Guidelines for programs of study in Workforce Education (GIPWE) described in Section B.2.b. GIPWE requires the following program development and maintenance conditions to ensure technical skills attainment for students:

- Documentation of a robust job market

- Alignment of curricula with the requirements of accrediting entities

- Incorporation of work-based learning/capstone experiences

- Ongoing consultation with an industry advisory committee

c. **each eligible recipient will ensure the local needs assessment under Section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand, high skill, high wage industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Secondary

TEA defines high-wage as equal to or greater than $46,909, the annual median salary for Texas in 2022 based on the TWC's workforce projections and real-time labor data from Lightcast™ through the 2022–2023 school year.

TEA defines a high-skill pathway as one with multiple entry and exit points for training that enable stackable credentials including IBCs, level I and level II certificates from a technical college or community college, an associate degree, and a bachelor's degree to ensure program of study sequences are continual and not job terminal.

TEA defines in-demand as having greater than 17 percent annual growth (2022 Texas median growth) based on the TWC's workforce projections and real time labor data from Lightcast™.

Statewide labor market data does not support offering all CTE course sequences at every high school across Texas. Each year, LEAs may apply for approval of a regional program of study. The application requires the submission of labor market data that validates alignment of the occupations and course sequence of the proposed program of study with regional needs for in-demand, high-skill, high-wage careers.

In the spring of 2024 for the 2024–2025 school year, LEAs submitted a Comprehensive Local Needs Assessment (CLNA) per the Perkins V process. The CLNA describes LEA CTE offerings, student benefits of CTE offerings, and results of CTE offerings.

LEAs will be trained on how to complete the Perkins V Local Application for funding and the CLNA during the spring of 2024 to support the submission of their application. Eligible recipients must biennially submit a Perkins V Local Application to receive Perkins funds. Local applications for secondary and postsecondary institutions must meet all the elements required in the Perkins Act. Eligible recipients must complete an online application and provide all information required before funding approval. Each application is reviewed to determine compliance with all legal requirements.

The local applications for secondary and postsecondary institutions must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment. Current and emerging occupational opportunities are identified through the analysis of statewide and regional data provided by the local workforce development boards and/or through labor market and career information made available through TWC. The TEA will provide regional labor data dashboards defining where the region has in-demand, high-skill, high-wage occupations as a resource for completing the CLNA.

Postsecondary

THECB's guidelines, template, and supportive resources for the postsecondary CLNA require that institutions consult regional employers and industry groups to identify regional workforce needs. Institutions must also independently document workforce needs through State, regional, or local labor market data. THECB has provided labor market data resources to institutions.

> 2. **Describe how funds received by the eligible agency through the allotment made under Section 111 of the Act will be distributed—**
>   a. **among CTE at the secondary level, or CTE at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Texas allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split determined by the Texas State Board of Education through formal action. The Texas State plan for Career and Technical Education allocates a funding split of 70 percent for secondary programs and 30 percent for postsecondary programs. Texas uses Title I, Part B funds as follows: at least 85 percent will be distributed by formula allocation to LEAs and community and technical colleges through the standard application system (SAS); 10 percent will fund state programs and state leadership projects, and no more than 5 percent will fund the administration of the state plan. Fifteen percent of the distributed formula allocation will be set aside for Perkins Reserve Grants.

Texas distributes funds to support state programs and leadership projects through a request for applications process. Texas awards funds through the SAS to the Texas Juvenile Justice Department and the Windham LEA, which operate CTE programs in correctional institutions. In 2023–2024, the Texas School for the Deaf and the Texas School for the Visually Impaired were funded from the 1.5 percent set aside for institutions. Boys Ranch ISD, a statutorily authorized special purpose school district, is awarded funds through the SAS. THECB supports the Southwest College for the Deaf, a campus of Howard College, through a Perkins formula funding grant to Howard College.

Postsecondary

THECB requires each eligible postsecondary recipient to submit a local application that develops a detailed description of a college's local program and how it will meet the requirements of Section 134(a) and (b). The postsecondary local application includes an evaluation plan that sets forth a college's activity plan for each core indicator, including measurable, locally determined performance targets for each activity.

> b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V**)

The required elements for local Perkins plans related to consortia (referred to as Shared Service Agreements in Texas) are integrated into the Perkins eGrant application, enabling consortia to complete the Comprehensive Local Needs Assessment (CLNA) and Perkins V Local Application through electronic submission. Consortia members are required to complete four sections of the CLNA (Sections 1, 2, 4, and 7). The fiscal agent is required to complete the remaining sections (Sections 3, 5, and 6). Fiscal agents apply to the TEA for security clearance to submit a consortium application and are provided a username, password, and electronic signature. LEAs must also submit information regarding their decision to participate in a consortium. The TEA reviews the consortium applications and, as needed, requests additional information or clarification from the fiscal agent using text fields where the TEA staff may include negotiation notes or comments about the consortium application and plan. When TEA staff members are satisfied with the information the fiscal agent has submitted, they approve the application. The Commissioner of Education must provide the final approval of the application, and his electronic signature appears on the notice of grant award that is available electronically to the LEA. The Perkins eGrant application/plan provides more guidance to LEAs for meeting the Perkins V requirements and focusing on continuous program improvement. Information about the application and supporting documentation is available at http://burleson.tea.state.tx.us/GrantOpportunities/ forms/ GrantProgramSearch.aspx.

LEAs eligible for a federal Perkins allocation of less than $15,000 are not eligible for direct receipt of Perkins funds, so they must participate in a consortium of LEAs with a total combined allocation of $15,000 or greater. The consortium determines a fiscal agent, which could be an ESC, LEA, or IHE that is a member of the consortium. The members of the consortium jointly determine the method for deciding consortium activities and funding priorities. For Perkins funding purposes, each consortium is treated like a single LEA. The formula for determining a consortium's Perkins allocation is identical to that applied to other LEAs eligible for Perkins funds. Consortium members reach an agreement regarding the mutually beneficial programs and purposes that Perkins funds will support. Members will describe the purposes and programs in the formula grant application.

3. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school LEA boundaries that may have occurred since the population and/or enrollment data was collected, and include LEAs without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

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

4. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in Section 131(a)—**
   a. **include a proposal for such an alternative formula; and**
   b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act (42 USC 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

5. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in Section 132(a)—**
   a. **include a proposal for such an alternative formula; and**
   b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

   Also indicate if this is a waiver request for which you received approval under the

prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the plan submission.

6. **If the eligible agency will award reserve funds to eligible recipients under Section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

The TEA will distribute reserve grant funds to eligible LEAs through a competitive application process. Awarded funds must be used as described in the Carl D. Perkins Career and Technical Education Act of 2006, Public Law (P.L.) 109-270, Title I, Part C, Section 135 (local uses of funds). Eligible recipients must support programs that meet at least one of the following criteria:

- Local CTE programs in rural areas

- CTE programs with high numbers of CTE Concentrators or participants: an LEA with 200 or more CTE Concentrators in grades 9–12 is considered an LEA with high numbers of CTE students

- CTE programs with high percentages of CTE Concentrators or participants: an LEA with 25 percent or more of the total student population in grades 9–12 who are CTE Concentrators is considered a high percentage LEA

- CTE programs in areas with disparities or gaps in performance as described in the Strengthening Career and Technical Education Act of 2018, Section 113(b)(3)(C)(ii)(II)

Reserve grants will be awarded in two program areas:

Texas Regional Pathways Network Grants
The Texas Regional Pathways Network aims to assist regional teams with planning and implementation to provide high-quality college and career pathways aligned with regional workforce needs. Successful applicants will join the Texas Regional Pathways Network, which supports regions across the State in developing college and career pathways. Regions in the Texas Regional Pathways Network commit to developing pathways that include the following seven key components of high-quality college and career pathways:

- Alignment with in-demand, high-skill, high-wage LMI (greater than $46,909 annual salary and greater than 17 percent growth for the State)

- Links between secondary and postsecondary education with multiple entry and exit points

- Credentials and degrees with value in the labor market

- Integration of rigorous academic and career-focused learning

- Strong individual college and career planning and counseling supports

- Continuum of WBL experiences

- Cross-sector partnerships

Applicants must include a regional team consisting of the following individuals to be eligible for the grant:

- An intermediary that will convene the above stakeholders as well as community and regional stakeholders who are crucial to implementing the key component of the Texas Regional Pathways Network

- A minimum of three LEAs in the region

- A minimum of one public institution of higher education in the region

- A minimum of two employers in the region whose workforce needs are reflected in regional labor market data

The pathways should help accelerate the completion of training in in-demand, high-skill, high-wage fields and make postsecondary credentials more accessible and affordable by aligning secondary programs of study to postsecondary programs and developing transfer agreements with IHEs in the region. LEAs should ensure the courses count toward certificate or degree programs, demonstrating multiple entrance and exit points into postsecondary and the workforce. Grant funds may be used to support regionally aligned college and career pathways by collaborating among intermediaries, LEAs, IHEs, industry partners, or other non-profits to conduct activities to achieve the following objectives:

- Dedicate personnel to intermediary support aligned to regional cross-sector partnerships and operational priorities

- Dedicate personnel to support the development of inter-LEA career and technical, advanced academic, individual planning, financial, and transportation partnerships

- Select approved technical assistance partners to support using a fidelity of implementation rubric

- Ensure high-quality CTE programs of study reflect regional LMI

- Provide agreements and/or inclusion of advanced academics within the pathway, such as dual credit, AP, and IB courses, etc.

- Purchase equipment for CTE programs of study aligned to regional LMI

- Conduct industry-led regional labor market analyses and reverse curriculum mapping

- Dedicate personnel to expand employer partnerships tied to WBL and career exploration

- Provide or expand guardian and student-facing resources to increase student awareness of in-demand industries

Applicants must include an analysis of regional LMI (aligned with the TWC's workforce development board areas) and provide plans for ensuring alignment between LMI and secondary CTE program of study offerings.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. TEA staff will conduct regular program update meetings with grantees for review and planning associated with grant activities. Grantees will be required to submit interim reports detailing the progress of the project. Grantees will also be required to attend one or two in-person conferences to benefit from technical assistance, peer resource sharing and networking, and regional team planning time. Grantees are permitted to use grant funds to assist in the travel costs associated with these events.

Eligible applicants must be districts or Education Service Centers. Awarded applicants serve as the grant administrator and fiscal agent for this project and must work in coordination with the regional convener.

Effective Advising Framework Advising Grants

The Effective Advising Framework (EAF) supports developing and implementing an individual student planning system within the context of a comprehensive school counseling program. The EAF grant projects support school districts in the leadership and strategic planning of an individual student planning system aligned to best practices. Technical assistance is provided by EAF Coaches, located at regional ESCs. The EAF fosters innovation and promotion of promising and proven CTE programs, which may include nontraditional fields. It also promotes developing, implementing, and adopting career pathways aligned to high-skill, high-wage, or in-demand careers and industries.

7. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The state-level maintenance of effort (MOE) for Perkins federal funding is listed below. Data sources used are the TEA Statewide Summary of Finance Report (FSP), and aggregate expenditure data and student counts provided by the THECB. The calculation is made annually in mid-February when THECB makes its data available to TEA. The chart below shows how prior year data informs the MOE calculation.

Perkins MOE Determination Calculation*	Aggregate	Per Capita
FY 2020	$3,598,706,929.00	$1,892.00
FY 2021	$3,395,223,723.00	$1,696.00
FY 2022	$3,928,885,334.00	$1,925.00
FY 2023	*	*
FY 2024	**	**

* Calculation for FY 2023 will be available March 30, 2024.
**Calculation for FY 2024 will be available January 30, 2025.

A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse federal funds made available under the plan. The following criteria apply:

1. The state officer who submits the plan, specified by title in Item C on the Cover Page, has the authority to submit the plan.

2. The entity has adopted or otherwise formally approved the plan.

3. The plan is the basis for State operation and administration of the Perkins program.

D. Accountability for Results

1. **Identify and include at least one (1) of the following indicators of CTE program quality—**
    a. **the percentage of CTE Concentrators (see Text Box 6 for the statutory definition of a CTE Concentrator under Section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential.**
    b. **the percentage of CTE Concentrators graduating from high school having attained postsecondary credits in relevant Career and Technical Education programs and Programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
    c. **the percentage of CTE Concentrators graduating from high school having participated in WBL. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

The State of Texas will track and report on 5S1 of the Perkins V Core Indicators of Performance as a measure of program quality. With its emphasis on program completion, the State of Texas will also report on the completion rate of its programs of study as 5S4 quality indicator.

Program Quality (5S1) – Attained Recognized Postsecondary Credential will be calculated by

(a). the percentage of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.

Program Quality (5S4) – CTE Completer will be calculated by

(a). dividing the number of annual graduates who were Completers at time of exit by the annual graduates who were Concentrators at time of exit.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in program year (PY) 2020-21, State determined performance levels (SDPLs) or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE Concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE Concentrator' means—
    (A) at the secondary school level, a student served by an eligible recipient who has completed at least two courses* in a single career and technical education program or program of study; and
    (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
        (i) earned at least 12 credits within a career and technical education program or program of study; or
        (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

*   This means that once a student completes two courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

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3. **Describe the procedure the eligible agency adopted for determining SDPLs described in Section 113 of Perkins V, which at a minimum shall include—**
   a. **a description of the process for public comment under Section 113(b)(3)(B) of Perkins V as part of the development of the SDPLs (see Text Box 7 for the statutory requirements for consultation on SDPLs under Section 113(b)(3)(B) of Perkins V);**
   b. **an explanation for the SDPLs that meet each of the statutory requirements in Text Box 8; and**
   c. **a description of how the SDPLs set by the eligible agency align with the levels, goals, and objectives other federal and State laws. (Section 122(d)(10) of Perkins V)**

   As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Texas received public comment regarding SDPL from February 9, 2024- April 9, 2024, per section 113(b)(3)(B).

According to section 122(d)(10), core performance indicators align with information in the Texas Education Agency Strategic Plan, Texas Tri-Agency Workforce Initiatives goals and measures, Texas Workforce System Strategic Plan, and success measures under the Texas accountability system for public education. The State-Determined Performance Levels are based on the average performance levels for the fiscal years 2020-21 and 2021-22 with an expected 0.1% increase from this average. For each additional year, meaningful progress is

defined as an increase of 0.1% per Text Box 8 requirements (aa), (bb), and (ee). Per (dd), California, a state of similar size and demographics, proposed using a comparable calculation for meaningful progress. Michigan also proposed a similar approach. Texas 3S1 SDPL is lower than other states due to the timing of the availability of workforce unemployment insurance data to the agency. To ensure meaningful progress based on accurate data for use of 3S1 by districts, Texas uses workforce data from the second quarter after the program exit, i.e., quarter 4 (October – December) after the program year, so the complete data for 3S1 has not previously been available for CAR submissions, and thus, Texas reported lower rates of placement than other states. On February 5, 2024, Texas received notification from OCTAE that states may report data that is lagged by one program year for indicator 3S1 - if that results in the state reporting the most accurate and complete data. Beginning with the 2024 CAR submission, Texas will begin reporting lagged data for this indicator which will result in increased rates. Baselines are established for secondary core indicators 2S1, 2S2, 2S3, and 4S1 using fiscal year 2022-23 information. Under Texas House Bill 3906 of the 86th Texas Legislature, the State of Texas Assessments of Academic Readiness (STAAR) was redesigned to add new question types, cross-curricular passages, and evidence-based writing. The first year of the redesigned STAAR implementation was 2022-23. The 2S1, 2S2, and 2S3 baselines account for the change to the respective subject assessments. Starting in fiscal year 2022-23, Texas will align its non-traditional indicator by students' concentration in a program of study rather than attributing non-traditional students as those who complete a related course. This change results in fewer students identified as non-traditional, and this decline is reflected in the new 2022-23 calculation.

4. **Provide a written response to the comments regarding SDPLs received during the public comment period pursuant to Section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V)**

    As part of the written response, include a description of any changes made to the SDPLs as a result of stakeholder feedback.

    Response pending separate public comment.

5. **Describe how the eligible agency will address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, describe the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

As part of the CLNA, LEAs will be required to conduct a gap analysis. LEAs will receive summary and supplemental reports with student performance data within CTER. LEAs will use the data provided and accompanying worksheets that include built-in formulas and functions to highlight special populations with identified disparities and gaps in performance. LEAs will identify the root causes of the disparities and gaps in performance and develop a plan to address those needs. Perkins funding will be allocated to address the disparities and gaps in performance. As part of the agency's continuous improvement, the TEA is implementing a monitoring program that will result in technical assistance and ongoing training to support meaningful progress in student performance gaps or disparities.

Using a risk-based selection approach, TEA will conduct programmatic monitoring activities aligned to following Perkins V requirements via desk audits and site visits:

Section 4.3 State Administration, Sub-Section 5 Subrecipient Monitoring (page 19): 5.1 2 CFR § 200.331(b-h) of the Uniform Guidance – Subrecipient Monitoring All pass-through entities (TEA) must - Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Section 4.4 Local Applications, Sub-Section 3 Required Use of Local Funds (page 27): 3.1 Section 135(b)(1-6) – Requirements for Uses of Funds - Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

Section 4.5 Fiscal, Sub-Section 14 Audit and Fiscal Requirements (page 41): 14.2 2 CFR 200.332(d)(2)(3) (d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Section 4.6 Accountability, Sub-Section 9 Monitoring by the Non-Federal Entity (page 51):
- 9.1 §200.329 – Monitoring and Reporting Program Performance (a) The Non-Federal entity oversees the operations of the Federal award-supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved.

- 9.2 §200.332 – Requirements for Pass-Through Entities (a) Ensure that every subaward is clearly identified to the subrecipient as a subaward, includes specific information at the time of the subaward and, if any of these data elements change, include the changes in subsequent subaward modification.

Section 4.7 Programs of study, Sub-section 1 Program of Study (page 55): 1.2 Section 134(b)(2) – Local application shall contain at least 1 program of study.

Section 4.8 Special Populations, Sub-section 5 Comprehensive Needs Assessment / Student and Program Evaluation (page 58):

- 5.1 Section 134(c)(2)(E) – Comprehensive Needs Assessment – Special Populations (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and Programs of study for all students.

- 6.1 Section 134(b)(2)(C) The eligible agency shall determine the requirements for local applications, except that each local application shall contain information on the career and technical education course offerings and activities that the eligible recipient will provide with funds.

- 6.2 Section 134(b)(5)(A-D) The eligible agency shall determine the requirements for local applications, except that each local application shall contain— a description of how the eligible recipient will—

  - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

  - (B) prepare CTE participants for non-traditional fields

    As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),[3] the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support

and technical assistance to eligible recipients to address and close such gaps and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
The percentage of CTE Concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965)	1S1	Four-Year Graduation Rate	Concentrators who started high school four years prior to expected four-year graduating year and graduated from high school in four years/Cohort of Concentrators who dropped out, graduated, or left; started high school four years prior to expected four-year graduating year
The percentage of CTE Concentrators who graduate from high school, as measured by extended-year adjusted cohort graduation rate defined in Section 8101 of such Act	1S2	Extended Graduation Rate	Concentrators who started high school four or five years prior to expected five-year graduating year and graduated from high school within five years / Cohort of Concentrators who dropped out, graduated, or left; started high school either four or five years prior to expected five-year graduating year
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act	2S1	Academic Proficiency in Reading/Language Arts	Annual graduates, dropouts, and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on English II / Annual graduates, dropouts, GEDs and other leavers who are Concentrators and who took (have a scored answer document) both English I and English II

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act	2S2	Academic Proficiency in Mathematics	Annual graduates, dropouts, and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on Algebra I / Annual graduates, dropouts, GEDs, and other leavers who are Concentrators and who took (have a scored answer document) Algebra I
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act	2S3	Academic Proficiency in Science	Annual graduates, dropouts, GEDs and other leavers who are Concentrators and whose best score met or exceeded grade level expectations on Biology / Annual graduates, dropouts, GEDs and other leavers who are Concentrators and who took (have a scored answer document) Biology
The percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)) or are employed	3S1	Post-Program Placement	Annual Concentrators who left secondary education and either: enlisted in the military, are employed or, are enrolled in postsecondary education / Annual Concentrators who left secondary education (see definition)

Indicator Descriptions Secondary Level	Indicator Codes	Indicator Names	Numerator and Denominator
The percentage of CTE Concentrators in Career and Technical Education programs and Programs of study that lead to nontraditional fields [1]	4S1	Nontraditional Program Concentration	Annual Concentrators who left secondary education and were enrolled in a Non-Trad Program of Study/[FL1] Annual Concentrators who left secondary education
The percentage of CTE Concentrators graduating from high school having attained a recognized postsecondary credential	5S1	Program Quality—Attained, Recognized Postsecondary Credential	Annual graduates who were Concentrators and obtained an industry-based certification during the academic year or an associate degree or higher / Annual graduates who were Concentrators (using annual graduate definition)
The percentage of graduates who were able to reach Completer status for an approved Statewide or Regional Program of Study	5S4	Program Quality—CTE Completers	Annual graduates who were Completers at time of exit /Annual graduates who were Concentrators at time of exit

**Text Box 7: Statutory Requirements for Consultation on
State Determined Performance Levels (SDPLs)**

(B) PUBLIC COMMENT.—

   (i)   IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in Section 122(c)(1)(A).

   (ii)   WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—

      (I)   meet the requirements of the law;

      (II)   support the improvement of performance of all CTE concentrators, including subgroups of students, as described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in Section 3(48); and

      (III) support the needs of the local education and business community.

   (iii)   ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

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3   See page 11 of Committee Report at https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. **It made the State plan publicly available for public comment[4] for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)**

2. **It will use the funds to support preparation for in-demand, high skill, or high wage industry sectors or occupations and nontraditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)**

3. **It will provide local educational agencies, area CTE schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in CTE programs. (Section 122(d)(13)(E) of Perkins V)**

4. **It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other federal or state programs. (Section 122(d)(13)(A) of Perkins V)**

5. **None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)**

6. **It will use the funds provided under this Act to implement CTE programs and Programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)**

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[4] An eligible agency that submitted a 1-Year Transition Plan in FY 2019 was not required to hold a public comment period on the 1-Year Transition Plan. Such agency had to assure that it met this public comment requirement prior to submitting its Perkins V State plan in FY 2020.

B.   EDGAR Certifications

By submitting a Perkins V State plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1.   It is eligible to submit the Perkins State plan.
2.   It has authority under State law to perform the functions of the State under the Perkins program(s).
3.   It legally may carry out each provision of the plan.
4.   All provisions of the plan are consistent with State law.
5.   A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse federal funds made available under the plan.
6.   The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7.   The entity has adopted or otherwise formally approved the plan.
8.   The plan is the basis for State operation and administration of the Perkins program.

C.   Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1.   Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040): https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2.   Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3.   Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4.   General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

IV. BUDGET

A. <u>**Instructions**</u>

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide—

Line 1: The total amount of funds allocated to the eligible agency under Section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under Section 112(a)(3). *The percentage should not equal more than 5 percent of the funds allocated to the eligible agency as noted on Line 1 or $250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under Section 112(a)(2) of Perkins V. *The percentage should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percentage and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; (c) educational institutions that serve individuals with disabilities; or (d) other State institutions pursuant to Section 112(a)(2)(A) of Perkins V. *The percentage of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for nontraditional fields pursuant to Section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than $60,000 and not more than $150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in CTE programs pursuant to Section 112(a)(2)(C) of Perkins V. *The percentage of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or $50,000.*

Line 7: The percentage and amount of funds to be made available to eligible recipients [LEAs (secondary recipients) and IHEs (postsecondary recipients)] pursuant to

Section 112(a)(1) of Perkins V. *The percentage of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8:   The percentage and amount, if any, of funds to be reserved and made available to

eligible recipients under Section 112(c) of Perkins V. *The percentage of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9:   The percentage and amount, if any, of funds to be reserved and made available to secondary recipients under Section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under Section 112(c) of Perkins V.

Line 11: The percentage and amount of funds to be made available to eligible recipients under Section 112(a)(1) of Perkins V. *The percentage and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percentage and amount of funds to be distributed to secondary recipients under the allocation formula described in Section 131 of Perkins V.

Line 13: The percentage and amount of funds to be distributed to postsecondary recipients under the allocation formula described in Section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under Section 112(b) of Perkins. *The amount of funds shall be provided from non-federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Texas
Fiscal Year (FY): 2023-2024

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	$127,681,305.00
2	State Administration	5%	$6,384,065.00
3	State Leadership	10%	$12,768,130.00
4	• Individuals in State Institutions	1.5%	$1,915,219.00
4a	- Correctional Institutions	Not required	$1,412,698.00
4b	- Juvenile Justice Facilities	Not required	$425,881.00
4c	- Institutions that Serve Individuals with Disabilities	Not required	$60,570.00
5	• Nontraditional Training and Employment	Not required	$150,000.00
6	• Special Populations Recruitment	%	$50,000.00
7	Local Formula Distribution	85%	$108,529,109.25
8	• Reserve	15%	$16,279,366.00
9	- Secondary Recipients	%	$
10	- Postsecondary Recipients	%	$
11	• Allocation to Eligible Recipients	85%	$92,249,743.25
12	- Secondary Recipients	70%	$64,574,820.39
13	- Postsecondary Recipients	30%	$27,674,922.86
14	State Match *(from non-federal funds)*	Not applicable	$6,384,065.00

V. STATE DETERMINED PERFORMANCE LEVELS

A. <u>**Instructions**</u>

1. On the form in Item V.B, provide SDPLs, covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE Concentrators in the State described in Section 113(b) of Perkins V (see Table 3). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide—

    Column 2:   Baseline level
    Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of Section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting SDPLs under Section 113(b)(3)(A)(i)(III) of Perkins V.

3. Revise, as applicable, the SDPLs for any of the core indicators of performance—

    i.   Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to Section 113(b)(3)(A)(ii); and/or
    ii.   Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to Section 113(b)(3)(A)(iii).

    Please note that, pursuant to Section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to Section 123(a) of Perkins V.

Text Box 8: Statutory Requirements for State Determined Performance Levels (SDPLs)

(III) REQUIREMENTS.—Such SDPLs shall, at a minimum—

    (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

    (bb) require the State to continually make meaningful progress toward improving the performance of all CTE students, including the subgroups of students described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in Section 3(48); and

    (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;

    (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other states, considering factors including the characteristics of actual (as opposed to anticipated) CTE Concentrators when the CTE Concentrators entered the program, and the services or instruction to be provided;

    (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the two most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and

    (ff) take into account the extent to which the SDPLs advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

Table 3a: Section 113(b) Core Indicators of Performance (Secondary Level)

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE Concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE Concentrators who graduate from high school, as measured by extended-year adjusted cohort graduation rate defined in such Section 8101.	1S2	Extended Graduation Rate
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE Concentrator proficiency in the challenging State academic standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are employed.	3S1	Post-Program Placement

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE Concentrators in Career and Technical Education programs and Programs of study that lead to nontraditional fields.[8]	4S1	Nontraditional Program Concentration
The percentage of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE Concentrators graduating from high school having attained postsecondary credits in the relevant Career and Technical Education program or Program of Study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE Concentrators graduating from high school having participated in WBL.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (*optional*): The percentage of CTE Concentrators achieving on any other measure of student success in Career and Technical Education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, …	Program Quality – Other

The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.

Table 3b: Section 113(b) Core Indicators of Performance
(Postsecondary Level)

Indicator Descriptions	Indicator Codes	Indicator Names
The percentage of CTE Concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 USC 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 USC 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE Concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.[5]	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE Concentrators in Career and Technical Education programs and Programs of study that lead to nontraditional fields.[6]	3P1	Nontraditional Program Concentration

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[5] This means that a student gets counted under this indicator whether the student obtains the credential during participation or within one year of completion. The Department interprets "within one year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the one year following that student's completion of the program.

V. STATE DETERMINED PERFORMANCE LEVELS

B: State Determined Performance Levels (SDPL) Form

State Name: Texas

Indicators (Secondary)	Baseline Levels	SDPL 2020-21	SDPL 2021-22	SDPL 2022-23	SDPL 2023-24	SDPL 2024-25
1S1: Four-Year Graduation Rate	97.02%	97.02%	97.02%	96.72%	96.72%	96.72%
1S2: Extended Graduation Rate	98.15%	N/A	N/A	98.10%	98.10%	98.10%
2S1: Academic Proficiency in Reading Language Arts	58.13%	58.13%	58.13%	Baseline Year	Year 2	TBD
2S2: Academic Proficiency in Mathematics	47.27%	47.27%	47.27%	Baseline Year	Year 2	TBD
2S3: Academic Proficiency in Science	59.62%	59.62%	59.62%	Baseline Year	Year 2	TBD
3S1: Post-Program Placement	71.21%	71.21%	71.21%	69.4%	69.4%	69.5%
4S1: Non-traditional Program Concentration	49.68%	49.68%	49.68%	16.76%	16.76%	16.76%
5S1: Program Quality – Attained Recognized Postsecondary Credential	8.16%	8.16%	8.16%	30.90%	30.90%	30.90%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other[12]	31.91%	31.91%	31.91%	23.39%	23.39%	23.39%

Indicators (Post Secondary)	Baseline Level	SDPL 2020-21	SDPL 2021-22	SDPL 2022-23	SDPL 2023-24	SDPL 2024-25
1P1: Post-Program Placement	82.8%	83.0%	83.2%	83.4%	83.6%	83.8%
2P1: Earned Recognized Postsecondary Credential	50.6%	50.8%	51.0%	51.2%	51.4%	51.6%
3P1: Non-traditional Program Concentration	16.7%	17.0%	17.1%	17.2%	17.3%	17.4%

In the program year 2020-21, the Texas Education Agency changed how the CTE status for secondary students was reported to TEA by implementing auto-coding based on district-reported student course information. The SDPLs for secondary indicators reported in Texas 2020-21 through 2023-24 State plan were based on baselines and calculations using the district self-reported CTE status indicators, which may not be as reliable as the auto-coded CTE status. Texas has adjusted the SDPLs to reflect the CTE auto-coded status indicators based on the average of program years 2020-21 and 2021-22 actual performance levels with an expectation of 0.1% increase from this average. Starting in the program year 2024-25 for the revised State plan, for each additional year, meaningful progress is defined as an increase by 0.1% per Text Box 8 requirements (aa), (bb), (ee), and (ff).

In accordance with requirement (dd), Texas has compared itself with other states and has adjusted the SDPLs for 3S1, 4S1, and 5S1. Starting in fiscal year 2022-23, Texas will align its 4S1 non-traditional indicator by students' concentration in a program of study rather than attributing non-traditional students by completion of a related course. This change results in fewer students as non-traditional, and this decline is reflected in the new 2022-23 calculation. Finally, the list of industry-based certifications expanded in PY 2020-21, and districts have increased the reporting of certifications earned by students, so 5S1 SDPL has been increased to reflect this change. Texas will report 3S1 on a one-year lag as permitted by the Department of Education.

Baselines will be established for secondary core indicators 2S1, 2S2, and 2S3 using fiscal year 2022-23 information. New SDPLs will be determined in 2024-2025 based upon two available years of data with change reflected. In accordance with House Bill 3906 of the 86th Texas Legislature, the State of Texas Assessments of Academic Readiness (STAAR) underwent a redesign to add new question types, cross-curricular passages, and evidence-based writing. The first year of the redesigned STAAR implementation was 2022-23.

Tables

Table 1: Timeline for the Issuance of Perkins V Grant Awards
Table 2: Timeline for Submitting State plans and Subsequent Revisions
Table 3: Section 113(b) Core Indicators of Performance

Appendices

- Appendix A: Perkins V Stakeholder Engagement Activities
- Appendix B: IBC List for Public School Accountability Evaluation and Review Process
- Appendix C: CTE Training Descriptions
- Appendix D: PTECH Blueprint
- Appendix E: The Texas Regional Pathway Network – Regional Convener Activities
- Appendix F: Secondary Comprehensive Local Needs Assessment
- Appendix G: CTE TEKS Review Process
- Appendix H: Secondary Perkins V Local Application
- Appendix I: Postsecondary Perkins V Local Application