

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

2. *Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*
 - (a) *The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—*
 - i. *Incorporate secondary education and postsecondary education elements;*
 - ii. *Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
 - iii. *May include the opportunity for secondary education students to participate in*

review; and fiscal management concerns, if any. As part of the risk assessment rubric, weighted points are assigned to the risk factors and once computed, the review process

safety. To further assist districts with consistency in training, the Texas Education Agency (TEA) contracted for the development of online

STAAR Modified was an alternate assessment based on modified academic achievement standards. The state intended this assessment for a small number of students receiving special education services who met the participation requirements. The state administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. The U.S. Department of Education has informed states that assessments based on modified standards for students served by special education no longer count toward accountability purposes after the 2013-2014 school year.

Another program that assists special population students in meeting the state's rigorous academic standards is the Personal Graduation Plan. Texas Education Code §28.0212 mandates that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan for each student in junior high or middle school, who does not perform satisfactorily on the state assessment, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9 (as determined by the district).

VI. FINANCIAL REQUIREMENTS

B. Other Department Requirements

3. *Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.*

Historically, at the post-secondary level, after the conclusion of a grant year all unspent money has been reallocated back to grantees based on the allocation formula. In January 2015, the THECB approved a change to the methodology used to determine the distribution of the funds to be reallocated effective for the 2015-2016 grant year. The change applies only to the reallocated funds. Fifty percent of the funds we be allocated as they have been in prior years. The remaining funds will be allocated to grantees whose performance on three of the six federally designated core indicators meets or exceeds the federally negotiated state targets (for 2P1, 3P1, and 4P1). Effective for the 2016-2017 grant year and thereafter, 100 percent of the reallocated funds will go to grantees that meet or exceed the three targets.

4. *Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.*

The THECB awarded four CTE Early College High School (ECHS) grants in four geographic regions of the state: Dallas, Houston, Odessa, and McAllen. South Texas College, in partnership with Mission ISD and Weslaco ISD implemented two CTE ECHSs in fall 2014. Programs of study include welding, diesel mechanics, and precision manufacturing. The other three CTE ECHSs will start in fall 2015.

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