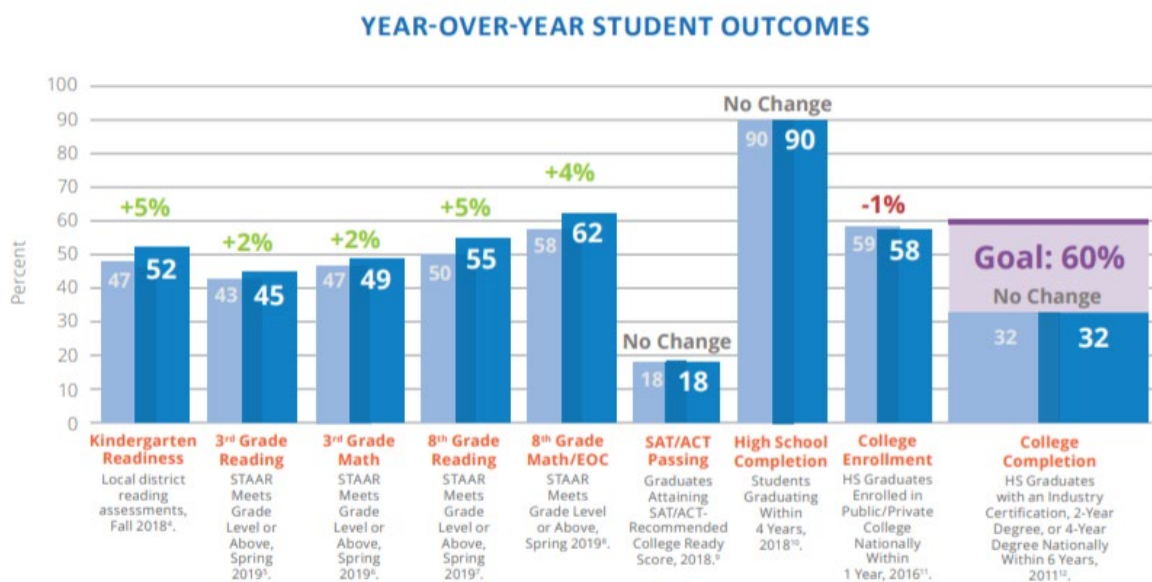To support efforts that meet 60x30TX goals, the Texas Education Agency's strategic priorities were built on supporting actions which guide our work on behalf of the nearly 5.4 million public school children in our state. With the recent passage of House Bill 3, support for these strategic priorities has never been higher.

YEAR-OVER-YEAR STUDENT OUTCOMES

1.   How can the state meet the goals of 60x30TX?

Roughly 65% of 2019 high school graduates in Texas were considered college, career or military ready (CCMR).
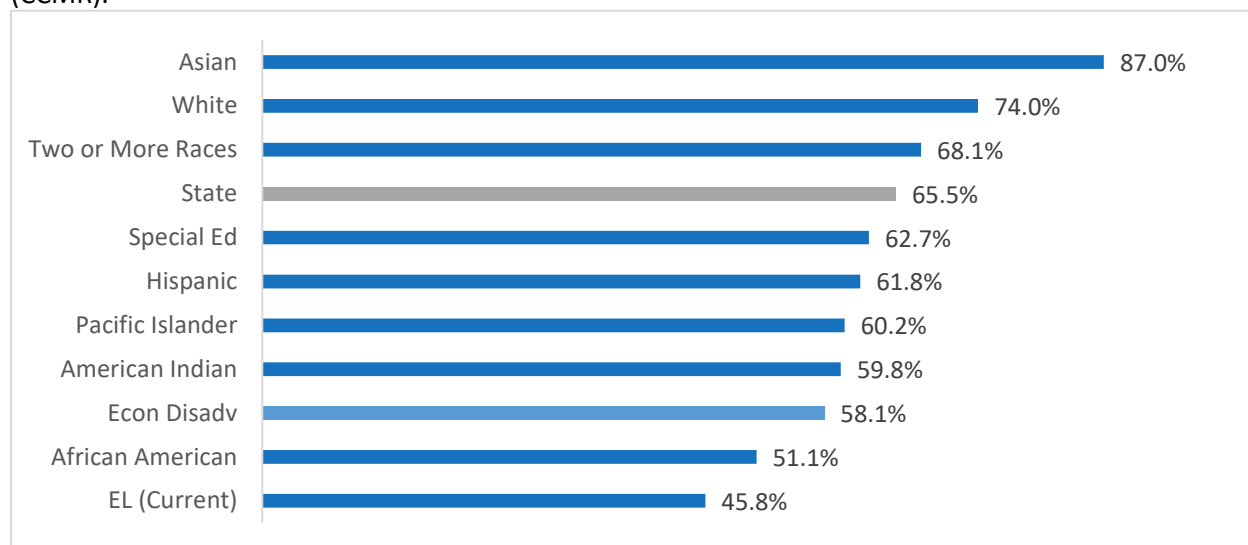
The percentage of students who have met CCMR criteria has increased in the past three years.

	2019			2018			2017	
	Count/Credit	Percent		Count/Credit	Percent		Count/Credit	Percent
Total								
Total graduates	347,893			334,424			324,311	
Total credit for CCMR criteria	227,723	65%		181,168.5	54%		155,538	48%

There are many ways a student can demonstrate that he or she is ready for college, career or the military. The most popular option is the Texas Success Initiative Assessment (TSIA), a test recently developed by the Higher Education Coordinating Board that examines whether students are prepared for college-level reading, writing, and math coursework. But students can demonstrate readiness in many other ways, as shown below.

Met TSI criteria in both ELAR and Math
Met TSI assessment criteria – ELAR   **Met TSI assessment criteria – Math**
Met ACT criteria – ELAR   **Met ACT criteria – Math**
Met SAT criteria – ELAR   **Met SAT criteria – Math**
Earned credit for a college prep course – ELAR   **Earned credit for a college prep course – Math**
Met criterion score on an AP/IB exam in any subject
Earned dual course credit for at least 3 hours in ELAR or Math or 9 hours in any subject
Earned an industry-based certification from approved list
Earned an associate's degree while in high school
Enlisted in the U.S. Armed Forces
Graduated with completed IEP and workforce readiness

TEA manages a number of initiatives which supports CCMR:

College Career Readiness School Models

   ECHS (grades 9-13)
   - Earning Associate Degree/60 college credit hours by HS graduation
   - ECHS Blueprint Benchmarks:
     - Target Population
       - Serving economically disadvantaged and at-risk students
     - Partnership Agreement
     - P-16 Leadership Initiatives
     - Curriculum and Support

- Academic Rigor and Readiness
- School Design
- TEA will use campus data to determine qualifications for designation categories
- Outcomes-Based Measures allow for targeted technical assistance to increase success and return on investment

P-TECH (grades 9-14)
- Earning Associate Degree/60 college credit hours and/or a certification by HS graduation
- P-TECH Blueprint Benchmarks:
    - School Design
    - Target Population
        - Serving economically disadvantaged and at-risk students
    - Strategic Alliances
    - Curriculum, Instruction, and Assessment
    - Work-Based Learning
    - Student Support
    - TEA will use campus data to determine qualifications for designation categories
    - Outcomes-Based Measures allow for targeted technical assistance to increase success and return on investment

T-STEM (grades 6-12)
- Earn 15 college credits and/or certification by HS graduation

CCRSM Associate Degree Attainment
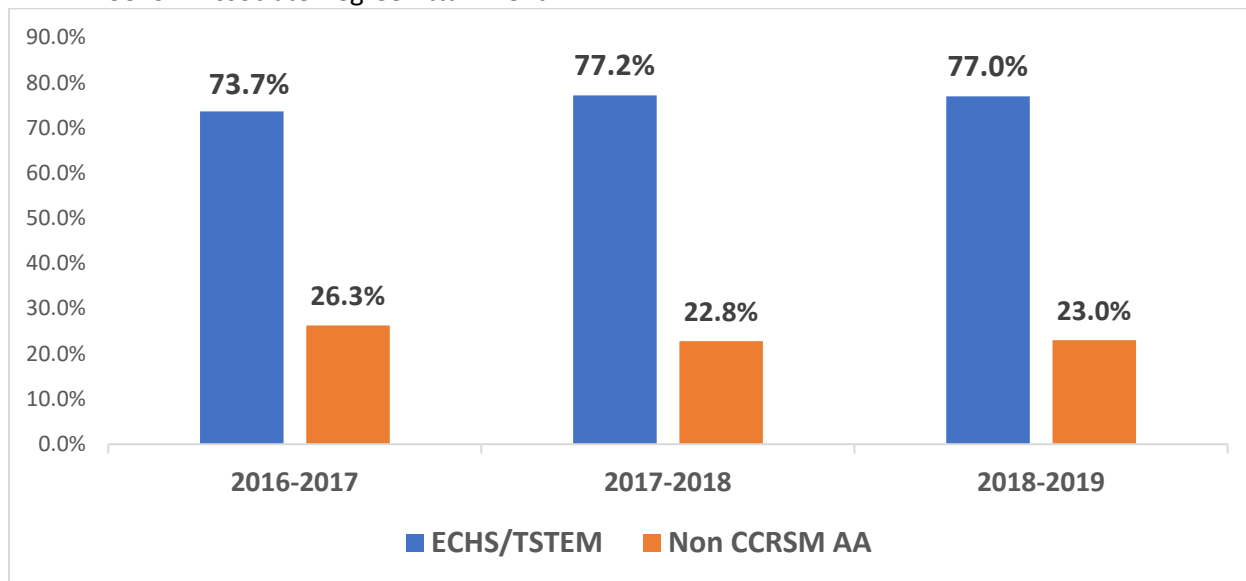
GEAR UP Statewide Grant
- Six Local Education Agencies were selected through a competitive grant process to be Texas GEAR UP sites.
    o Sinton ISD
    o Mathis ISD

- o Sheldon ISD
- o ESC 19 – San Elizario ISD
- o Culberson County-Allamoore ISD
- o Cleveland ISD
- Texas GEAR UP Strategies for Grantee Districts
  - o Increase academic rigor through extensive PD and tutoring
  - o Prepare Middle School Students through individualized advising and pilot of career exploration course
  - o Expand College and Career Advising and Resources for High School Students though pilot of state selected Near Advising Model
  - o Leverage Technology to support advisors, counselors, administrators, students and parents
  - o Develop Local Alliances to support pathways and sustainability

CTE Programs of Study
- Provides students a career path with opportunities to continue directly into postsecondary and the workforce
- Aligns education to the regional economy building off of the diverse needs of the Texas' economy
- Ability to develop stronger TEKS by utilizing a gap analysis between course standards and job skills
- Allows for better data collection and reporting of CTE concentrators for districts
- All 53 statewide programs of study have a framework document including:
  - Course Sequences
  - Postsecondary Options
  - Occupations (in-demand, high-skill, & high-wage)

2. Is there legislative action that could help expand work-based learning?

In 2019 the College, Career, and Military Preparation staff conducted a statewide listening tour. The listening tour was designed to learn about areas of strength related to offering high-quality work-based learning experiences to students along with identifying common barriers to implementation.

Staff conducted focus groups and site visits in 16 of the 20 Education Service Center regions. We had participants from 19 of the 20 regions. The following barriers emerged from both educators and business and industry:

- Student readiness and maturity
- Insurance and liability
- Time commitment
- Age
- Transportation

Broadly stakeholders and participants recommended legislation to 1) improve access to insurance and liability coverage for employers to host school-age students 2) support development of regional

intermediaries which support education-employer partnerships 3) expand access to virtual work-based learning and training equipment and platforms.

6. What is needed in order to identify and address gaps in existing data collection methods?

- Strengthen and formalize Tri-Agency Workforce Initiative responsibilities to:
    - Engage in periodic joint review of data collection, metric development, and reporting projects of interest to Tri-Agency
    - Develop systematic and routine evaluation and assessment of local, regional, and state education and workforce data and information systems needs
- Develop avenues to collect information on Texan employment that:
    - Directly aligns educational pathways to occupations entered
    - Better informs on the context of employment outcomes, such as part-time/full-time status, hours worked, or date of hire
    - Improves localization of data through capturing location of employee
- Continuing support of expansion of Tri-Agency access to external data sources to provide comprehensive view of educational and workforce opportunity, including data on:
    - Out-of-state college enrollments (National Student Clearinghouse)
    - Military enlistment
    - Pre-Apprenticeships/Apprenticeships
    - Licensures/Industry-Based Certifications
- Collect information that better exposes students' momentum through career pathways, including data that:
    - Demonstrates the articulation of actual credits received through various programs (e.g., AP, IB)
    - Aligns specific credits with college degree or credential completion or reduction of excess credit hours
    - Delineates high school course performance into letter grades to allow for greater variance or standard calculations of other measures, such as unweighted grade point averages

8. What changes, if any, are needed to align data collection between the THECB, TWC and TEA in order to collect consistent metrics?

- Extend use and assignment of Texas Student Data System (TSDS) Unique ID to facilitate matching across agency administrative data in areas of Tri-Agency interest
    - Continued protection of student and educator level data among all users, agencies, administrators, and support staff.
- Improve data standards and extensibility of systems (e.g., transcript information) intended to share data across LEAs, including across sectors
- Reduce use of self-reported indicators by sharing of source information, where applicable, timely, and allowed (e.g., use of SAT/ACT scores to determine satisfaction of TSI, dual credit hours earned, etc.)
- Develop consolidated Tri-Agency, stakeholder-facing tools and reports that address (1) common questions and (2) provides relevant context for broader range of stakeholders, such as agency-defined regions or other geographical boundaries of interest