

RIO GRANDE VALLEY
LINKING ECONOMIC & ACADEMIC DEVELOPMENT

**RGV LEAD'S
REGIONAL DATA
REPORT**

2017

RGV LEAD

RGV LEAD MISSION STATEMENT: Partnering to engage students in college- and-career-focused learning opportunities to achieve a higher level of competence in the workforce.



Commissioned by RGV LEAD and prepared by The Texas Education Research Center at The University of Texas at Austin.

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SECTION I: CAREER AND TECHNOLOGY EDUCATION

Technology, industry, and vocation are changing. The jobs of tomorrow are here today! They require enhanced skill sets and higher levels of education.¹ Indeed, the jobs and careers of tomorrow are quickly turning towards proficiencies which require education beyond traditional high school diplomas. Concurrently, there is already a low supply of skilled professionals to fill certain jobs, especially those relating to STEM fields and the healthcare industry.

Growths in economies and shifting career sectors have required policymakers to rethink connections between education and the workforce. Policies and practices now focus on better transitions between high school, higher education, and the workforce—completing what is known as the P-16+ pipeline.² Reform also centers on reshaping what was once known as vocational education into a modern, alternative path to better prepare students for College and Career Readiness (CCR).

CTE Purpose and Programs

Reforming Vocational Tracks

Because traditional P-16+ transitions—and traditional academic content—have not served all students well in the past, policymakers have restructured vocational education to provide alternative pathways to success. Educators have turned to diverse options to meet requirements for achievement; ones which fulfill student interests and develop technical skills for the future.³ Vocational education reorganization has been centered on encouraging better CCR, in a greater number of students.

Vocational education historically focused on teaching technical skills at the detriment to academic content.⁴ In addition, programs were often separated and tracked away from academic paths and

¹ Carnevale, A.P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington D.C.: Center on Education and the Workforce.

Castells, M. (2010). *The rise of the network society: The information age: Economy, society, and culture volume I* (2nd Ed.). Malden, MA: Wiley-Blackwell.

Hanushek, E.A., Woessmann, L., Brewer, D.J., & McEwan, P. (2010). *Education and economic growth. Economics of Education*, 60-67.

Organization for Economic Cooperation and Development (2016). *The economic impact of ICT: Measurement, evidence and implications*. Paris, France: Author. Retrieved from: <http://www.oecd.org/sti/theeconomicimpactofictmeasurementandimplications.htm>

² Bailey, T. (2009). Bridging the high-school divide. In Ladd, H. F., & Fiske, E.B. (Eds.) *Handbook of Research in Education Finance and Policy* (pp. 724-737). New York, NY: Routledge.

Kleinman, N.S. (2001, June). *Building a highway to higher ed: How collaborative efforts are changing education in America*. New York: The Center for an Urban Future

³ Berger, N. & Fisher, P (2012). *A well-educated state is key to state prosperity*. Washington D.C.: Economic Analysis and Research Network.

⁴ Brown, C. G., & Schwartz, R. (2014). College prep for all? *Education Next*, 14(3), 56-60.

Dare, D. E. (2006). The role of career and technical education in facilitating student transitions to postsecondary education. *New Directions for Community Colleges*, 2006(135), 73-80. doi:10.1002/cc.249

students, creating divisions which exacerbated gaps and inequalities.⁵ Through a series of reforms pushed by policymakers and practitioners alike, vocational education has been reshaped within past decades. Change has promoted connections between technical content and workforce demands, content and academic skills, and content with postsecondary alignment.⁶

Career and Technology Education

The use of the term vocational education has fallen out of favor and been replaced with Career and Technical Education (CTE). Along with a name change, programs and funding have changed dramatically. CTE has become more integrated, rigorous, and complex. It includes advanced technology and new career paths. Courses and programs have—and are still—working to integrate core academic standards alongside technical training.⁷ CTE courses today offer exposure to career planning and job exploration; they provide industry exposure through hands-on experiences and mentoring.⁸ Program participation translates to both workforce training and postsecondary preparedness.

CTE today focuses on applied skills, applied sciences and technologies, and career preparation in coordination with academic study. CTE is one part of a greater curriculum geared towards CCR standards and success. CTE courses and programs are traditionally organized into 16 *Career Clusters* which represent an even larger set of career pathways; these include:

- 1) Agriculture, Food & Natural Resources;
- 2) Architecture & Construction;
- 3) Arts, A/V Technology & Communications;
- 4) Business Management & Administration;
- 5) Education & Training;
- 6) Finance;
- 7) Government & Public Administration;
- 8) Health Science;
- 9) Hospitality & Tourism;

⁵ Castellano, M., Stringfield, S., & Stone, J. R. (2003). Secondary career and technical education and comprehensive school reform: Implications for research and practice. *Review of Educational Research, 73*(2), 231-272. doi:10.3102/00346543073002231 (Dare, 2006).

⁶ Aliaga, O. A., Kotamraju, P., Stone, J. R.. (2014). Understanding participation in secondary career and technical education in the 21st century: Implications for policy and practice. *The High School Journal, 97*(3), 128-158. doi:10.1353/hsj.2014.0002

⁷ Ramsey, K. A. (1995). The new vocationalism in urban school reform. *Education and Urban Society, 27*(3), 260-273. doi:10.1177/0013124595027003003
Stipanovic, N., Lewis, M. V., & Stringfield, S. (2012). Situating programs of study within current and historical career and technical educational reform efforts. *International Journal of Educational Reform, 21*(2), 80.

⁸ Hutchins, B. C., & Akos, P. (2013). Rural high school youth's access to and use of School-to-Work programs. *The Career Development Quarterly, 61*(3), 210-225. doi:10.1002/j.2161-0045.2013.00050.x

Rojewski, J. W., & Hill, R. B. (2014). Positioning research and practice in career and technical education: A framework for college and career preparation in the 21st century. *Career and Technical Education Research, 39*(2), 137-150. doi:10.5328/cter39.2.137

- 10) Human Services;
- 11) Information Technology;
- 12) Law; Public Safety, Corrections & Security;
- 13) Manufacturing;
- 14) Marketing;
- 15) Science, Technology Engineering & Mathematics (STEM); and
- 16) Transportation, Distribution & Logistics.⁹

Advanced CTE+

The most recent improvements to CTE have been the creation of advanced CTE+ (CTE+) programs which offer integrated academic content, technical skills and experiences, and advanced opportunities through credit based transition models. Credit based transition refers to courses which provide early access—and exposure—to higher education while students are still enrolled in high school (e.g., dual credit). Programs engage students in career focused pathways, prepare students for college and careers, and allow for workplace exposure and mentoring.¹⁰

Advanced CTE+ programs are part of a regimented CTE course plan; they include a planned sequence of study in a defined field during high school which includes postsecondary training and leaves the student with some form of higher education credential upon completion.¹¹ Advanced CTE+ were first introduced as Tech Prep programs, but today include a wide variety of subject areas. They are collectively known as CTE Programs of Study (POS). CTE+ Programs involve complex partnerships with high schools, higher education providers, and local industries to fully implement and involve students in the curriculum. Partnerships are called regional consortia; they work articulating courses and curriculum across varying institutions. Through program implementation, advanced CTE+ models have the potential to create coherent transitions in the P-16+ pipeline while providing relevant and rigorous technical curriculum to all students.

CTE Research Findings

Studies suggest the use of CTE may help with high school retention and graduation as well enhance the probability of enrollment and persistence in higher education.¹² These findings are especially

⁹ National Association of State Directors of Career Technical Education Consortium (NASDCTEc) (2015). *Career clusters*. Retrieved from <http://www.careertech.org/career-clusters>

¹⁰ Bailey, T. R., Hughes, K. L., & Karp, M. M. (2002). What role can dual enrollment programs play in easing the transition between high school and postsecondary education? *Journal for Vocational Special Needs Education*, 24(2-3), 18.

Kim, J., & Bragg, D. D. (2008). The impact of dual and articulated credit on college readiness and retention in four community colleges. *Career and Technical Education Research*, 33(2), 133-158. doi:10.5328/CTER33.2.133

King, S. B., & West, D. (2009). Statewide articulation agreements between high schools and community college career and technical programs. *Community College Journal of Research and Practice*, 33(6), 527. doi:10.1080/10668920802662438

¹¹ U U.S. Department of Education: Office of Career, Technical, and Adult Education. (2016). *Tech prep education*. Retrieved from: <http://www2.ed.gov/about/offices/list/ovae/pi/cte/techprep.html>

¹² Allen, L. (2012). *Back on track through college in the Rio Grande Valley: From dropout recovery and postsecondary success*. Washington D.C.: Jobs For The Future.

true for students at greater risk of dropping out and receiving an incomplete education.¹³ Participation in advanced CTE+ specifically may lead to a greater probability of postsecondary success.¹⁴

In addition, students with CTE backgrounds may be better prepared to take on higher paying jobs with or without further, postsecondary training.¹⁵ Advanced CTE+ programs are seen as promising reform models which can simultaneously inspire students to train at the postsecondary level while also keeping traditionally low performing students interested in education long enough to learn skills and content needed to secure a quality job.¹⁶ For the first time, technical programs—those sneered at as vocational education in the past—have been called upon to remedy gaps in educational attainment and workforce participation.

Policy Contexts

Federal Policies

The *Carl D. Perkins Vocational and Technical Education Act* (later the *Career and Technical Education Act*) passed in 1984 and has been reauthorized at various times from 1990-2006.¹⁷ It

Brown, B.L. (2003). The benefits of career and technical education. Trends and issues alert. *Clearinghouse on Adult, Career, and Vocational Education*, 49.

Cellini, S. R. (2006). Smoothing the transition to college? The effect of tech-prep programs on educational attainment. *Economics of Education Review*, 25(4), 394-411. doi:10.1016/j.econedurev.2005.07.006

Neild, R.C., & Byrnes, V. (2014). *Impacts of career and technical schools on postsecondary outcomes: A case study of a large urban school district*. Baltimore, MD: Center for Social Organization of Schools, Everyone Graduates Center—Johns Hopkins University.

Stone, J. R., Aliaga, O. A. (2005). Career and technical education and school-to-work at the end of the 20th century: Participation and outcomes. *Career and Technical Education Research*, 30(2), 125-144.

Zinth, J.D. (2014). *CTE dual enrollment: A strategy for college completion and workforce investment*. Denver, CO: Education Commission of the States.

¹³ (Allen, 2012).

Bragg, D. D., Loeb, J. W., Gong, Y., Deng, C-P., Yoo, J., & Hill, J. L. (2002). *Transition from high school to college and work for tech prep participants in eight selected consortia*. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota. Retrieved from: <http://www.nccte.org/publications/infosynthesis/r%26dreportrTransition-Bragg%20ALL.pdf>

(Brown, 2003)

Wonacott, M.E. (2002). Dropouts and career and technical education. Myths and realities. *Clearinghouse on Adult, Career, and Vocational Education*, 23.

(Zinth, 2014).

¹⁴ Bailey, T. R., & Karp, M. M (2003). *Promoting college access and success: A review of credit-based transition programs*. Washington DC: U.S. Department of Education, Office of Vocational and Adult Education.

Bragg, D. D. (2006). Transitions to college: Academic pathways from high school to the community college. *Journal of Applied Research in the Community College*, 13(2), 117.

¹⁵ Bishop, J.H., & Mane, F. (2004). The impacts of career-technical education on high school labor market success. *Economics of Education Review* 23, 381-402.

Mane, F. (1999). Trends in the payoff to academic and occupation-specific skills: The short and medium run returns to academic and vocational high school courses for non-college bound students. *Economics of Education Review*, 18, 417-437.

¹⁶ (Cellini, 2006)

(Kim, 2014).

¹⁷ Carl D. Perkins Career and Technical Education Act of 2006, PL209-270

Carl D. Perkins Vocational and Applied Technology Act of 1990, PL101-392

provides funding for CTE, sets requirements for CTE courses and programs, and includes yearly accountability measures for states. The current version of *Perkins* describes, in detail, program requirements for advanced CTE+ (Tech Prep or POS programs).

Perkins legislation is currently up for reauthorization, though, no bill has passed both the U.S. House and Senate. In September 2016 the House voted to pass a reauthorization of the legislation, entitled the *Strengthening Career and Technical Education for the 21st Century Act*. The proposed legislation provided greater spending flexibility and less accountability. It allowed federal dollars to be based on the number of students taking CTE. This differs from past versions of *Perkins* which proportioned monies based on CTE programs and courses.¹⁸ The bill passed again, this time under the House session, in June of 2017. The Senate stalled passage of similar CTE legislation in 2016 and no action has been taken to reauthorize Perkins by the Senate to date.

Texas Legislation

Federal contexts are not the only area in which CTE is shaped. The state of Texas has increased CTE participation through reforms over a number of years.¹⁹ The latest legislation includes changes to graduation plans, or diplomas. Passed in 2013 (and implemented for incoming freshman in the 2014-2015 school year), *House Bill 5* reshaped prior high school graduation plans into the Foundation High School Program (FHSP).²⁰ This new diploma structure involves basic courses, has possible advanced features (distinguished achievement), and requires students to select a possible endorsement program. There are currently five endorsement programs which each encapsulate several CTE career clusters:

Carl D. Perkins Vocational and Technical Education Act of 1998, PL10S-332

Carl D. Perkins Vocational Education Act of 1984, PL98-524

¹⁸ Friedel, J. N. (2011). Where has vocational education gone? The impact of federal legislation on the expectations, design, and function of vocational education as reflected in the reauthorization of the Carl D. Perkins career and technical education act of 2006. *American Educational History Journal*, 38(1-2), 37

Ujifusa, A. (2016, October 5). Storm clouds loom over push for ed-tech law's renewal. *Education Week*, 36(7), 18-19.

¹⁹ HB2401. 76th Legislative Session of the Texas State Legislature. (1999).

SB1809. 79th Legislative Session of the Texas State Legislature. (2005).

²⁰ HB5. 83rd Legislative Session of the Texas State Legislature. (2013).

- *Science, Technology, Engineering, and Mathematics (STEM)* – (Combination of no more than two of the following categories) CTE STEM, Science, Environmental Science, Computer Science, Advanced Mathematics;
- *Business and Industry* – (One of the following or a combination of areas) Agriculture/Food and Natural Resources, Architecture and Construction, Hospitality and Tourism, Arts and (Audio/Video) Technology and Communications, Information Technology, Business Management and Administration, Finance, Manufacturing, Transportation/Distribution and Logistics, Marketing, Technology Applications, English Electives (public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook);
- *Public Services* – (One of the following) Human Services, Health Science, Education and Training, Law, Public Safety, Government and Public Administration, Corrections and Security, Junior Reserve Officer Training Corps (JROTC);
- *Arts and Humanities* – (One of the following) 2 levels each in two languages other than English (LOTE), Social Studies, 4 levels in the same LOTE, American Sign Language (ASL), Courses from one or two areas (music, theater, art, dance) in -fine arts, English electives not included in Business and Industry; and
- *Multi-Disciplinary Studies* – (One of the following) 4 advanced courses from other endorsement areas, 4 credits in each foundation subject area (including English IV and chemistry and/or physics), 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts.²¹

Endorsements include core and elective courses which result in the selection of one or several career clusters. These new graduating requirements have pushed CTE to the forefront of reform as all students are required take a greater number of CTE courses in fulfillment of their endorsement. Further, it has increased opportunities to expand advanced CTE+ programs, which fulfill endorsement requirements while also providing rigorous academic and dual enrollment opportunities.

Local Implementation

Local CTE consortia and education agencies perhaps have the most impact on CTE policies and practices. They are responsible for implementing federal and state CTE requirements, both of which allow for flexibility and innovation. Consortia have worked over time to build CTE programs and practices to meet the academic and economic needs of their regions. This report explores the efforts of the RGV LEAD (Rio Grande Valley Linking Economic & Academic Development) P-16 council and CTE consortium—an area known for its unique demographic contexts and widespread implementation of innovative CTE and advanced CTE+ programming.

²¹ Texas Education Agency. (2016). *Graduation toolkit: Information for planning your high school years & beyond* (BR16-130-03). Austin, TX: Author.

SECTION II: 2017 REGIONAL REPORT

Rio Grande Valley Linking Economic & Academic Development

RGV LEAD is a crucial link between local, state, and federal stakeholders in the implementation of CTE policies and practices. The longstanding council focuses efforts to improve education opportunities in the area. It facilitates collaboration between employers, community leaders, and educators from public schools, colleges, and universities to assist students in acquiring the academic and career skill sets necessary for higher education, work, and life. Prime focus in this consortium is the development of robust CTE programs which help students prepare for workforce and postsecondary success.

RGV LEAD oversees a multitude of programs, scholarships, and reform endeavors linked to CTE. These include Tech Prep programs—some of the earliest programs to pair CTE with advanced, credit based coursework. Today RGV LEAD has expanded the number of Tech Prep and other advanced CTE+ programs across all of its districts and areas. Numerous advanced CTE+ programs, in several subject areas, are found both its comprehensive high schools and recently created academic academies.

In addition to implementation, RGV LEAD monitors outcomes of CTE program participants in an effort to improve practices and better align the economic and educational needs of the area. As part of this effort, RGV LEAD provides stakeholders with an annual report of the districts' and communities' participation in RGV LEAD programs as well as a regional report of student outcomes.

The Texas Education Research Center

RGV LEAD has contracted with the Texas Education Research Center (Texas ERC) to develop annual reporting for the project. The Texas ERC, located at The University of Texas at Austin, is a research center that supports scientific inquiry and data-driven policy analysis using a clearinghouse of state-level information. The goal of the Texas ERC is to supply policymakers, professional researchers, practitioners, opinion leaders, and the general public with academically sound research surrounding today's critical education issues.

The Texas ERC provides access to high quality, longitudinal data from the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), the State Board of Educator Certification (SBEC), and the Texas Workforce Commission (TWC). Texas ERC data resources span from the Pre-K level through higher education (P-16) and into the workforce. Researchers use this rich warehouse of data to follow individual Texas students from their first day in school to their latest day on the job. For this project, ERC data from TEA, THECB, and TWC is used to describe high school and postsecondary outcomes as well as participation in the workforce at various transitions in the P-16+ pipeline.

Data Collection and Methodology

Longitudinal data from multiple sources are used to examine student outcomes related to high school careers, postsecondary enrollment and attainment, and workforce participation. Multiple data sets from three state agencies (TEA, THECB, and TWC) are combined using a unique identifier in order to track students over time and different educational settings. Using this resource, student participation in advanced CTE+ is linked to outcomes along the P-16+ pipeline.

For this report, student participation in CTE was collected and coded according to popular (and scholarly) conceptions of regular, CTE, and advanced CTE+ students.²² Advanced CTE+ students are described as those taking part in either: 1) a number (≥ 2) of advanced CTE+ courses or 2) a program with progression of advanced CTE+ courses. An advanced CTE+ course is defined as a CTE course—of any subject area—which also counts for college credit through some form of credit based transition (e.g., dual credit).

Texas PEIMS (Public Education Information Management System) information was used for coding CTE students. Information on CTE courses—along with other course-taking behaviors—was used to identify students enrolled in CTE classes and programs. High school graduating cohorts from 2012, 2013, 2014, and 2015 were identified by their course completion information (i.e., the types of courses they completed in each year of schooling). Students were coded according to the number advanced CTE+ courses they enrolled in during high school. For example, course information for the 2012 cohort was taken from the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 school years.

Two forms of credit based courses were combined with CTE courses to create advanced CTE+ comparison groups (see Table 2.1). The first is Dual Credit (DC) in which students simultaneously enroll in both high school and college courses earning credit in both. In addition, Advanced Technical Credit (ATC) courses allow schools to offer credit for technical courses which are taught at the college level by teachers with special training. Both DC and ATC courses were matched with CTE indicators to create a CTE+ course, one in which a CTE course was taken for college credit. Once matched, courses were summed across years for each high school graduating cohort to provide the total number of CTE+ courses for each student. Comparison groups have been comprised by the number of advanced CTE+ courses students completed during their high school career. Advanced CTE+ (2CTE+) students in this report are defined as those taking two or more advanced courses in high school.

²² Bragg, D., & Reger, W. (2002). *New lessons about tech prep implementation: Changes in eight selected consortia since reauthorization of the federal tech prep legislation in 1998*. St. Paul, MN: University of Minnesota, National Research Center for Career and Technical Education.
(Castellano et al, 2003).
(Stipanovic et al, 2012).

Table 2.1. Comparison Coding of 2012-2015 High School Cohorts

Career and Technical Education Status	
0CTE+	Students with no CTE courses which were linked to college credit
1CTE+	Students with 1 CTE course (either DC or ATC) in which they could earn college credit
2CTE+	Students with 2 or more CTE courses in which they could earn college credit; these courses could be either DC, ATC, or a mixture of the two

In addition to contrasts between CTE participants, comparisons were also established between students in the RGV LEAD region and Texas as a whole. The RGV LEAD region includes 32 districts and a charter school network:

- *Cameron County*: Brownsville ISD, Harlingen CISD, La Feria ISD, Los Fresnos CISD, Point Isabel ISD, Rio Hondo ISD, San Benito CISD, Santa Maria ISD, Santa Rosa ISD, and South Texas ISD;
- *Hidalgo County*: Donna ISD, Edcouch-Elsa ISD, Edinburg CISD, Hidalgo ISD, La Joya ISD, La Villa ISD, McAllen ISD, Mercedes ISD, Mission CISD, Monte Alto ISD, Pharr-San Juan-Alamo ISD, Progreso ISD, Sharyland ISD, Valley View ISD, and Weslaco ISD;
- *Starr County*: Rio Grande City CISD, Roma ISD, and San Isidro ISD;
- *Willacy County*: Lasara ISD, Lyford CISD, Raymondville ISD, and San Perlita ISD; and
- *Charter Schools*: IDEA Public Schools.

Report Organization

The first section of the report is focused on CTE participation by school enrollment year. CTE participation is defined by students taking one or more CTE course. Comparisons are made by grade level and cover both demographics of students as well as CTE course-taking behavior. Following that is a discussion of CTE participation as it relates to a variety of P-16+ outcomes. These outcomes span the end of high school, transitions after high school, higher education participation, and job activity.

Comparisons between students are made in several ways. First, high school graduates from RGV LEAD Districts and schools are compared to Texas graduates of the same year. In addition, students who participated in CTE+ courses at different levels are also compared against each other (both within the RGV area and the state). Using this coding structure, information is presented on these cohorts for a broad range of outcomes, including:

- *High School Outcomes*: Graduation plans, demographics, scores on exit exams, and course taking;
- *Post High School Transition*: Higher education enrollment, workforce participation, and earnings;
- *Postsecondary Enrollment*: Enrollment over time;
- *Developmental Need*: College readiness indicators, developmental participation;
- *Postsecondary Attainment*: Higher education credentials,

- *Postsecondary Transitions*: workforce entry after higher education; and
- *Summary*: CTE participation, year-one transitions, postsecondary outcomes, workforce transitions, and the 2012 high school cohort.

Information from cohorts are presented as a unit and summarized across time where appropriate to discern trends in outcomes. Where comparisons are not possible due to differing years of postsecondary or workforce access, cohorts are presented on their own. Additional data, data from previous reports, more detailed information, and other information is presented in a set of appendices which are organized by the P-16+ outcomes they fall under (see Appendices A-C).

SECTION III: CTE PARTICIPATION

This section overviews student participation in CTE the following school years: 2011-2012, 2012-2013, 2013-2014, and 2014-2015. Most students in this section are in the midst of their high school career and have yet to complete all of their intended classes. As such, outcomes on these students are limited. Below are a select set of characteristics developed to give RGV LEAD partners a better grasp of current student involvement in CTE. These outcomes include information on students who are enrolled in at least one CTE course as per their yet-unfinished course files. The type and/or subject of CTE course is not noted for the purpose of defining a CTE student in high school. Information is disaggregated by grade level and enrollment year. These outcomes are meant to provide additional information to the publicly available information on CTE participation found in *PEIMS Standard Reports*.²³

Student Demographics

Table 3.1. Ethnicity of CTE Students Enrolled by Year

		2012	2013	2014	2015	2012	2013	2014	2015
		Texas				RGV			
White	9th	31%	31%	32%	31%	2%	2%	2%	2%
	10th	34%	34%	33%	33%	2%	2%	2%	2%
	11th	35%	34%	34%	34%	3%	2%	2%	2%
	12th	36%	35%	35%	34%	2%	2%	2%	2%
	Total	34%	34%	33%	33%	2%	2%	2%	2%
Hispanic	9th	51%	52%	51%	52%	97%	97%	97%	97%
	10th	49%	49%	50%	50%	96%	97%	97%	97%
	11th	47%	48%	48%	49%	96%	97%	97%	97%
	12th	46%	47%	48%	48%	97%	97%	97%	97%
	Total	48%	49%	50%	50%	97%	97%	97%	97%
Other	9th	17%	17%	17%	17%	1%	1%	1%	1%
	10th	17%	17%	17%	17%	1%	1%	1%	1%
	11th	18%	17%	17%	17%	1%	1%	1%	1%
	12th	18%	18%	17%	18%	1%	1%	1%	1%
	Total	17%	17%	17%	17%	1%	1%	1%	1%

Ethnicity of CTE students is broken down into three major categories from the larger set of race and ethnicity indicators collected each year (see Table 3.1). This specific coding of ethnicity is computed in order to foster better comparisons with the RGV LEAD area—an area with a large proportion of Hispanic students and small numbers of other ethnicities. This coding allows for thoughtful, practical discussion within this unique context. Comparisons of CTE participation by

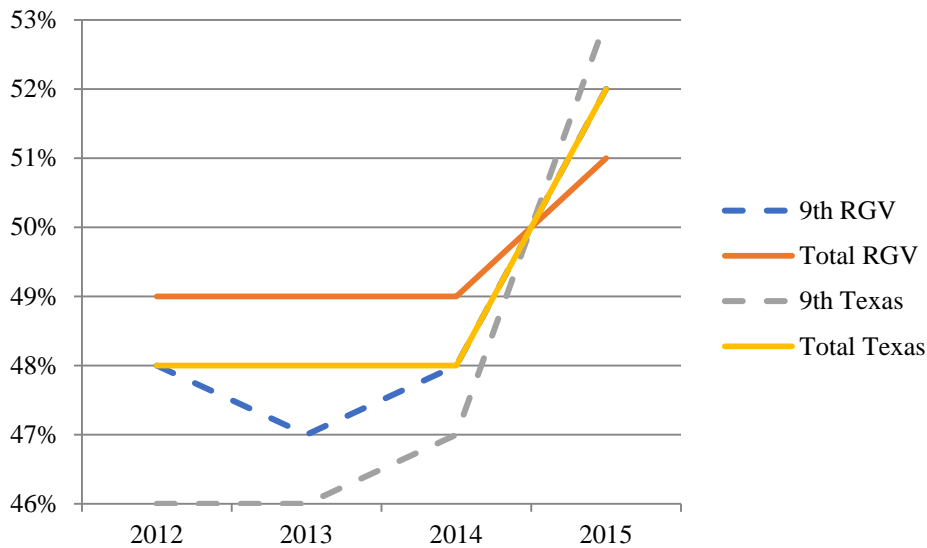
²³ Texas Education Agency. (2015). *PEIMS standard reports*. Retrieved from http://ritter.tea.state.tx.us/adhocrpt/Standard_Reports.html

ethnicity show that, while different, both Texas and RGV areas were stable over time. The state average for total student enrollment in the 2014-2015 school year consisted of 28.9% white, 52.0% Hispanic, and 18.6 other (including 12.6% African American). These numbers were similar to the participation of students in CTE, with perhaps slight overrepresentation by white students and underrepresentation of Hispanic students. CTE participation in RGV LEAD areas mirrored total enrollment.

Table 3.2. Gender of CTE Students Enrolled by Year

		2012	2013	2014	2015
RGV	9th	48%	47%	48%	52%
	10th	49%	49%	48%	52%
	11th	49%	49%	50%	51%
	12th	50%	49%	49%	50%
	Total	49%	49%	49%	51%
Texas	9th	46%	46%	47%	53%
	10th	48%	48%	48%	52%
	11th	49%	49%	49%	51%
	12th	50%	49%	49%	50%
	Total	48%	48%	48%	52%

Figure 3.1. Gender of CTE Students Enrolled by Year



CTE enrollment over time shows that the 2013-2014 school year started a trend; female students participated in proportionally more CTE courses in 9th grade (see Table 3.3 and Figure 3.1). This persisted into 2014-2015 and grew across all grade levels. The percent of female students expanded

across the state several percentage points from 2012-2015. These figures suggest that more female students are entering CTE courses, and entering them earlier in their high school career.

Table 3.3. Socioeconomic Status (Percent Low) of CTE Students Enrolled by Year

		2012	2013	2014	2015
RGV	9th	85%	85%	85%	83%
	10th	83%	83%	85%	82%
	11th	84%	84%	84%	80%
	12th	83%	83%	84%	80%
	Total	84%	84%	85%	81%
Texas	9th	60%	61%	60%	59%
	10th	56%	55%	56%	55%
	11th	53%	53%	52%	52%
	12th	49%	50%	51%	50%
	Total	55%	55%	55%	54%

Table 3.3 shows greater participation in CTE for the RGV LEAD area for students from economically disadvantaged backgrounds, commonly referred to as low-Socio Economic Status (SES). The numbers do not control for geography though. Given the disproportionately high number of students from low-SES backgrounds in the RGV region, it is reasonable that the area would enroll a larger proportion of low-SES students in CTE courses. These students make up a larger part of their student body compared to other schools in the state. However, RGV areas do work to enroll low-SES students at high levels. Enrollment over time shows that both RGV and Texas have been unable to boost participation in CTE from their low-SES populations.

Table 3.4. LEP Current and Exit/Monitor Status for CTE Students Enrolled by Year

		Current 2012	Monitor 2012	Current 2013	Monitor 2013	Current 2014	Monitor 2014	Current 2015	Monitor 2015
RGV	9th	16%	22%	17%	24%	17%	23%	19%	23%
	10th	12%	17%	13%	16%	14%	18%	15%	19%
	11th	10%	15%	11%	17%	13%	15%	14%	15%
	12th	9%	14%	8%	14%	9%	14%	13%	15%
	Total	12%	17%	13%	18%	13%	18%	15%	18%
Texas	9th	8%	11%	8%	12%	8%	11%	9%	12%
	10th	6%	8%	6%	8%	7%	8%	7%	9%
	11th	5%	7%	5%	7%	6%	7%	6%	7%
	12th	4%	6%	4%	6%	4%	6%	5%	6%
	Total	5%	8%	6%	8%	6%	8%	7%	9%

RGV LEAD worked to increase CTE participation with students who are in LEP (Limited English Proficient) programming. Table 3.4 shows CTE participation for both students currently in a LEP program each year as well as those who are monitored. Monitored students are those who have exited either a bilingual or ESL (English as a Second Language) program within one or two years prior. RGV areas enrolled more LEP and LEP monitor students in CTE overall; RGV also increased the percentage of LEP students in CTE courses over time. In the 2014-2015 school year, 15% of current LEP students took one or more CTE course compared to only 7% of LEP students in Texas.

Table 3.5. Gifted and Talented Participation of CTE Students Enrolled by Year

		2012	2013	2014	2015
RGV	9th	9%	10%	11%	10%
	10th	11%	11%	11%	11%
	11th	10%	10%	11%	11%
	12th	10%	10%	10%	10%
	Total	10%	10%	11%	11%
Texas	9th	8%	9%	9%	9%
	10th	9%	9%	9%	9%
	11th	9%	9%	9%	9%
	12th	9%	9%	9%	9%
	Total	9%	9%	9%	9%

Table 3.6. Special Education Participation of CTE Students Enrolled by Year

		2012	2013	2014	2015
RGV	9th	9%	8%	8%	8%
	10th	8%	7%	7%	7%
	11th	9%	8%	7%	7%
	12th	9%	9%	8%	8%
	Total	9%	8%	8%	7%
Texas	9th	9%	9%	9%	9%
	10th	9%	8%	8%	8%
	11th	9%	9%	8%	8%
	12th	10%	9%	9%	9%
	Total	9%	9%	8%	8%

Tables 3.5 and 3.6 show the CTE participation of students from gifted and talented and special education, respectively. Between 9-11% of those participating in CTE were identified as gifted. Similarly 7-9% of CTE students were identified as special education. Both groups were evenly distributed across grades and enrollment years.

CTE Courses

Tables 3.7-3.10 show a breakdown of CTE participation by each school year. In each table participation is by grade level. Five types of courses are shown: CTE courses, Dual Credit (DC), Advanced Technical Courses (ATC) and two CTE+ categories: dual-CTE and ATC-CTE. Tables show the mean courses taken along with the minimum and maximum for each course and grade.

Table 3.7. College Ready Course Taking of 2012 CTE Students Enrollment, Fall 2008-Spring 2012

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.4	0.0	0.3	0.0	0.3
	Min	0.0	0.0	0.0	0.0	0.0
	Max	9.0	4.0	4.0	2.0	4.0
10 th Grade	Mean	2.4	0.1	0.5	0.0	0.5
	Min	0.0	0.0	0.0	0.0	0.0
	Max	10.0	10.0	7.0	2.0	7.0
11 th Grade	Mean	3.8	0.6	0.8	0.2	0.8
	Min	0.0	0.0	0.0	0.0	0.0
	Max	14.0	16.0	7.0	4.0	7.0
12 th Grade	Mean	5.4	1.1	0.8	0.3	0.8
	Min	0.0	0.0	0.0	0.0	0.0
	Max	19.0	20.0	7.0	6.0	7.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.3	0.0	0.1	0.0	0.1
	Min	0.0	0.0	0.0	0.0	0.0
	Max	10.0	5.0	6.0	4.0	5.0
10 th Grade	Mean	1.9	0.0	0.3	0.0	0.3
	Min	0.0	0.0	0.0	0.0	0.0
	Max	12.0	10.0	7.0	4.0	7.0
11 th Grade	Mean	3.2	0.2	0.5	0.0	0.5
	Min	0.0	0.0	0.0	0.0	0.0
	Max	16.0	16.0	8.0	8.0	8.0
12 th Grade	Mean	4.5	0.5	0.6	0.1	0.6
	Min	0.0	0.0	0.0	0.0	0.0
	Max	21.0	21.0	11.0	10.0	11.0

Table 3.8. College Ready Course Taking of 2013 CTE Students Enrollment,
Fall 2009-Spring 2013

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.7	0.1	0.2	0.0	0.2
	Min	0.0	0.0	0.0	0.0	0.0
	Max	9.0	4.0	4.0	2.0	4.0
10 th Grade	Mean	2.7	0.2	0.6	0.0	0.6
	Min	0.0	0.0	0.0	0.0	0.0
	Max	11.0	8.0	6.0	4.0	6.0
11 th Grade	Mean	4.0	0.6	0.9	0.1	0.9
	Min	0.0	0.0	0.0	0.0	0.0
	Max	13.0	15.0	9.0	4.0	9.0
12 th Grade	Mean	5.8	1.2	1.1	0.3	1.1
	Min	0.0	0.0	0.0	0.0	0.0
	Max	19.0	18.0	9.0	6.0	9.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.6	0.0	0.1	0.0	0.1
	Min	0.0	0.0	0.0	0.0	0.0
	Max	13.0	6.0	7.0	4.0	6.0
10 th Grade	Mean	2.4	0.0	0.3	0.0	0.3
	Min	0.0	0.0	0.0	0.0	0.0
	Max	14.0	9.0	9.0	4.0	8.0
11 th Grade	Mean	3.2	0.3	0.5	0.0	0.5
	Min	0.0	0.0	0.0	0.0	0.0
	Max	16.0	15.0	9.0	6.0	9.0
12 th Grade	Mean	4.5	0.6	0.7	0.1	0.7
	Min	0.0	0.0	0.0	0.0	0.0
	Max	23.0	23.0	12.0	9.0	12.0

Table 3.9. College Ready Course Taking of 2014 CTE Students Enrollment,
Fall 2010-Spring 2014

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.6	0.1	0.2	0.0	0.2
	Min	0.0	0.0	0.0	0.0	0.0
	Max	9.0	5.0	6.0	2.0	6.0
10 th Grade	Mean	3.1	0.2	0.6	0.1	0.6
	Min	0.0	0.0	0.0	0.0	0.0
	Max	11.0	8.0	6.0	4.0	6.0
11 th Grade	Mean	4.3	0.6	0.9	0.2	0.9
	Min	0.0	0.0	0.0	0.0	0.0
	Max	15.0	15.0	8.0	5.0	8.0
12 th Grade	Mean	5.9	1.2	1.2	0.3	1.2
	Min	0.0	0.0	0.0	0.0	0.0
	Max	18.0	20.0	11.0	9.0	11.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	1.6	0.0	0.1	0.0	0.1
	Min	0.0	0.0	0.0	0.0	0.0
	Max	12.0	8.0	8.0	2.0	6.0
10 th Grade	Mean	2.7	0.1	0.3	0.0	0.3
	Min	0.0	0.0	0.0	0.0	0.0
	Max	15.0	12.0	8.0	4.0	8.0
11 th Grade	Mean	3.7	0.3	0.5	0.0	0.4
	Min	0.0	0.0	0.0	0.0	0.0
	Max	20.0	15.0	10.0	5.0	9.0
12 th Grade	Mean	4.5	0.6	0.6	0.1	0.6
	Min	0.0	0.0	0.0	0.0	0.0
	Max	22.0	21.0	11.0	10.0	11.0

Table 3.10. College Ready Course Taking of 2015 CTE Students Enrollment, Fall 2011-Spring 2015

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	2.4	0.1	0.4	0.0	0.4
	Min	0.0	0.0	0.0	0.0	0.0
	Max	11.0	5.0	6.0	2.0	6.0
10 th Grade	Mean	3.9	0.3	0.8	0.1	0.8
	Min	0.0	0.0	0.0	0.0	0.0
	Max	17.0	11.0	8.0	5.0	8.0
11 th Grade	Mean	5.4	1.3	1.1	0.3	1.1
	Min	0.0	0.0	0.0	0.0	0.0
	Max	18.0	16.0	11.0	9.0	11.0
12 th Grade	Mean	7.2	1.5	1.4	0.5	1.4
	Min	0.0	0.0	0.0	0.0	0.0
	Max	24.0	22.0	17.0	10.0	17.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE
9 th Grade	Mean	2.2	0.0	0.2	0.0	0.2
	Min	0.0	0.0	0.0	0.0	0.0
	Max	17.0	6.0	8.0	4.0	8.0
10 th Grade	Mean	3.4	0.1	0.4	0.0	0.4
	Min	0.0	0.0	0.0	0.0	0.0
	Max	27.0	15.0	11.0	5.0	11.0
11 th Grade	Mean	4.6	0.5	0.5	0.1	0.5
	Min	0.0	0.0	0.0	0.0	0.0
	Max	32.0	20.0	18.0	9.0	17.0
12 th Grade	Mean	5.6	0.7	0.7	0.1	0.7
	Min	0.0	0.0	0.0	0.0	0.0
	Max	26.0	27.0	18.0	10.0	18.0

Each cohort year illustrates that students in RGV areas enrolled in larger numbers of CTE, DC, and CTE+ courses. The RGV LEAD area increased its participation in CTE and CTE+ by greater rates than the state over time as well. Figure 3.2 details the expansion of CTE credits earned by each cohort. It shows that while numbers were somewhat similar for students in the 9th grade, RGV LEAD students took more CTE courses in the rest of their high school career (which builds to a greater average). In addition, the 2015 RGV LEAD cohort had greater CTE participation in all grade levels. A 2015 senior in the RGV took an average of 7.2 CTE courses compared to a Texas senior who took only 5.6 courses in their high school career (see Table 3.10).

Figure 3.3 shows participation in CTE+ courses (dual- and ATC-CTE). RGV LEAD had greater participation in the 2011-2012 school year and continued growth through to 2015, increasing especially in students' senior years. The average CTE+ for RGV in 2015 was 1.9; over double the

Texas mean (0.8). Students in the RGV LEAD had significantly more exposure to both CTE and advanced CTE courses which also exposed them to college credits and college experiences.

Figure 3.2. Mean CTE Course Taking by Enrollment Year

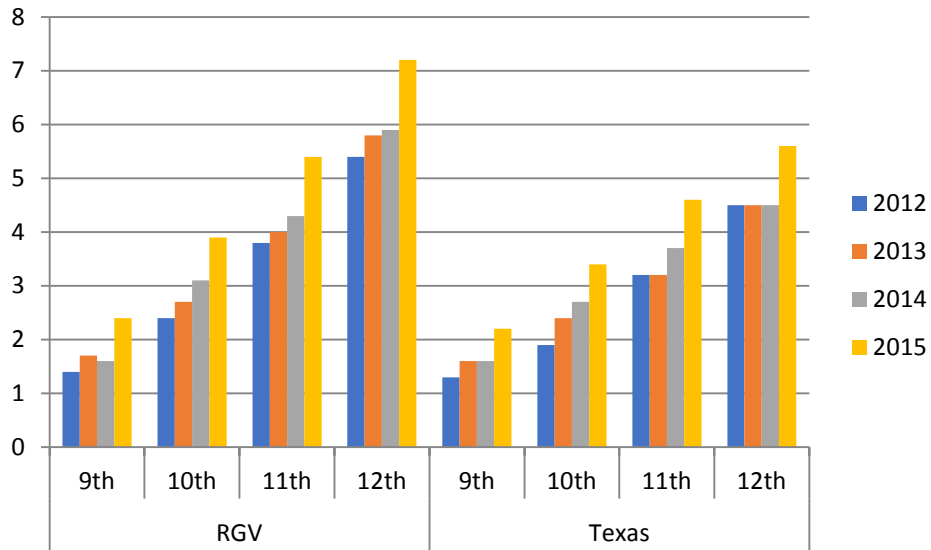
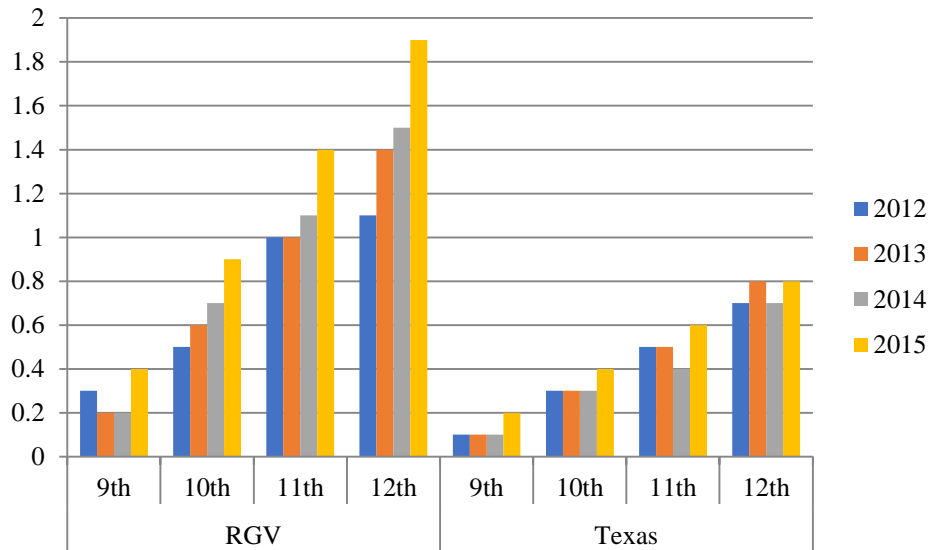


Figure 3.3. Mean Advanced CTE (CTE+) Course Taking by Enrollment Year



SECTION IV: HIGH SCHOOL OUTCOMES

This section contains information on high school graduating cohorts. The report follows four cohorts: 2012, 2013, 2014, and 2015. Students in each cohort are separated by Texas and RGV LEAD groupings, as well as a CTE indicator. CTE course participation, tracked in the previous section, is coded according to the number of advanced CTE+ (CTE+) courses a student took while in high school. The 2CTE+ label encompasses students who took two or more CTE courses for college credit while in high school. As such, this type of student is considered to have taken an advanced CTE+ program (or course of study) while in high school. High school outcomes include graduation numbers and diploma types, demographics of high school cohorts, final CTE course participation, and achievement on state accountability and exit exams. Appendix A includes additional charts of information and/or charts from which figures were created.

Graduation and Diplomas

Graduation numbers were calculated for the state of Texas and RGV LEAD districts for all cohorts. Between 2012-2014 there were three graduation plans available to most students. All plans required four years of English; three years each of mathematics, science, and history; and credits in physical education, speech, and fine arts. College ready diplomas included four years of math, science, and history as well as a foreign language requirement. Diplomas plans included:

- 1) *Distinguished Achievement Program (DAP)* – 26 credits in the state-approved curriculum and a combination of advanced measures (plus any additional district requirements),
- 2) *Recommended High School Program (RHSP)* – 26 credits in the state-approved curriculum (plus any additional district requirements), and
- 3) *Minimum High School Program (MHSP)* – at least 22 credits in the state-approved curriculum (plus any additional district requirements).

Texas *House Bill 5*, passed in 2013, stipulated a new set of new graduation requirements. These diploma plans are required for students entering the 9th grade in 2014-2015. Students already enrolled in high school have the option of graduating under their present plan or opting into the newer diploma. Because of this, the 2015 cohort graduated most students under the older set of graduation requirements, but some students selected the new diploma. Diplomas included:

- 1) *Foundation High School Plan (FHSP)* – 22 credits in the state-approved curriculum; similar to the former MHSP with the addition of a language requirement and less electives,
- 2) *Foundation High School Plan Plus Endorsement (FHSP+)* – 26 credits in the state approved curriculum including additional math and science (or CTE) courses, and the completion an endorsement program through core and elective offerings,
- 3) *Distinguished Level of Achievement (FHSP+DLA)* – 26 credits in the state approved curriculum including four math credits (including Algebra II), four science credits, and at least one endorsement.

All FHSP plans require four years of English; three years each of mathematics, science, and history; and credits in physical education, languages, and fine arts. College ready diplomas

included four years of math and science as well as the completion of newly created endorsement programs. There are five endorsement options, including: Science Technology, Engineering, and Math (STEM), Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. The five endorsements combine several CTE career clusters, offering expanded CTE opportunities and growth.²⁴ MHSP and FHSP are considered minimum standards and rarely meet the admissions requirements for college or university entrance; all other options may be considered as college and career ready degrees.

Data on students who were graduated between 2012 and 2015 years suggests that RGV LEAD districts successfully implemented advanced CTE+ programming that fostered strong ties to completing a high school degree. Importantly, RGV LEAD cohorts graduated more students with college ready degrees from advanced CTE+ programs. Table 2.1 shows numbers for RGV and Texas graduates as well as the percentages of those graduates who completed college-ready degrees by the number of CTE+ courses. In all years, RGV districts graduated a larger percentage of students with college and career ready degrees than the state. These included both RHSP and DAP diploma graduates. Texas averages ranged from 80-83% while RGV districts were higher at 89-92%.

RGV districts were also more successful in graduating a larger proportion of DAP diplomas, the highest level of degree. Table 4.1 shows that RGV districts ranged from 26-29% in DAP participation while Texas averaged between 14-15%. Within the DAP graduates, RGV districts had a greater percentage of students participating in advanced CTE+ courses. The percentage of DAP graduates who had 2CTE+ in RGV ranged from 35-39%, far greater than any other grouping. Similar DAP/2CTE+ students in Texas only averaged between 17-22%. 2CTE+/DAP participation in RGV was almost twice that of the Texas average in all years. Of note, RGV areas struggled somewhat to maintain such high numbers of DAP graduates within their advanced CTE+ students. While still very high, the percentage of 2015 graduates at 35% slipped from 39% in 2013.

²⁴ Students in 2015 only elected the FHSP plan and not the FHSP+ or FHSP+DLA.

Table 4.1. High School Graduates and College Ready Graduation Plans by Year

RGV												
	2012			2013			2014			2015		
Code	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP
0CTE+	7,311	86%	16%	6,960	83%	16%	6,604	90%	21%	6,676	90%	19%
1CTE+	4,968	91%	24%	4,922	91%	23%	4,552	92%	27%	3,601	91%	21%
2CTE+	6,408	94%	38%	7,854	94%	39%	8,646	94%	37%	10,042	93%	35%
Total # Graduates		18,687		19,736			19,802			20,319		
Total RHSP & DAP		90%		89%			92%			92%		
Total DAP		26%		27%			29%			27%		
Texas												
	2012			2013			2014			2015		
Code	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP	# Grads	RHSP & DAP	DAP
0CTE+	175,137	80%	12%	176,953	80%	12%	189,259	82%	13%	207,263	79%	12%
1CTE+	60,589	82%	14%	60,344	82%	14%	51,839	84%	15%	40,236	80%	14%
2CTE+	53,707	83%	17%	61,512	85%	19%	56,991	87%	22%	63,766	85%	21%
Total # Graduates		289,433		298,809			298,089			311,265		
Total RHSP & DAP		81%		82%			83%			80%		
Total DAP		14%		14%			15%			14%		

Note. A small number of graduates each year did not have CTE information in the system (673 in 2012, 415 in 2013, 287 in 2014, and 377 in 2015). Numbers in the chart do not include these students.

Table 4.2 breaks down the diplomas for 2015 graduates given the addition of the FHSP plan. Very few students in the RGV area chose to opt into the new graduation requirement while 4-6% of students statewide chose the plan to graduate under. There was no trend associated with FHSP and advanced CTE+. DAP percentages show that both across Texas and in the RGV, students who took 2CTE+ were the most likely to complete the DAP diploma, the highest achieving graduation plan. The RGV LEAD area had better success pushing its students into the highest degree plans.

Table 4.2. 2015 High School Graduates by Diploma Type

		RHSP	DAP	FHSP
RGV	0CTE+	71%	19%	<1%
	1CTE+	70%	21%	<1%
	2CTE+	58%	35%	<1%
	Total	64%	27%	<1%
Texas	0CTE+	67%	12%	5%
	1CTE+	66%	14%	6%
	2CTE+	64%	21%	4%
	Total	67%	14%	5%

Demographics and Program Participation

Figure 4.1. Ethnicity of Texas High School Graduate Cohorts by Year

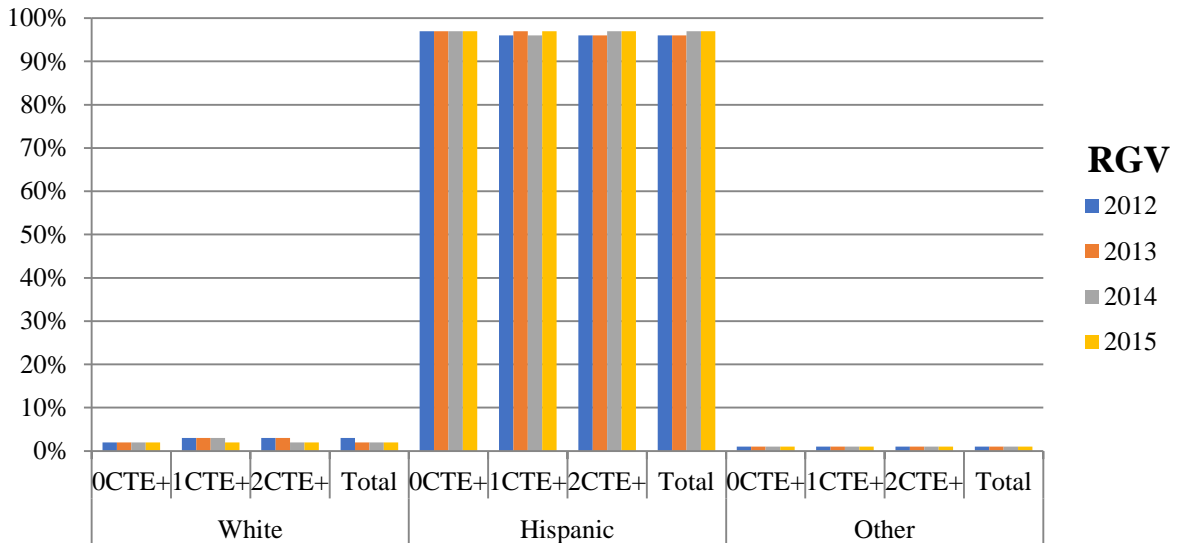
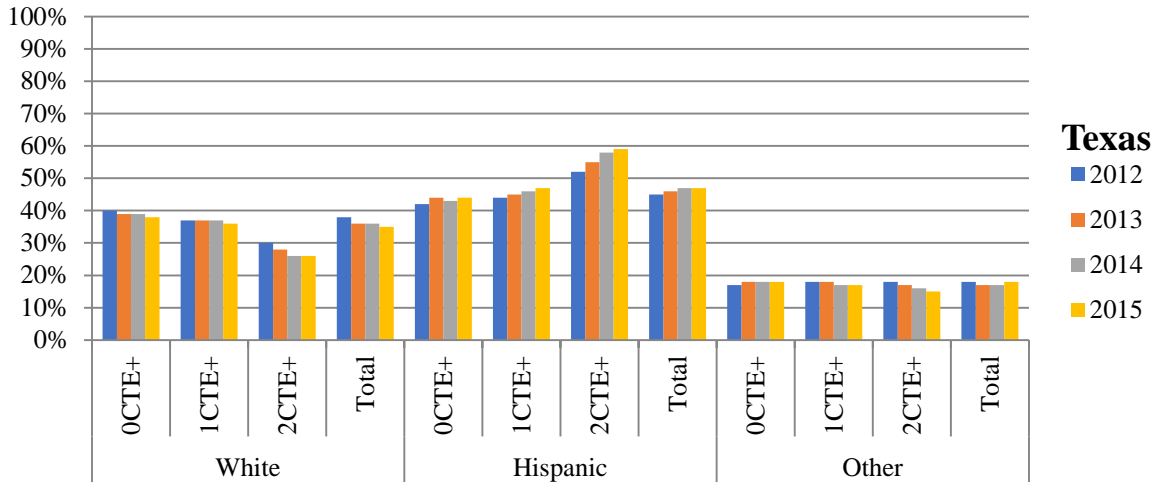


Figure 2.1 depicts the ethnicity of students by graduate cohort broken down by participation in advanced CTE+ courses (see tables in Appendix A). For all four cohort years, RGV areas showed similar enrollment across all course groupings; these percentages mirrored the population total suggesting that participation in CTE+ courses is not dependent on ethnicity, per se. This finding may also reflect the high number of Hispanic students and a relative homogeneous student population in the area. When looking at Texas cohorts, participation is also somewhat similar to the ethnic breakdown of the state and growing number of Hispanic students in the school population. Over time the percentage of Hispanic students taking CTE+ courses and advanced CTE+ increased; this is a positive result suggesting Texas is working to improve participation in its minority-majority population.

Table 4.3. Gender of High School Graduate Cohorts by Year (% Female)

		2012	2013	2014	2015
RGV	0CTE+	49%	48%	47%	52%
	1CTE+	51%	50%	48%	51%
	2CTE+	53%	51%	52%	48%
	Total	51%	50%	50%	50%
Texas	0CTE+	49%	49%	50%	50%
	1CTE+	51%	51%	50%	50%
	2CTE+	52%	50%	50%	50%
	Total	50%	50%	50%	50%

Table 4.3 shows the proportion of female students in each category. The percentage of female students in advanced CTE+ courses was equal, as well as equal to the proportion of women in each graduating cohort across the state of Texas. In RGV areas, the proportions of female graduates fluctuated with higher representation in 2012 and slightly lower percentages in 2015.

In a breakdown of economic disadvantage Table 4.4 shows that RGV areas handled a higher proportion of low-SES students. This finding is a practical difference as there is regional disparity and a disproportionate number of students from disadvantaged backgrounds in the Valley area. Over time, Texas rates of CTE+ participation stagnated. RGV LEAD percentages dropped, suggesting that fewer low-SES high school graduates were participating in advanced CTE+ over time. This is an area for reconsideration and renewed growth.

When looking at the distribution of SES across CTE+, though, RGV supported larger numbers of students. Table 4.5 shows the distribution of low-SES students served in each CTE category. Over time RGV areas had proportionally more disadvantaged students participate in advanced CTE+ than Texas. Included is growth over time as well. 2015 cohort data showed that 62% of total low-SES students had 0CTE+ while only 34% of low-SES students in the RGV had 0CTE+; 49% of RGV low-SES students took two or more advanced CTE courses.

Table 4.4. Socioeconomic Status (Percent Low) of High School Graduate Cohorts by Year

		2012	2013	2014	2015
RGV	0CTE+	86%	85%	85%	82%
	1CTE+	82%	81%	82%	81%
	2CTE+	80%	81%	84%	79%
	Total	83%	83%	84%	80%
Texas	0CTE+	46%	47%	47%	47%
	1CTE+	47%	47%	48%	47%
	2CTE+	53%	54%	56%	55%
	Total	48%	48%	49%	48%

Table 4.5. Proportion of Total Low-SES Students Served by CTE Group

		2012	2013	2014	2015
RGV	0CTE+	41%	36%	34%	34%
	1CTE+	26%	25%	22%	18%
	2CTE+	33%	39%	44%	49%
Texas	0CTE+	59%	57%	61%	64%
	1CTE+	20%	20%	17%	13%
	2CTE+	21%	23%	22%	23%

Both active and previous participation in LEP programming was tracked. Table 4.6 displays percentages for students who were active and monitored LEP at the time of graduation (monitored students are those in their first or second year after exiting an ESL or bilingual program). The information shows that RGV districts educated proportionally double the percentage of LEP students compared to Texas overall. Across the state, LEP and LEP monitor students made up even proportions of each CTE+ grouping. In RGV areas, LEP students made up lower proportions of advanced CTE+ groupings.

While Table 4.6 shows the proportion of LEP students in each category, Table 4.7 shows the proportion of each category made up by LEP students. In both RGV and Texas, the largest percentages of LEP students were those who had no advanced CTE+ courses at the time of graduation. While RGV showed improvement over time in LEP participation, the state overall showed no growth in LEP students taking one or more CTE+ courses.

Table 4.6. LEP Current and Exit/Monitor Status for High School Graduate Cohorts by Year

		Current 2012	Monitor 2012	Current 2013	Monitor 2013	Current 2014	Monitor 2014	Current 2015	Monitor 2015
RGV	0CTE+	10%	16%	11%	17%	11%	17%	15%	18%
	1CTE+	5%	11%	7%	13%	7%	12%	12%	14%
	2CTE+	3%	8%	3%	8%	4%	9%	7%	9%
	Total	6%	12%	7%	12%	7%	12%	11%	13%
Texas	0CTE+	3%	5%	3%	5%	3%	5%	5%	6%
	1CTE+	2%	5%	2%	5%	3%	5%	4%	5%
	2CTE+	2%	5%	2%	5%	2%	5%	4%	5%
	Total	3%	5%	3%	5%	3%	5%	4%	6%

Table 4.7. Proportion of Total LEP Students Served by CTE Group

		2012	2013	2014	2015
RGV	0CTE+	61%	58%	55%	47%
	1CTE+	23%	24%	22%	20%
	2CTE+	16%	18%	23%	33%
Texas	0CTE+	67%	68%	69%	68%
	1CTE+	19%	17%	16%	12%
	2CTE+	14%	15%	15%	20%

Tables 4.8 and 4.9 cover participation in special programs, Gifted and Talented (GT) and special education. Small proportions of both populations participated in CTE+. Both tables show consistent percentages within each year and CTE+ grouping; 7-9% of each CTE+ group is made up of GT and/or special education students.

Table 4.8. Gifted and Talented Participation of High School Graduate Cohorts by Year

		2012	2013	2014	2015
RGV	0CTE+	9%	9%	10%	10%
	1CTE+	11%	11%	11%	11%
	2CTE+	13%	12%	11%	11%
	Total	11%	11%	11%	11%
Texas	0CTE+	11%	10%	11%	10%
	1CTE+	10%	10%	10%	9%
	2CTE+	9%	8%	9%	10%
	Total	10%	10%	10%	10%

Table 4.9. Special Education Participation of High School Graduate Cohorts by Year

		2012	2013	2014	2015
RGV	0CTE+	12%	11%	10%	9%
	1CTE+	8%	9%	7%	7%
	2CTE+	7%	7%	7%	6%
	Total	9%	9%	8%	8%
Texas	0CTE+	10%	9%	9%	8%
	1CTE+	8%	8%	7%	7%
	2CTE+	9%	8%	8%	7%
	Total	9%	9%	8%	8%

Tables 4.10-4.11 show the proportion of each CTE category made up by the special programs. These results are not similar. The majority of GT students in Texas did not participate in an advanced CTE+ course (62-68%). The trend in RGV areas was reversed though. GT students in RGV LEAD districts were more likely to participate in CTE+, and the proportion of GT students in advanced CTE+ grew over time. In 2015, 52% of GT students participated in advanced CTE+. Both Texas and the RGV districts had large amounts of special education students who did not participate in CTE+. While Texas numbers had little change over time, proportions of students in special education participating in advanced CTE+ grew, increasing from 26% to 41% in 2015.

Table 4.10. Proportion of Total Gifted and Talented Students Served by CTE Group

		2012	2013	2014	2015
RGV	0CTE+	32%	30%	32%	29%
	1CTE+	28%	27%	24%	18%
	2CTE+	40%	43%	44%	52%
Texas	0CTE+	64%	62%	66%	68%
	1CTE+	20%	20%	16%	12%
	2CTE+	16%	18%	18%	20%

Table 4.11. Proportion of Total Special Education Students Served by CTE Group

		2012	2013	2014	2015
RGV	0CTE+	50%	44%	42%	41%
	1CTE+	24%	24%	21%	17%
	2CTE+	26%	31%	38%	41%
Texas	0CTE+	64%	62%	66%	69%
	1CTE+	19%	18%	15%	12%
	2CTE+	18%	20%	18%	18%

Figure 4.2. Mean Days Absent of High School Graduate Cohorts by Year

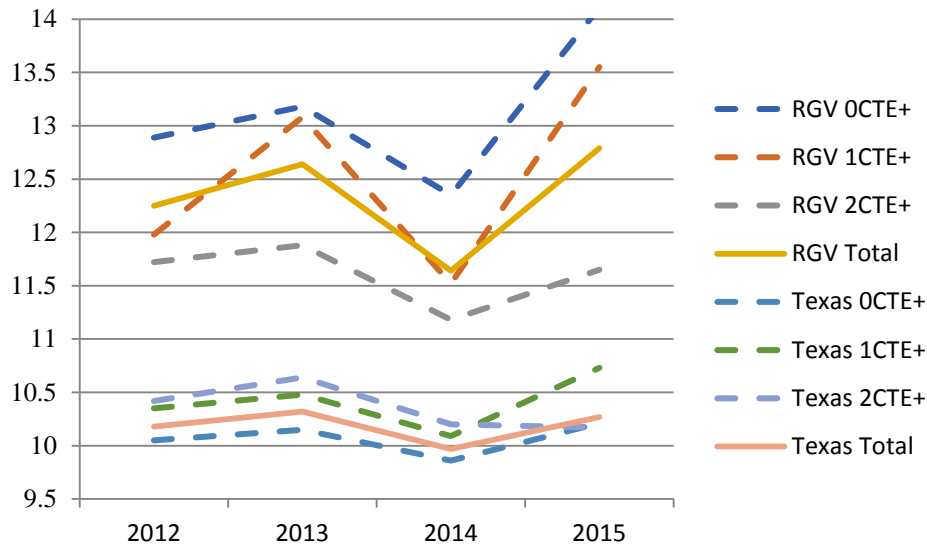


Figure 4.2 shows the average number of days absent graduating seniors had in their final year of high school (see table in Appendix A). A breakdown of absenteeism by course taking shows higher rates for RG areas when compared to Texas. In the RG area though, those in advanced CTE+ had slightly lower average absences in high school compared to other groups. All Texas groups ranged around 10 days for each graduating cohort. RG absences ranged between 11-14 days in their senior year.

CTE Course Participation

The averages of certain types of courses were compiled for each high school cohort. Table 4.12 shows the mean numbers of courses taken by each type of course offering, these include: CTE courses, Dual Credit (DC), Advanced Technical Credit (ATC), CTE courses offered for DC, CTE courses offered for ATC, and CTE+ (DC/CTE or ATC/CTE courses). By definition some groupings have zero in the advanced course categories (i.e., 0CTE+) and others are defined to a range which make up their grouping. These numbers, generally, provide a better look at the course taking behaviors of each grouping or category. Table 4.12 provides the details of the 2015 cohort. Similar tables for the 2012, 2013, and 2014 cohorts are found in Appendix A.

The first finding is that CTE+ courses do not make up the whole of CTE course taking behaviors. Indeed, CTE is correlated with advanced CTE+ but retains high averages even in the 0CTE+ category. Table 4.13 shows CTE participation for each cohort. RG total averages for CTE courses—those not connected to college credit—ranged from 5.6-7.5 while Texas averages were 4.5-5.9. Many students, regardless of connections to college-credit opportunities, were taking CTE content. While the lowest grouping is defined by taking no CTE+ courses, they did take a significant number of CTE courses. RG means for 0CTE+ were 4.6-5.7 and Texas averaged at 4.1-5.2. In both the overall and 0CTE+, RG districts had participation in CTE courses than their

Texas counterparts; the same trend remained for other groupings as well. 1CTE+ averages for RGV were 5.5-6.5 and for Texas were 4.5-5.9. Lastly, 2CTE+ means for RGV ranged from 6.8-9.0 and for Texas 6.1-7.8. For both RGV and Texas, CTE has been on the rise with a sharp increase in CTE course taking that occurred with the 2015 graduating cohort. This may be due to changes in policy and graduation plans.

Table 4.12. 2015 Graduate Cohort College Ready Course Hours, Fall 2011-Spring 2015

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	5.7	0.7	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	20.0	17.0	2.0	0.0	0.0	0.0
1CTE+	Mean	6.5	1.4	0.7	0.3	0.7	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	20.0	16.0	3.0	1.0	1.0	1.0
2CTE+	Mean	9.0	2.2	2.7	0.9	2.7	3.7
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	24.0	22.0	17.0	10.0	17.0	17.0
Total	Mean	7.5	1.6	1.5	0.5	1.5	2.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	24.0	22.0	17.0	10.0	17.0	17.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	5.2	0.5	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	26.0	19.0	6.0	0.0	0.0	0.0
1CTE+	Mean	5.9	1.0	0.9	0.1	0.9	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	23.0	23.0	6.0	1.0	1.0	1.0
2CTE+	Mean	7.8	1.5	3.0	0.5	2.9	3.4
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	24.0	27.0	18.0	10.0	18.0	18.0
Total	Mean	5.8	0.8	0.7	0.1	0.7	0.8
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	26.0	27.0	18.0	10.0	18.0	18.0

Table 4.13. Mean CTE Courses by Graduation Cohort

		2012	2013	2014	2015
RGV	0CTE+	4.6	5.0	4.9	5.7
	1CTE+	5.5	5.7	5.8	6.5
	2CTE+	6.8	7.0	7.3	9.0
	Total	5.6	6.0	6.1	7.5
Texas	0CTE+	4.1	4.1	4.1	5.2
	1CTE+	4.5	4.5	4.8	5.9
	2CTE+	6.1	6.1	6.4	7.8
	Total	4.6	4.6	4.7	5.8

When compared to the total number of DC courses, the numbers of ATC courses were similar. DC course taking ranged from 1.1-1.6 for RGV and 0.6-0.8 for Texas. Total ATC course taking ranged from 0.9-1.5 for RGV and 0.6-0.7 for Texas. Differences occurred when looking at the amount of ATC courses taken by 2CTE+ students. Numbers were much larger and resulted in larger numbers of ATC/CTE courses as well. 2CTE+ means for ATC/CTE courses were 2.0-2.7 for RGV and 2.4-2.9 for Texas.

Table 4.14. Mean Dual-CTE Courses by Graduation Cohort

		2012	2013	2014	2015
RGV	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	0.3	0.3	0.3	0.3
	2CTE+	0.8	0.7	0.7	0.9
	Total	0.4	0.4	0.4	0.5
Texas	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	0.1	0.1	0.1	0.1
	2CTE+	0.3	0.3	0.3	0.5
	Total	0.1	0.1	0.1	0.1

Table 4.15. Mean ATC-CTE Courses by Graduation Cohort

		2012	2013	2014	2015
RGV	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	0.7	0.7	0.7	0.7
	2CTE+	2.0	2.4	2.4	2.7
	Total	0.9	1.1	1.2	1.5
Texas	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	0.9	0.9	0.9	0.9
	2CTE+	2.4	2.6	2.7	2.9
	Total	0.6	0.7	0.7	0.7

DC/CTE and ATC/CTE courses counted as CTE+ or advanced courses in which CTE was taken for some form of college credit. The mean course taking showed that overall averages ranged from 1.2-2.0 in RGV districts and 0.7-0.9 across Texas. The number in the 0CTE+ and 1CTE+ groups were limited by their grouping definition but the last group showed that students who needed to take 2CTE+ courses took more than that number on average. In RGV districts the mean ranged from 2.8-3.7, and across Texas the average was between 2.7-3.4.

Tables 4.14 and 4.15 show dual-CTE and ATC-CTE over time. Both sets of course information suggests that RGV areas had more advanced CTE opportunities (either dual or ATC). Moreover, the combination illustrates that in Texas most students were gaining their advanced CTE+ course credits from ATC classes rather than more traditionally conceptualized dual credit opportunities. This may suggest an ease of implementation with ATC courses or barriers to dual credit partnerships, courses, or programs.

Viewing advanced CTE+ over time is only somewhat helpful as it is artificially limited by the coding structure (see Table 4.16). All cohorts showed greater than two courses for the average in the highest category, advanced CTE+. Cohorts also increased in CTE+ course taking over time. The RGV LEAD area demonstrated much higher rates of CTE+, almost double in every cohort. Total RGV averages ranged from 1.2-2.0; Texas averages were between 0.7-0.8. Further by 2015 students in the advanced CTE+ category were taking far above two CTE+ courses with an average of 3.7 courses before graduation.

Table 4.16. Mean CTE+ Courses by Graduation Cohort

		2012	2013	2014	2015
RGV	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	1.0	1.1	1.0	1.0
	2CTE+	2.8	3.1	3.1	3.7
	Total	1.2	1.5	1.6	2.0
Texas	0CTE+	0.0	0.0	0.0	0.0
	1CTE+	1.0	1.0	1.0	1.0
	2CTE+	2.7	2.9	3.0	3.4
	Total	0.7	0.8	0.7	0.8

Accountability Tests and Exit Exams

TAKS Exit-Level Exams

Students from the 2012, 2013, and 2014 cohorts were required to take the TAKS (*Texas Assessment of Skills and Knowledge*) exit exam as part of their graduation requirements. Taken in the 11th grade, there were four tests: math, reading, social studies, and science. Appendix A contains tables for each cohort and their individual passing and commended rates in all four subject areas. Table 4.17 shows the math and reading passing rates across the 2012-2014 cohorts. Findings demonstrate that advanced CTE+ graduates in RGV areas had better outcomes on both math and

reading tests. Participation in advanced CTE+ in RGV LEAD districts raised these students scored above the district average and in-line with the state average.

Table 4.17. Math and Reading Passing Rates for TAKS Exit

RGV	2012		2013		2014	
	Math	Read.	Math	Read.	Math	Read.
0CTE+	88%	92%	89%	90%	89%	92%
1CTE+	90%	94%	90%	91%	90%	93%
2CTE+	92%	96%	93%	95%	92%	96%
Total	90%	94%	91%	92%	91%	94%
Texas	2012		2013		2014	
	Math	Read.	Math	Read.	Math	Read.
0CTE+	92%	96%	93%	95%	92%	96%
1CTE+	92%	96%	93%	95%	91%	96%
2CTE+	92%	96%	93%	95%	91%	96%
Total	92%	96%	93%	95%	92%	96%

STAAR End of Course Exams

Students who entered as freshman in 2011-2012 were required to take the new accountability test developed by the state. Entitled the STAAR (*State of Texas Assessment of Academic Readiness*) tests, it is a set of End of Course (EOC) exit exams meant to be taken upon completion of the required high school course or class. While there are a larger number of STAAR EOC tests, five were required for graduation: Algebra I, English I, English II, U.S. History, and Biology. As the test is in implementation phases, differing levels of performance and accountability have been set—and changed—over various times. Table 4.18 delineates the scale scores used to determine minimum passing, Level II-Grade Level, and Level II-Advanced for all years the 2015 cohort students participated in the STAAR tests.

Table 4.18. 2012-2015 STAAR Scale Score Performance Standards

	Minimum Satisfactory Performance	Grade Level Performance (Level II)	Advanced Performance (Level II)
Algebra I	3500	4000	4333
Biology	3500	4000	4411
English I	3750	4000	4691
English II	3750	4000	4831
U.S. History	3500	4000	4440

Table 4.19. 2015 Cohort Passing Rates for STAAR EOC Exams

		Algebra I			Biology		
		Pass	Level 2	Level 3	Pass	Level 2	Level 3
RGV	0CTE+	75%	25%	8%	79%	28%	5%
	1CTE+	75%	25%	7%	80%	26%	4%
	2CTE+	79%	28%	7%	85%	31%	4%
	Total	77%	26%	7%	82%	29%	4%
		Pass	Level 2	Level 3	Pass	Level 2	Level 3
Texas	0CTE+	79%	28%	8%	88%	45%	11%
	1CTE+	79%	30%	9%	88%	44%	10%
	2CTE+	81%	30%	9%	88%	41%	7%
	Total	79%	29%	8%	88%	44%	10%
		English I			English II		
		Pass	Level 2	Level 3	Pass	Level 2	Level 3
RGV	0CTE+	44%	23%	2%	53%	31%	3%
	1CTE+	46%	25%	2%	54%	31%	2%
	2CTE+	54%	30%	2%	64%	39%	2%
	Total	50%	27%	2%	58%	35%	3%
		Pass	Level 2	Level 3	Pass	Level 2	Level 3
Texas	0CTE+	64%	42%	5%	70%	48%	6%
	1CTE+	65%	41%	5%	70%	48%	6%
	2CTE+	63%	39%	3%	70%	46%	4%
	Total	64%	41%	5%	70%	48%	6%
		U.S. History					
		Pass	Level 2	Level 3			
RGV	0CTE+	89%	40%	12%			
	1CTE+	90%	39%	11%			
	2CTE+	92%	43%	12%			
	Total	91%	41%	12%			
		Pass	Level 2	Level 3			
Texas	0CTE+	94%	55%	21%			
	1CTE+	94%	55%	20%			
	2CTE+	94%	52%	18%			
	Total	94%	54%	20%			

Table 4.19 illustrates three levels of passing for each of the five EOC STAAR tests. STAAR passing rates were calculated as the first time a student tried to pass the exam.²⁵ The “pass” refers to the level students had to meet to reach the minimum requirement. Level II refers to the goal

²⁵ STAAR tests were compiled for the 2012, 2013, 2014, and 2015 years. Missing test values fell within normal ranges for all tests $\leq 10\%$ except Algebra I which was incomplete due to the time of STAAR roll out and the number of 2015 cohort members who would have taken Algebra I prior to 2011.

grade level score to be used for passing in the future. And, Level II refers to the goal for advanced (formerly commended) performance. In all areas RGV LEAD district totals were below state averages. Students from RGV in advanced CTE+ had the highest rates of passing in all tests, though still fell below state averages. Except in Algebra I; RGV students in 2CTE+ had the same passing percent as the state average. The lowest passing rates, for Texas and RGV areas, were in English I and II tests. Importantly, participation in advanced CTE+ across the state did not impact English STAAR passing though participating in RGV LEAD area CTE+ did have positive impacts on students passing English exams.

SECTION V: POST HIGH SCHOOL TRANSITIONS

This section outlines outcomes associated with transitions up to a year after high school graduation. Traditional measures include whether students enroll in postsecondary education, enter straight into the workforce, or both work and study higher education. Reporting outcomes explore each possibility. To determine enrollment, high school graduates were matched against enrollment information for the year following their graduation date. For example, a student in the 2014 high school cohort would need to attend a higher education institution any time in the summer 2014, fall 2014, or spring 2015 semesters to count as enrolled in higher education. Enrollment was matched against all community colleges, health related institutions, public universities, and private universities located within Texas.²⁶ Workforce entry was measured in a similar manner. A 2014 cohort member would need to report tax earnings in the summer 2014, fall 2014, winter 2015, and/or spring 2015 quarters to count as entry into the workforce.

In this section the post high school transition outcomes of two cohorts are presented in full. The information for the 2014 cohort is presented as the last report had incomplete data on this group (information only included up to the fall of 2014). The 2015 cohort is presented as it is the newest cohort in the report with complete information. Full outcomes for the 2012 and 2013 cohorts are found in Appendix B. The section presents information on enrollment and workforce participation for the 2014 and 2015 cohorts followed by trends in all cohorts on transitional outcomes.

Enrollment, Overall and By Institution

Table 5.1. 2014 High School Graduates 2014-2015 Higher Education Enrollment

	Enrolled in Any HE	Community College	Public University	Private University	Two or More Types of HE
RGV					
0CTE+	54%	30%	25%	2%	3%
1CTE+	57%	31%	29%	2%	5%
2CTE+	62%	33%	32%	2%	4%
Total	58%	32%	29%	2%	4%
Texas					
0CTE+	52%	30%	21%	4%	3%
1CTE+	56%	32%	23%	4%	4%
2CTE+	58%	35%	24%	3%	4%
Total	54%	31%	22%	4%	3%

Tables 5.1 and 5.2 show enrollment a year after graduation for the 2014 and 2015 high school graduation cohorts. In each cohort, RGV LEAD districts sent greater percentages of students to higher education than the state as a whole (58% vs. 54% for 2014 graduates and 56% vs. 52% for 2015 graduates). Within comparison groups, students who took at least 2CTE+ courses were the

²⁶ While students were matched against Health Related Institutions, less than 30 new high school graduates statewide enrolled in such institutions each year. As such, disaggregated results from these students are not presented.

most likely to enroll in higher education for both the state and RGV LEAD districts. Their enrollment rates were much higher than any other CTE+ grouping. Advanced CTE+ students in RGV districts enrolled in greater percentages in higher education than their Texas counterparts as well; their higher education participation averaged between 60-62% for the two graduating years. Texas 2CTE+ student enrollment ranged from 56-60%.

Table 5.2. 2015 High School Graduates 2015-2016 Higher Education Enrollment

	Enrolled in Any HE	Community College	Public University	Private University	Two or More Types of HE
RGV					
0CTE+	51%	28%	23%	2%	2%
1CTE+	53%	31%	25%	1%	4%
2CTE+	60%	31%	32%	2%	5%
Total	56%	30%	28%	2%	4%
Texas					
0CTE+	51%	29%	21%	4%	3%
1CTE+	53%	31%	22%	3%	3%
2CTE+	56%	33%	24%	3%	4%
Total	52%	30%	22%	4%	3%

Both the state and RGV areas sent similar proportions of students to community colleges while RGV LEAD students had a greater rate of attendance at public universities. Participation in advanced CTE+ increased the rate of attendance at community college and public universities; it had little to no impact on private university attendance. Advanced CTE+ students also had a slightly larger rate of enrollment in two or more institution types. Overall participation in one or more CTE+ course positively impacted year-one postsecondary enrollment, especially benefitting students in the Valley areas.

Tables 5.3-5.4 illustrate Semester Credit Hours (SCH) for those enrolled in higher education. In most areas, RGV and Texas averages were very similar. The only trend observed was slightly higher SCHs for advanced CTE+ students enrolled in any higher education institution at the RGV LEAD level. In addition, students enrolled in private schools from RGV districts averaged more SCH than their Texas counterparts (19.89 vs. 17.84 for 2014 graduates and 20.51 vs. 18.00 for 2015 graduates). The greater SCH workload of RGV students in private institutions was also found in prior 2012 and 2013 cohorts.

Table 5.3. 2014 High School Graduate 2014-2015 Semester Credit Hours in Higher Education

		HE Total	CC Total	Public Total	Private Total
RGV					
0CTE+	Mean SCH	22.72	18.19	25.70	21.67
1CTE+	Mean SCH	22.72	16.93	25.68	19.28
2CTE+	Mean SCH	22.90	17.40	25.65	18.73
Total	Mean SCH	22.80	17.54	25.67	19.89
	Min	1	1	3	11
	Max	84	84	46	36
Texas					
0CTE+	Mean SCH	22.67	18.29	26.50	17.93
1CTE+	Mean SCH	22.74	18.22	26.26	17.63
2CTE+	Mean SCH	22.41	17.87	25.88	17.65
Total	Mean SCH	22.63	18.18	26.33	17.84
	Min	0	0	1	1
	Max	84	84	67	38

Table 5.4. 2015 High School Graduate 2015-2016 Semester Credit Hours in Higher Education

		HE Total	CC Total	Public Total	Private Total
RGV					
0CTE+	Mean SCH	22.90	18.44	26.59	20.10
1CTE+	Mean SCH	22.54	16.79	25.91	18.61
2CTE+	Mean SCH	23.26	16.86	26.20	21.24
Total	Mean SCH	23.03	17.33	26.26	20.51
	Min	1	1	2	9
	Max	61	48	61	36
Texas					
0CTE+	Mean SCH	22.72	18.30	26.59	18.06
1CTE+	Mean SCH	22.54	18.13	26.40	17.39
2CTE+	Mean SCH	22.55	17.70	26.16	18.20
Total	Mean SCH	22.66	18.14	26.47	18.00
	Min	0.02	0.02	1	1
	Max	66	66	65	39

Trends in Transitional Enrollment, 2012-2015

Table 5.5 shows higher education enrollment for 2012-2015 cohorts the year after high school graduation. Trends find that while Texas and RGV LEAD areas sent somewhat similar proportions of students on to higher education (with a slight advantage to RGV), students in advanced CTE+ in the RGV area were far more likely to enroll in postsecondary education after high school. Rates for RGV graduates range from 60-63%.

Table 5.6 shows the breakdown of community college enrollment for the 2012, 2013, 2014, and 2015 cohorts. Texas and RGV districts send similar proportions of students to community colleges with slightly higher rates of enrollment for students who took one or more CTE+. Students in

Texas overall who were in advanced CTE+ were the most likely to attend community college (ranging between 33-36%).

Table 5.5. Enrollment in Higher Education Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	48%	49%	54%	51%
1CTE+	56%	54%	57%	53%
2CTE+	63%	63%	62%	60%
Total	55%	56%	58%	56%
Texas				
0CTE+	52%	51%	52%	51%
1CTE+	56%	55%	56%	53%
2CTE+	58%	57%	58%	56%
Total	54%	53%	54%	52%

Table 5.6. Enrollment in Community College Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	27%	27%	30%	28%
1CTE+	32%	30%	31%	31%
2CTE+	31%	31%	33%	31%
Total	30%	29%	32%	30%
Texas				
0CTE+	30%	30%	30%	29%
1CTE+	33%	32%	32%	31%
2CTE+	36%	35%	35%	33%
Total	32%	31%	31%	30%

Tables 5.7 and 5.8 depict university enrollment for each cohort. Public university enrollment was greater for RGV area participants than the state. Conversely, a larger proportion of students from the state enrolled in private institutions. Overall, smaller numbers of students (4%) transitioned to private universities and between 21-22% attended a public institution. Participation in an advanced CTE+ program is associated with higher rates of public university enrollment the year after high school, specifically for students in the RGV LEAD area. In all, over half of high school graduates were shown to enroll in higher education within a year and many took on employment. CTE+ participation in both Texas and the RGV LEAD increased the rate and type of postsecondary enrollment.

Table 5.7. Enrollment in Public University Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	24%	23%	25%	23%
1CTE+	29%	27%	29%	25%
2CTE+	35%	33%	32%	32%
Total	29%	28%	29%	28%
Texas				
0CTE+	20%	20%	21%	21%
1CTE+	22%	22%	23%	22%
2CTE+	23%	22%	24%	24%
Total	21%	21%	22%	22%

Table 5.8. Enrollment in Private University Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	1%	2%	2%	2%
1CTE+	1%	2%	2%	1%
2CTE+	2%	2%	2%	2%
Total	2%	2%	2%	2%
Texas				
0CTE+	4%	4%	4%	4%
1CTE+	4%	4%	4%	3%
2CTE+	3%	3%	3%	3%
Total	4%	4%	4%	4%

Workforce Participation

Workforce participation is measured for all graduated high school students, students enrolled in higher education, and students only working—those graduates who transitioned directly into the workforce. Tables 5.9 and 5.10 show workforce participation for each transition group across the 2014 and 2015 high school cohorts. It includes both the percent working and the mean salary for each group. Across both cohorts, students from Texas had a greater percentage of workforce participation than students coming from RGV backgrounds. This was true for both higher education enrollees with jobs and those only working.

Table 5.9. 2014 High School Graduates and 2014-2015 Working and Mean Salary

RGV	All Grads with Jobs		Grad in HE with Jobs		Grads with Jobs (no HE)	
	Percent	Salary	Percent	Salary	Percent	Salary
0CTE+	53%	\$6,370.88	60%	\$5,155.72	44%	\$8,289.83
1CTE+	58%	\$5,966.26	66%	\$5,090.17	48%	\$7,591.14
2CTE+	58%	\$6,155.90	64%	\$5,330.36	48%	\$7,922.16
Total	56%	\$6,177.79	63%	\$5,221.90	46%	\$7,970.63
Texas						
0CTE+	67%	\$7,762.24	74%	\$6,393.80	59%	\$9,632.02
1CTE+	69%	\$7,803.33	74%	\$6,786.47	61%	\$9,343.45
2CTE+	67%	\$8,181.87	72%	\$6,952.42	60%	\$10,232.91
Total	67%	\$7,849.43	74%	\$6,577.42	59%	\$9,687.02

Table 5.10. 2015 High School Graduates and 2015-2016 Working and Mean Salary

RGV	All Grads with Jobs		Grad in HE with Jobs		Grads with Jobs (no HE)	
	Percent	Salary	Percent	Salary	Percent	Salary
0CTE+	52%	\$6,545.48	59%	\$5,373.79	45%	\$8,134.10
1CTE+	55%	\$6,590.40	60%	\$5,468.73	49%	\$8,117.63
2CTE+	58%	\$6,316.59	62%	\$5,407.61	51%	\$8,012.35
Total	55%	\$6,435.79	61%	\$5,407.88	48%	\$8,074.29
Texas						
0CTE+	67%	\$7,608.24	74%	\$6,315.63	60%	\$9,256.46
1CTE+	68%	\$7,602.07	74%	\$6,399.64	62%	\$9,221.32
2CTE+	67%	\$7,602.73	72%	\$6,540.08	60%	\$9,261.06
Total	67%	\$7,606.31	74%	\$6,375.45	60%	\$9,252.71

Total RGV workforce participation averaged 55-56% while total Texas participation was 67%. Texas students, on average, were more likely to work after high school—with or without higher education. Slightly higher percentages of students who had participated in advanced CTE+ in RGV took a job after high school, regardless of postsecondary entrance or direct transition to the workforce.

Salaries across Texas were greater than those from students in RGV LEAD areas. This trend persisted across both graduating cohorts and all types of workforce involvement. Those entering straight into the workforce tended to make \$3,000-3,500 more than their peers in higher education. The data does not provide specificity enough to tell whether salaries were part-or full-time work

though all mean wages fell below HHS (Health and Human Services) poverty thresholds for a single person household (\$11,770 for 2015).²⁷

Graduates Enrolled in Higher Education and Working

Table 5.11. 2014 High School Graduates Enrolled in Higher Education and Working, 2014-2015

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	60%	16%	2%
1CTE+	66%	18%	2%
2CTE+	64%	19%	2%
Total	63%	18%	2%
Texas			
0CTE+	74%	25%	4%
1CTE+	74%	26%	4%
2CTE+	72%	25%	4%
Total	74%	25%	4%

Table 5.12. Wages of 2014 High School Graduates Enrolled in Higher Education, 2014-2015

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$5,155.72	\$4,922.73	\$810.51	\$329.99
1CTE+	Mean	\$5,090.17	\$4,828.77	\$885.39	\$350.05
2CTE+	Mean	\$5,330.36	\$5,065.61	\$834.34	\$337.73
Total	Mean	\$5,221.90	\$4,967.27	\$839.55	\$338.41
	Min	\$2.00	\$2.00	\$1.06	\$2.13
	Max	\$57,102.05	\$56,495.29	\$15,424.49	\$3,048.80
Texas					
0CTE+	Mean Salary	\$6,393.80	\$6,048.08	\$959.09	\$356.12
1CTE+	Mean	\$6,786.47	\$6,433.65	\$964.16	\$373.33
2CTE+	Mean	\$6,952.42	\$6,603.34	\$961.63	\$362.24
Total	Mean	\$6,577.42	\$6,229.73	\$960.53	\$360.43
	Min	\$0.15	\$0.15	\$0.07	\$0.45
	Max	\$6,679,586.98	\$6,675,838.50	\$40,360.10	\$9,940.24

Tables 5.11 and 5.13 depict the percentage of higher education students working multiple jobs. Tables 5.12 and 5.14 show salary information linked to these jobs. As above, Texas higher education students worked in greater proportions than their RGV peers. While both Texas and RGV areas had similar percentages of students taking on three jobs, Texas overall had more students working two jobs. There were no trends associated with CTE+ course participation in

²⁷ Office of the Assistant Secretary for Planning and Evaluation/U.S. Department of Health and Human Services. (2015). *2015 Poverty Guidelines*. Retrieved from <http://aspe.hhs.gov/2015-poverty-guidelines#thresholds>

Texas. In RGV districts for 2014 and 2015, CTE+ coursework was slightly associated with taking on an additional job while also enrolling in higher education.

Salary information shows that students enrolled concurrently in higher education benefitted from CTE+ participation; these students had higher wages, in both overall salary as well as salaries in their primary and secondary jobs. This trend was present in both cohorts and occurred both in Texas and in the RGV LEAD areas.

Table 5.13. 2015 High School Graduates Enrolled in Higher Education and Working, 2015-2016

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	59%	16%	2%
1CTE+	60%	18%	3%
2CTE+	62%	18%	3%
Total	61%	17%	2%
Texas			
0CTE+	74%	25%	4%
1CTE+	74%	25%	4%
2CTE+	72%	24%	4%
Total	74%	25%	4%

Table 5.14. Wages of 2015 High School Graduates Enrolled in Higher Education, 2015-2016

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$5,373.79	\$5,141.84	\$812.81	\$327.63
1CTE+	Mean	\$5,468.73	\$5,182.48	\$926.79	\$310.44
2CTE+	Mean	\$5,407.61	\$5,127.42	\$907.85	\$332.33
Total	Mean	\$5,407.88	\$5,140.70	\$884.88	\$327.41
	Min	\$0.01	\$0.01	\$0.01	\$0.38
	Max	\$170,085.00	\$170,085.00	\$13,687.14	\$3,795.75
Texas					
0CTE+	Mean Salary	\$6,315.63	\$5,952.75	\$1,007.86	\$388.04
1CTE+	Mean	\$6,399.64	\$6,029.18	\$1,018.41	\$427.79
2CTE+	Mean	\$6,540.08	\$6,165.60	\$1,051.64	\$422.63
Total	Mean	\$6,375.45	\$6,009.05	\$1,018.64	\$401.06
	Min	\$0.01	\$0.01	\$0.01	\$0.01
	Max	\$2,194,814.37	\$2,194,814.37	\$44,030.13	\$31,800.15

Graduates Enrolled in the Workforce Only

Not all students transitioned directly from high school into higher education. Many did not continue their education and thus were eligible to be viewed as an employee entering directly into

the workforce. Tables 5.15 and 5.17 show the percent of students who held a job within one year of graduation and who did not enroll in any form of postsecondary education. Lower percentages of graduates overall decided to enter the workforce only compared to those taking on jobs and postsecondary education. Of those transitioning directly to a job, several trends were apparent.

First, the continued trend in all the transitional workforce participation continued. Texas employed a greater proportion of its graduates than the RGV LEAD areas. Graduates from RGV districts had lower job enrollment than their Texas counterparts for all years; job participation for RGV graduates averaged 46-48% while participation from Texas graduates ranged from 59-60%. Both in the Texas and RGV LEAD areas, CTE+ participation was associated with greater job opportunities; graduates who had taken one or more CTE+ course in high school had greater rates of employment post high school. CTE+ participation did not impact whether or not graduates took on multiple jobs.

For those who transitioned directly into the workforce, their mean salary was somewhat larger than peers taking some form of postsecondary education, though still below living wages. Tables 5.16 and 5.18 illustrate income by CTE+ groups for the 2014 and 2015 cohorts. Much like other types of earners, Texas graduates out-earned their RGV counterparts overall. Mean salaries for RGV workers were between \$7,970-8,074 while Texas graduates earned between \$9,252-9,687 per year. Of students transitioning directly into the workforce, Texas students who participated in advanced CTE+ courses had greater salaries than other students. This trend was not found in RGV areas for either cohort.

Table 5.15. 2014 High School Graduates Enrolled in the Workforce Only, 2014-2015

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	44%	15%	2%
1CTE+	48%	16%	3%
2CTE+	48%	15%	2%
Total	46%	15%	2%
Texas			
0CTE+	59%	24%	5%
1CTE+	61%	26%	5%
2CTE+	60%	24%	4%
Total	59%	24%	5%

Table 5.16. Wages of 2014 High School Graduates Enrolled in the Workforce Only, 2014-2015

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$8,289.83	\$7,871.43	\$1,152.45	\$564.05
1CTE+	Mean	\$7,591.14	\$7,210.05	\$1,089.01	\$424.41
2CTE+	Mean	\$7,922.16	\$7,465.12	\$1,331.00	\$527.79
Total	Mean	\$7,970.63	\$7,545.35	\$1,208.87	\$514.29
	Min	\$6.74	\$6.74	\$0.37	\$0.98
	Max	\$114,750.00	\$114,750.00	\$14,466.39	\$8,270.25
Texas					
0CTE+	Mean Salary	\$9,632.02	\$9,081.95	\$1,252.15	\$438.29
1CTE+	Mean	\$9,343.45	\$8,769.56	\$1,292.49	\$408.32
2CTE+	Mean	\$10,232.91	\$9,689.11	\$1,275.11	\$435.31
Total	Mean	\$9,687.02	\$9,133.92	\$1,263.15	\$432.44
	Min	\$0.22	\$0.22	\$0.01	\$0.01
	Max	\$6,690,424.00	\$6,688,905.92	\$75,000.00	\$57,019.88

Table 5.17. 2015 High School Graduates Enrolled in the Workforce Only, 2015-2016

	No HE and Job	No HE and 2 Jobs	No HE and 3 Jobs
RGV			
0CTE+	45%	15%	2%
1CTE+	49%	19%	3%
2CTE+	51%	18%	3%
Total	48%	17%	3%
Texas			
0CTE+	60%	24%	5%
1CTE+	62%	26%	5%
2CTE+	60%	24%	4%
Total	60%	24%	5%

Table 5.18. Wages of 2015 High School Graduates Enrolled in the Workforce Only, 2015-2016

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$8,134.10	\$7,731.24	\$1,122.91	\$574.59
1CTE+	Mean	\$8,117.63	\$7,615.31	\$1,230.48	\$533.17
2CTE+	Mean	\$8,012.35	\$7,516.49	\$1,316.10	\$509.56
Total	Mean	\$8,074.29	\$7,608.96	\$1,235.42	\$532.85
	Min	\$2.00	\$2.00	\$0.01	\$3.63
	Max	\$108,692.2	\$108,692.2	\$16,238.62	\$9,460.69
Texas					
0CTE+	Mean Salary	\$9,256.46	\$8,700.75	\$1,282.25	\$432.51
1CTE+	Mean	\$9,221.32	\$8,672.48	\$1,240.33	\$476.11
2CTE+	Mean	\$9,261.06	\$8,720.46	\$1,275.93	\$444.51
Total	Mean	\$9,252.71	\$8,700.71	\$1,275.52	\$440.38
	Min	\$0.14	\$0.14	\$0.01	\$0.01
	Max	\$463,654.70	\$437,749.51	\$40,647.44	\$36,364.41

Trends in Workforce Participation, 2012-2015

For all cohorts of high school graduates—2012, 2013, 2014, and 2015—there were two types of workforce transitions the year after graduation, working while also pursuing higher education and entering straight into the workforce. Table 5.19 and 5.20 show the cohort trends for students who took on both higher education and employment opportunities. Students in Texas, overall, were employed at higher rates than in RGV LEAD areas. While participation in CTE+ coursework in high school showed no advantage in Texas numbers, it did slightly impact employment at the RGV level, increasing the rate of employment for both 1CTE+ and 2CTE+ students across all cohorts. Table 5.20 shows that while CTE+ did not significantly impact the rate of employment, it did impact the amount which graduates were paid. Trends suggest that across both RGV and Texas CTE+ is associated with higher proportional salaries.

Table 5.19. Postsecondary Enrollment and Workforce Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	60%	58%	60%	59%
1CTE+	63%	64%	66%	60%
2CTE+	63%	63%	64%	62%
Total	62%	62%	63%	61%
Texas				
0CTE+	73%	74%	74%	74%
1CTE+	73%	74%	74%	74%
2CTE+	72%	72%	72%	72%
Total	73%	73%	74%	74%

Table 5.20. Salaries for Postsecondary Enrollment and Workforce Post High School

	2012	2013	2014	2015
RGV				
0CTE+	\$5,019.27	\$4,478.26	\$5,155.72	\$5,373.79
1CTE+	\$4,917.88	\$4,855.54	\$5,090.17	\$5,468.73
2CTE+	\$4,923.94	\$5,004.30	\$5,330.36	\$5,407.61
Total	\$4,953.94	\$4,812.89	\$5,221.90	\$5,407.88
Texas				
0CTE+	\$5,696.60	\$5,847.41	\$6,393.80	\$6,315.63
1CTE+	\$5,700.60	\$5,863.77	\$6,786.47	\$6,399.64
2CTE+	\$6,029.73	\$6,083.88	\$6,952.42	\$6,540.08
Total	\$5,763.53	\$5,902.14	\$6,577.42	\$6,375.45

Table 5.21. Workforce Participation Only Post High School Transition Year

	2012	2013	2014	2015
RGV				
0CTE+	46%	45%	44%	45%
1CTE+	46%	46%	48%	49%
2CTE+	48%	47%	48%	51%
Total	46%	46%	46%	48%
Texas				
0CTE+	57%	58%	59%	60%
1CTE+	58%	60%	61%	62%
2CTE+	58%	59%	60%	60%
Total	57%	58%	59%	60%

Tables 5.21 and 5.22 show the workforce participation information of those graduates who entered directly into the workforce—those that only entered the workforce. While trends persisted across all cohorts in Texas students having higher rates of employment, these types of graduates experienced proportionally lower employment than their peers who were also attempting higher education experiences. CTE+ provided for an advantage in employment in both Texas and RGV areas. While fewer graduates proportionally were working, they had larger salaries. Salaries grew over time but there were few trends associated with CTE+ participation.

In all these results suggest the majority of graduates entered the workforce. Of those who worked and studied, CTE+ provided benefits in employment and salary potential. Those who entered directly into the workforce were more likely to find a job if they had participated in an advanced CTE+ program.

Table 5.22. Salaries for Workforce Participation Only Post High School

	2012	2013	2014	2015
RGV				
0CTE+	\$7,648.24	\$7,579.59	\$8,289.83	\$8,134.10
1CTE+	\$6,913.50	\$7,470.48	\$7,591.14	\$8,117.63
2CTE+	\$7,516.23	\$7,460.42	\$7,922.16	\$8,012.35
Total	\$7,419.46	\$7,510.11	\$7,970.63	\$8,074.29
Texas				
0CTE+	\$8,277.29	\$8,671.43	\$9,632.02	\$9,256.46
1CTE+	\$8,112.52	\$8,546.86	\$9,343.45	\$9,221.32
2CTE+	\$8,446.43	\$8,891.93	\$10,232.91	\$9,261.06
Total	\$8,273.03	\$8,688.55	\$9,687.02	\$9,252.71

SECTION VI: POSTSECONDARY ENROLLMENT

Each graduating cohort, 2012-2015, was tracked against higher education enrollment, both in the year following high school graduation and over time. While transitional enrollment was compared across cohorts, enrollment over time differed for each cohort and thus offers fewer areas for direct comparisons. Every graduating cohort has been paired with postsecondary attendance from the first summer after their graduation date to the spring of 2016. For the 2012 cohort this translates to four years of postsecondary study; for the 2015 cohort it is only one year of study in higher education. Enrollment in higher education overall, as well as by type of institution, is provided.

Enrollment Over Time

Table 6.1. 2012 High School Graduates Four-Year Higher Education Enrollment, Summer 2012-Spring2016

	Enrolled SU12-SP16	Community College	Public University	Private University	Mean Total SCH
RGV					
0CTE+	57%	41%	29%	2%	61.77
1CTE+	64%	46%	35%	2%	64.29
2CTE+	71%	47%	41%	3%	69.93
Total	64%	44%	35%	2%	65.56
Texas					
0CTE+	60%	48%	28%	5%	64.39
1CTE+	65%	52%	31%	5%	65.36
2CTE+	66%	53%	31%	4%	65.21
Total	62%	49%	29%	5%	64.76

Note. While not broken down in the chart, an additional 846 students enrolled in health-related institutions over the enrollment period.

Tables 6.1-6.4 display enrollment data for each high school cohort. Students are grouped by the number of advanced CTE+ courses they took in high school. Advanced CTE+, or CTE+ courses, are those which also count for college credit through either Dual Credit (DC) or Advanced Technical Credit (ATC). Enrollment over time suggests that most students who entered higher education were doing so within a year of high school graduation. Transitional enrollment in higher education for all cohorts ranged from 52-54% across Texas and 55-58% in RGV LEAD areas (see section 5 for more details). Rates for the 2015 cohort mirrored these numbers as this cohort had only one year of enrollment since high school graduation (see Table 6.4). Cohorts improved postsecondary access over time, though. The 2012 cohort had four years of postsecondary enrollment and showed an overall attendance rate of 62% with 64% in RGV areas. The 2013 cohort had a similar rate of postsecondary enrollment (60-61%). These numbers suggest that some students delayed entrance into higher education.

Table 6.2. 2013 High School Graduates Three-Year Higher Education Enrollment, Summer 2013-Spring2016

	Enrolled SU13-SP16	Community College	Public University	Private University	Mean Total SCH
RGV					
0CTE+	55%	37%	26%	2%	51.61
1CTE+	60%	40%	30%	2%	54.44
2CTE+	68%	43%	37%	3%	56.72
Total	61%	40%	32%	2%	54.56
Texas					
0CTE+	58%	45%	25%	5%	52.86
1CTE+	62%	48%	29%	4%	53.77
2CTE+	64%	50%	28%	3%	53.01
Total	60%	46%	27%	4%	53.09

Note. While not broken down in the chart, an additional 536 students enrolled in health-related institutions over the enrollment period.

Within each cohort, students who participated in advanced CTE+ (2CTE+) had greater proportional enrollment in higher education—especially within RGV LEAD areas. The largest ratio of any student grouping to enroll in a higher education institution was from RGV LEAD 2CTE+ students. In the 2012 cohort this was as high as 71%; the 2013 cohort had a similar rate of enrollment at 68%.

Texas showed higher enrollment in community colleges within each cohort. But, clear trends were seen in both Texas and RGV LEAD 2CTE+ students. Advanced CTE+ students were more likely to enroll at the community college across Texas and in the Valley at a rate of 2-4% higher than their peers.

Advanced CTE+ also advantaged public university enrollment as well. RGV LEAD areas had higher rates of postsecondary enrollment at the university level across all cohorts, regardless of the number of years of postsecondary access. Advanced CTE+ students from the RGV had the greatest rate of public university enrollment: 41% for the 2012 cohort, 37% in the 2013 cohort, 33% for 2014, and 32% for the 2015 cohort. As all cohorts had similar transitional enrollment (32-35%), these numbers indicate that more students from RGV 2CTE+ enrolled in (perhaps even transferring up to) public universities over time.

Private university enrollment in all cohorts was small and similar in size across groups and cohorts; and also similar to transitional enrollment information. This indicates little growth in postsecondary enrollment over time. Texas students enrolled in private institutions at slightly higher rates than RGV LEAD students. Further, there were no discernible trends linking CTE+ with private institution enrollment.

Table 6.3. 2014 High School Graduates Two-Year Higher Education Enrollment,
Summer 2014-Spring2016

	Enrolled SU14-SP16	Community College	Public University	Private University	Mean Total SCH
RGV					
0CTE+	57%	36%	26%	2%	39.55
1CTE+	61%	39%	30%	3%	39.50
2CTE+	65%	40%	33%	2%	40.09
Total	61%	38%	30%	2%	39.79
Texas					
0CTE+	57%	41%	24%	4%	39.27
1CTE+	61%	43%	26%	4%	39.59
2CTE+	63%	45%	27%	3%	39.19
Total	59%	42%	25%	4%	39.31

Note. While not broken down in the chart, an additional 97 students enrolled in health-related institutions over the enrollment period.

Table 6.4. 2015 High School Graduates One-Year Higher Education Enrollment,
Summer 2015-Spring2016

	Enrolled SU14-SP16	Community College	Public University	Private University	Mean Total SCH
RGV					
0CTE+	51%	28%	23%	2%	22.90
1CTE+	53%	31%	25%	1%	22.54
2CTE+	60%	31%	32%	2%	23.26
Total	56%	30%	28%	2%	23.03
Texas					
0CTE+	51%	29%	21%	4%	22.72
1CTE+	53%	31%	22%	3%	22.54
2CTE+	56%	33%	24%	3%	22.55
Total	52%	30%	22%	4%	22.66

Note. While not broken down in the chart, an additional 22 students enrolled in health-related institutions over the enrollment period.

SECTION VII: DEVELOPMENTAL NEED

Many students enter higher education unprepared or underprepared for the rigors of coursework. Developmental Education (DE) provides non-credit remediation to help make students college-ready. Developmental education is an umbrella term that defines any assistance, whether it falls in the regular semester schedule or not, which helps prepare a student for credit-bearing courses. Its purposes are to help provide the necessary academic supports to improve basic skills and competencies in subject areas—usually mathematics, reading, and writing.

Metrics for this area were only compiled for high school students enrolled in higher education. Developmental coursework was tracked by combining information on college readiness, developmental enrollment, and course schedules during the summer, fall, and spring semesters at all postsecondary institutions.²⁸ Outcomes gathered from DE data include college readiness indicators (collected before and at the close of each semester), overall DE enrollment, DE enrollment by subject (math, reading, and writing), and the level of DE courses taken by subject (low, medium, and high).

2012-2015 cohorts each have information, though the number of years of developmental enrollment varies. For example, the 2012 cohort has four years of postsecondary enrollment and developmental education data while the 2014 cohort only has two (and the 2015 cohort has one). As cohorts have differing enrollment time periods, few direct comparisons are made.

College Readiness

College readiness is the concept where a student is ready academically for a college-level class, or credit-bearing course. For the purposes of this report college readiness is defined in terms of rules set by the Texas Success Initiative (TSI). The TSI sets standards for college readiness and requires students meet those standards before taking credit-bearing courses in core subjects. Standards are met by scores on high school exit exams, college entrance tests, or specially designed assessments for readiness. The TSI sets minimum requirements for math, reading, and writing at the state-level (though institutions may set higher requirements).²⁹ The TSI refers to both the complex set of state

²⁸ For different postsecondary enrollment years, the coding of developmental education changed. This is due to its somewhat complicated calculation from multiple data sources and changing data collection requirements over time. From 2009-2011 DE was calculated from one data source (CBM002); from 2011 onward two data sets for each institution and semester were combined (CBM 002 and CBM00S). Starting in 2014 the state introduced a data set which held TSI information and changed collection requirements from other, previous files. As such, estimates of developmental participation may slightly vary from year-to-year. And, the levels for DE data do not exist for the 2014-2015 academic year.

²⁹ Requirements for meeting TSI obligations are as follows:

- A prior earned degree (AA or BA) from an accredited institution;
- Transfer student from a private, independent, or out-of-state higher education institution;
- Active or veteran military;
- Grandfathered exemptions;
- Active ACT/SAT/STAAR/TAKS scores valid for exemption for five years from the qualifying test date (exit-level state accountability tests are valid for three years). Portions of these test may exempt a student from all TSI standards or only the subject area. Standards are:

minimum requirements and the tracking protocols for developmental students. TSI is measured before classes start at the beginning of a semester. And, TSI is also rechecked at the close of a semester, evaluating if the student has gained college readiness to move forward with college courses.

Table 7.1. Students Failing to Meet TSI DE Requirements, 2012 High School Cohort

RGV						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	27%	12%	21%	9%	23%	10%
1CTE+	28%	10%	20%	7%	22%	8%
2CTE+	27%	8%	19%	6%	21%	6%
Total	27%	10%	20%	7%	22%	8%
Texas						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	23%	10%	14%	4%	16%	5%
1CTE+	23%	10%	14%	4%	15%	5%
2CTE+	25%	10%	14%	4%	16%	5%
Total	24%	10%	14%	4%	16%	5%

Tables 7.1-7.4 show the TSI information for each high school cohort. TSI charts report upon two percentages for each cohort. In the columns labeled “No TSI Before”, the numbers show the percentage of students who, at some point, were found to not have met the TSI requirement in that

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- ACT: Composite score of 23 with a minimum of 19 on the English and/or the mathematics tests shall exempt them for the corresponding sections,
 - SAT: Combined critical reading and mathematics score of 1070 with a minimum of 500 in each section to for each subject for exemption (THECB has no clear standard on writing portions),
 - STAAR: Minimum score of 2000 on the English III reading and/or writing test (which was administered together through spring 2013) and/or a minimum score of 4000 on the Algebra II test for each subject,
 - TAKS: Minimum scale score of 2200 on math or English-Language-Arts sections and a writing score of 3 for each subject;
 - AP/IB/Dual-Credit: Satisfactory completion of college-level coursework in a subject related field;
 - THEA/TASP: Math - 230; Reading - 230; Writing - 220. The TASP Passing Standards are 220 for all test sections prior to September 1, 1995.
 - ASSET: Elementary Algebra - 38; Reading Skills - 41; Written Essay - 6 (raw score); Writing Skills (objective) - 40
 - COMPASS: Algebra - 39; Reading Skills - 81; Written Essay - 6 (raw score); Writing Skills (objective) - 59
 - MAPS: Elementary Algebra - 613; Reading Comprehension - 114; Written Essay - 6 (raw score); Conventions of Written English - 310
 - ACCUPLACER: Elementary Algebra - 63; Reading Comprehension - 78; Written Essay - 6 (raw score); Sentence Skills - 80
 - The passing standard for the written essay portion of all tests is a score of 6 (raw score). However, if the student meets the objective writing test standard, an essay score of 5 will pass.

Texas Higher Education Coordinating Board (THECB). (2015). *CBM reporting manuals*. Retrieved from <http://www.txhighereddata.org/index.cfm?objectId=3874B639-B8B5-1533-24CEAC194113B058>

specific subject area. The second column, labeled “No TSI After”, refers to the percentage of students who at the end of term had still not met the TSI requirement. Since data represents a cohort over time, this variable was created as such that if they had not met their requirement in one semester—but did in a following semester—the end result would be that they had satisfied their TSI requirement. “No TSI After” refers only to students who had not been recorded as completing what was required to meet the TSI by the endpoint of enrollment—for the 2012 cohort the time would be between 2012 and 2016, for the 2014 cohort the time would be between 2014 and 2016.

Table 7.2. Students Failing to Meet TSI DE Requirements, 2013 High School Cohort

RGV						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	28%	18%	28%	16%	31%	17%
1CTE+	26%	16%	25%	13%	28%	14%
2CTE+	22%	11%	21%	10%	25%	11%
Total	25%	15%	25%	13%	28%	14%
Texas						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	26%	13%	22%	7%	23%	8%
1CTE+	24%	13%	20%	7%	21%	8%
2CTE+	26%	13%	23%	7%	23%	8%
Total	26%	13%	22%	7%	22%	8%

Table 7.3. Students Failing to Meet TSI DE Requirements, 2014 High School Cohort

RGV						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	30%	26%	26%	16%	26%	12%
1CTE+	29%	23%	23%	17%	23%	12%
2CTE+	28%	22%	22%	15%	22%	10%
Total	29%	23%	23%	16%	23%	11%
Texas						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	25%	17%	17%	15%	17%	7%
1CTE+	25%	17%	17%	15%	17%	7%
2CTE+	27%	19%	19%	15%	19%	8%
Total	26%	17%	17%	15%	17%	7%

When looking at math preparedness across cohorts, many students failed to meet the minimum standards for credit-bearing courses, both in RGV districts and across the state (25-40% of RGV students and 24-37% of all Texas students). The RGV LEAD area had slightly higher ratios of students failing to meet the TSI in math, but proportions were not largely different for each cohort. There were no discernible trends in CTE+ participation and TSI status. Students who took one or more advanced CTE+ in high school had similar college readiness to the overall average. For mathematics, TSI status at the end of enrollment signified that over half of students who were identified as previously needing developmental remediation eventually met the TSI requirement—either at the end of that semester or during another. For example, those in the 2012 cohort still had 10% of students who had not met requirements for credit-bearing courses at the end of the 2016 term (down from 27% for RGV and 24% overall) (see Table 7.1).

Reading and writing TSI requirements had similar features. In both subject areas, RGV LEAD areas showed greater numbers of students in need of remediation. Students who participated in advanced CTE+ had a slight advantage as they were less likely to fail the TSI standard and meet college ready requirements. In the 2015 cohort 25% of the state failed the TSI reading (29% in RGV areas). In the RGV LEAD areas those with no CTE+ had a TSI before ratio of 34% while those with 2CTE+ had a 26% rate, similar to the state average (see Table 7.4).

In all, numbers showed that high proportions of students were found to be in need of developmental remediation. Somewhere around a half of those students who were identified ended up meeting CCR (or TSI) requirements by the end of the postsecondary enrollment period. A large gap still persists in each cohort (greater than 10% in some areas); students deemed unready for college continued to be unable to meet the requirements to take credit-bearing courses.

Table 7.4. Students Failing to Meet TSI DE Requirements, 2015 High School Cohort

RGV						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	43%	27%	34%	19%	31%	18%
1CTE+	39%	24%	28%	17%	28%	16%
2CTE+	38%	23%	26%	14%	25%	13%
Total	40%	24%	29%	16%	27%	15%
Texas						
	Math		Reading		Writing	
Code	No TSI Before	No TSI After	No TSI Before	No TSI After	No TSI Before	No TSI After
0CTE+	37%	25%	25%	12%	24%	12%
1CTE+	37%	25%	24%	12%	23%	12%
2CTE+	39%	25%	26%	12%	25%	13%
Total	37%	25%	25%	12%	24%	12%

Developmental Participation

Though many students were found to be in need of DE, not all students enrolled in courses. Tables 7.5-7.8 show DE enrollment for each high school cohort. Importantly, not all students enrolled at the beginning of their career either. For high school students who were graduated in 2013 and enrolled in postsecondary education within a year of their graduation, 27% of them enrolled in developmental coursework, 17% in RGV districts (see Appendix C). During the greater range of their higher education career though—between summer of 2013 and spring 2016—28% enrolled in developmental work (19% in RGV). These differences show the importance of following students for multiple years as some students put off their DE courses.

Table 7.5. Developmental Enrollment by Subject, 2012 High School Cohort

	Overall DE	Math DE	Reading DE	Writing DE
RGV				
0CTE+	15%	12%	4%	4%
1CTE+	16%	13%	4%	4%
2CTE+	16%	13%	3%	4%
Total	16%	13%	4%	4%
Texas				
0CTE+	20%	17%	4%	5%
1CTE+	20%	17%	4%	4%
2CTE+	20%	17%	4%	5%
Total	20%	17%	4%	5%

Table 7.6. Developmental Enrollment by Subject, 2013 High School Cohort

	Overall DE	Math DE	Reading DE	Writing DE
RGV				
0CTE+	21%	14%	7%	7%
1CTE+	19%	13%	7%	7%
2CTE+	18%	12%	6%	7%
Total	19%	13%	7%	7%
Texas				
0CTE+	28%	22%	9%	10%
1CTE+	28%	22%	8%	9%
2CTE+	29%	21%	10%	11%
Total	28%	22%	9%	10%

Tables 7.5-7.8 provide the participation rates of DE over the course of enrollment in higher education. For each cohort, that includes the summer after graduation until the spring of 2016. Developmental participation includes any no-credit semester course as well “flex” courses that start and end at different times during the semester, and any other “alternative” courses or

interventions the state tracks.³⁰ Tables outline total and subject participation in DE including mathematics, reading, and writing (but discluding study skills, and ESL which are sometimes considered as DE).

For the 2012 cohort—which had four years of postsecondary and developmental enrollment—20% of students overall participated in a DE course. Students in RGV LEAD areas had slightly less participation at 16% (see Table 7.5). This was the inverse of developmental need (24% for the state and 27% for RGV) suggesting greater proportions of students in need of DE did not take a developmental course. In mathematics DE, the trend was similar with RGV areas having only 13% participation compared to 17% total. Both RGV and Texas had between 4-5% complete a reading and/or writing DE course. In this cohort, as well as all others, there were few trends to suggest advanced CTE+ played a role in DE participation.

Developmental participation grew over time, including greater proportions of students in later cohorts. Trends between RGV and the state remained as RGV LEAD areas consistently enrolled fewer students into DE courses, despite previous findings of greater need according to TSI requirements. Few CTE+ differences were found and were not replicated in subjects or across cohorts.

For the 2015 cohort there was only one year of enrollment and developmental information (see Table 7.8). Numbers show more students were participating in DE courses: 30% for the state and 35% for RGV. Numbers increased in the subject areas as well. In Texas, 25% of students who transitioned to postsecondary education a year after high school took a math DE course; this number was 29% for RGV LEAD areas. Of those transitioning within a year, 10-12% took developmental reading and/or writing across the state while 15-18% enrolled in DE reading/writing from RGV areas.

Table 7.7. Developmental Enrollment by Subject, 2014 High School Cohort

	Overall DE	Math DE	Reading DE	Writing DE
RGV				
0CTE+	20%	15%	7%	5%
1CTE+	19%	15%	6%	5%
2CTE+	20%	15%	6%	5%
Total	20%	15%	6%	5%
Texas				
0CTE+	23%	17%	8%	7%
1CTE+	22%	17%	7%	7%
2CTE+	23%	17%	8%	8%
Total	23%	17%	8%	7%

³⁰ While these areas are recorded by the state, each institution varies in their definition of courses (and course numbers), flex plans and semester credit hours, and alternative developmental coursework. For more information you can view the THECB yearly Developmental Education Program Survey (DEPS).

Table 7.8. Developmental Enrollment by Subject, 2015 High School Cohort

	Overall DE	Math DE	Reading DE	Writing DE
RGV				
0CTE+	38%	31%	22%	17%
1CTE+	36%	30%	17%	15%
2CTE+	33%	28%	15%	13%
Total	35%	29%	18%	15%
Texas				
0CTE+	30%	24%	12%	10%
1CTE+	29%	24%	11%	10%
2CTE+	31%	25%	13%	11%
Total	30%	25%	12%	10%

Developmental Education Levels

For students who enrolled in DE, there were various levels of courses which signified distance from CCR. These were tracked along with DE participation.³¹ Low-, medium-, and high-level course participation rates are given for those who enrolled in the three DE subjects:

- *Low-level* courses are those which are considered the most basic and fundamental of classes;
- *Medium or mid-level* courses include introductory material and intermediate courses (e.g., math medium courses would include introductory algebra where a low-level course would be exemplified by pre-algebra); and
- *High-level* courses are those closest to college-level work; they are considered pre-college (e.g., for math, this would include classes like intermediate algebra).

Education levels were calculated for all students who enrolled in that particular DE subject. Students were able to take one course or many—of differing levels—in order to meet their DE requirements. Tables 7.9-7.11 show the levels of DE for each subject by high school graduating cohort. With only a few small distinctions, each cohort exhibited similar trends in course taking. In math, reading, and writing the largest percentages of students taking DE coursework was for the highest level of courses (those considered pre-college). Lower percentages of students needed mid-level DE in all subjects, and the smallest amount of students enrolled in the lowest-level of courses across math, reading, and writing.

One difference was the participation rates of RGV LEAD students in DE writing. In the 2012 cohort, more students enrolled in mid-level courses than the highest DE level (44% vs. 38%)—

³¹ Due to changes in data and coding, levels of DE subjects were not tracked for the summer 2015-spring 2016 term. Students with missing information on level of DE were not included in analysis but it does mean fewer students were used to create the rates of participation. If this caused a bias in the information it would appear, most likely, in later cohorts (2014 cohort). No information was recorded for the 2015 cohort as all DE students had missing DE level information.

34% of students across Texas enrolled in a medium DE writing while 61% of DE writing participants took a high-level course. In 2013 DE writing was dissimilar as well. Few RGV LEAD students participated in the highest level of DE writing (28% compared to 57% for the state). 2014 cohort students had higher participation rates in high-level DE writing but the largest numbers participated in the lowest DE writing category.

Few trends were seen with participation in advanced CTE+ courses but those students who took no CTE+ in high school tended to have average or higher participation in the lowest DE courses in all subjects, especially math. This may suggest that CTE+ provides some measure of readiness to keep students from repeating basic skills in higher education.

Table 7.9. Levels of Developmental Participation by Subject, 2012 High School Cohort

RGV									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	33%	41%	61%	26%	46%	52%	52%	48%	29%
1CTE+	30%	46%	62%	36%	54%	57%	52%	44%	38%
2CTE+	32%	37%	68%	38%	47%	53%	60%	39%	46%
Total	32%	41%	64%	33%	49%	54%	55%	44%	38%
Texas									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	32%	37%	71%	36%	34%	59%	38%	34%	61%
1CTE+	30%	35%	73%	33%	36%	60%	39%	33%	61%
2CTE+	29%	38%	72%	35%	38%	59%	38%	36%	63%
Total	31%	37%	71%	35%	35%	59%	38%	34%	61%

Table 7.10. Levels of Developmental Participation by Subject, 2013 High School Cohort

RGV									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	43%	45%	48%	20%	46%	38%	45%	30%	27%
1CTE+	38%	43%	49%	20%	47%	42%	39%	32%	31%
2CTE+	39%	37%	58%	19%	46%	49%	50%	26%	28%
Total	40%	41%	52%	19%	46%	44%	46%	29%	28%
Texas									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	43%	37%	66%	40%	33%	55%	43%	30%	57%
1CTE+	41%	36%	68%	34%	35%	56%	41%	30%	57%
2CTE+	43%	40%	68%	41%	39%	60%	46%	33%	60%
Total	42%	37%	67%	39%	35%	56%	43%	31%	57%

Table 7.11. Levels of Developmental Participation by Subject, 2014 High School Cohort

RGV									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	63%	46%	54%	8%	38%	54%	71%	16%	36%
1CTE+	54%	44%	66%	9%	44%	70%	53%	21%	61%
2CTE+	62%	36%	69%	17%	41%	69%	56%	18%	58%
Total	61%	41%	64%	13%	41%	65%	60%	18%	52%
Texas									
	Math			Reading			Writing		
Code	Low	Med	High	Low	Med	High	Low	Med	High
0CTE+	39%	31%	86%	43%	30%	86%	35%	24%	75%
1CTE+	39%	32%	86%	37%	33%	86%	37%	26%	81%
2CTE+	46%	33%	85%	46%	38%	86%	47%	29%	82%
Total	41%	32%	86%	43%	32%	86%	38%	25%	77%

SECTION VIII: POSTSECONDARY ATTAINMENT

This section covers the attainment of a postsecondary credential by each high school cohort, 2012-2015. Numbers are presented as the percent of students who graduated high school and then went on to gain a higher education degree. Each high school graduating class was tracked against higher education graduating data to determine whether or not they had completed a program, what degree/certificate they received, and what time to degree they had taken. Postsecondary graduation was compiled along a yearly basis as well as summed across years. Older high school cohorts have more connected years of higher education data, thus have larger and more complete information on attainment.

The first section shows higher education attainment by year, including degree attainment concurrent with high school graduation. The second section goes into more depth; it breaks down postsecondary degrees by the type of credential received: certificate, associate's degree, or bachelor's degree.

Postsecondary Graduation

Tables 8.1-8.4 show the higher education completion data for all high school cohorts. Each cohort is defined by how long they had the opportunity to access higher education. Completion rates are broken down by regions and course groupings. Course grouping are differentiated by the number of advanced CTE+ (courses where students earn both CTE and college credit). For each cohort, total higher education completion is presented along with a yearly summation; the earliest year represents higher education graduation concurrent with high school completion.

Table 8.1. Percent of Students Gaining a Higher Education Credential by Year, 2012 HS Cohort

	HE Grad Total	2012 HE&HS Grad	2013 HE Grad	2014 HE Grad	2015 HE Grad	2016 HE Grad
RGV						
0CTE+	13%	1%	1%	2%	4%	8%
1CTE+	16%	2%	1%	2%	4%	10%
2CTE+	22%	6%	1%	2%	5%	11%
Total	17%	3%	1%	2%	4%	10%
Texas						
0CTE+	17%	<1%	<1%	2%	4%	12%
1CTE+	18%	1%	1%	2%	4%	12%
2CTE+	19%	2%	1%	3%	5%	11%
Total	17%	1%	<1%	2%	4%	12%

Table 8.1 tabulates higher education attainment for the 2012 cohort, the group with four years of postsecondary access. Seventeen percent of the total cohort completed some form of postsecondary credential, representing 28% of students who had enrolled in higher education (see Appendix C for more on total and enrolled rates of attainment). For students from RGV LEAD areas, a similar

proportion of students gained a degree (17%), representing only 26% of those who had enrolled in higher education. Results suggest less than one-fourth of students received a postsecondary degree even though larger numbers of student enrolled and participated in higher education courses.

Findings from the 2012 cohort depict differences between the RGV LEAD area and Texas (see Table 8.1). Those differences were due to participation in advanced CTE+ (2CTE+). RGV LEAD students who did not take CTE+ courses had the lowest rates of postsecondary attainment. RGV students who participated in advanced CTE+ in high school were more likely to earn a degree concurrent with high school graduation, and more likely to earn a degree overall. Six percent of RGV LEAD students from 2CTE+ earned a degree concurrent with high school graduation—compared to 3% for the RGV average and 1% for the Texas average. Within four years, 22% of RGV students in the advanced CTE+ category earned a credential, compared to the state and regional average of 17%. Across the state, CTE+ may have provided a slight advantage in completing a postsecondary credential as well (19% for 2CTE+ compared to 17% overall).

Table 8.2. Percent of Students Gaining a Higher Education Credential by Year, 2013 HS Cohort

	HE Grad Total	2013 HE&HS Grad	2014 HE Grad	2015 HE Grad	2016 HE Grad
RGV					
0CTE+	7%	2%	1%	2%	4%
1CTE+	8%	2%	1%	2%	5%
2CTE+	13%	6%	1%	3%	5%
Total	9%	3%	1%	2%	5%
Texas					
0CTE+	7%	<1%	<1%	2%	4%
1CTE+	7%	1%	<1%	2%	5%
2CTE+	10%	3%	1%	3%	5%
Total	7%	1%	<1%	2%	4%

Numbers were the largest for the 2012 cohort as they had four years of postsecondary access; the highest postsecondary graduation rates occurred in the fourth year. Other years displayed similar trends but had less enrollment and completion information. Tables 8.2-8.4 show the graduation rates of other cohorts. Similar percents of students were graduated between Texas and RGV areas in the 2013 cohort, much like the 2012 cohort. In more recent cohorts, RGV LEAD areas graduated greater proportions of students. For example, the 2014 cohort had an overall graduation rate of 4% after two years postsecondary access compared to 8% for the RGV LEAD region.

Much of the RGV LEAD’s advantage in higher education completion is attributable to students completing a degree concurrent with their high school graduation. In all cohorts 3-5% of RGV students left high school with a postsecondary credential; this is compared to 1% for the state across all cohorts.

Advanced CTE+ also impacted higher education graduation. Students who participated in two or more CTE+ courses in high school had higher rates of postsecondary attainment, both across the state and in RGV areas. In RGV LEAD districts, advanced CTE+ was associated with a higher overall graduation rate and a significantly higher rate of postsecondary completion concurrent with a high school diploma. RGV LEAD area students in the 2CTE+ grouping had a 6-8% higher education/high school graduation rate.

Table 8.3. Percent of Students Gaining a Higher Education Credential by Year, 2014 HS Cohort

	HE Grad Total	2014 HE&HS Grad	2015 HE Grad	2016 HE Grad
RGV				
0CTE+	6%	2%	1%	3%
1CTE+	7%	4%	1%	2%
2CTE+	11%	8%	1%	2%
Total	8%	5%	1%	2%
Texas				
0CTE+	3%	<1%	<1%	3%
1CTE+	4%	1%	1%	3%
2CTE+	7%	3%	1%	3%
Total	4%	1%	1%	3%

Table 8.4. Percent of Students Gaining a Higher Education Credential by Year, 2015 HS Cohort

	HE Grad Total	2015 HE&HS Grad	2016 HE Grad
RGV			
0CTE+	2%	2%	1%
1CTE+	5%	5%	1%
2CTE+	9%	8%	2%
Total	6%	5%	1%
Texas			
0CTE+	1%	<1%	1%
1CTE+	2%	1%	1%
2CTE+	4%	4%	1%
Total	2%	1%	1%

All cohorts showed a small spike in higher education graduation concurrent with a high school diploma. This was followed by low rates of postsecondary completion one year after high school. Following years moved towards growing proportions of students completing a postsecondary credential.

Postsecondary Credentials

All credentials awarded by a higher education institution counted as a graduation, but three specific types of credentials were tracked for further analysis: certificates, associate’s degrees, and bachelor’s degrees. These three forms of degrees were counted across all institution types including community colleges, public and private universities, and health related institutions. Below are examples of each type of credential:

- *Certificates*: Advanced Technology Certificates (ATCs), Level 1 Certifications (15-42 SCH), Level 2 Certifications (43-59 SCH), or Level 3 Enhanced Skills Certificates;
- *Associate’s Degrees (AD)*: Associate of Arts (AA), Associate of Applied Arts (AAA), Associate of Applied Science (AAS), Associate of Arts in Teaching (AAT), and Associate of Science (AS) degrees, as well as others defined by the institution; and
- *Bachelor’s Degrees (BD)*: All forms of Bachelor of Arts (BA) and Bachelor of Science (BS) degrees as well as the Bachelor of Applied Technology (BAT).

In addition to the type of credential, time to degree was also measured. Time to degree is defined as the normal timeframe typically assumed to complete a degree or certificate (two years for an associate’s degree and four years for a bachelor’s degree). The percentage is taken from all students completing that specific degree requirement. Time to degree is only measured where it is possible given the length of time the high school cohort had postsecondary access.

Table 8.5. Postsecondary Credentials by Type, 2012 High School Cohort

	Certificate	Associate’s Degree	Normal Completion Timeframe for AA	Bachelor’s Degree
RGV				
0CTE+	2%	5%	35%	7%
1CTE+	2%	6%	38%	8%
2CTE+	6%	7%	39%	11%
Total	4%	6%	37%	8%
Texas				
0CTE+	2%	5%	26%	10%
1CTE+	2%	6%	30%	10%
2CTE+	3%	8%	35%	9%
Total	2%	6%	29%	10%

Note. 100% of students who gained a bachelor’s degree by 2016 in the 2012 cohort did so in the normal timeframe for that degree type.

Tables 8.5-8.8 describe each high school cohorts’ attainment of specific higher education credentials. As with other measurements, cohorts have differing years of access to higher education, thus the charts report only what credentials have been collected from the time of high school graduation to spring 2016.

The 2012 cohort had the most complete information as they had access to four years of postsecondary enrollment (see Table 8.5). For the 2012 cohort, the largest percentages of credentials were awarded in the form of bachelor’s degrees; 10% of the 2012 cohort gained a BD between 2012-2016. Eight percent of students in the RGV LEAD area gained a BD, but a slightly higher (11%) rate of students from advanced CTE+ programs graduated with a BD. CTE+ provided no advantage to students graduating with a BD across the state.

For 2012, two percent of students across Texas and 4% of RGV LEAD students earned a certificate. Advanced CTE+ students had somewhat higher rates of earning a certificate in both regions. Similar rates of students completed an associate’s degree across Texas and the RGV area (6%). Slightly higher proportions of students completed an AA if they had participated in 2CTE+ while in high school. Students from the RGV LEAD area were more likely to complete an AA in the normal timeframe—two years (37% compared to 29%). In both areas, advanced CTE+ students were more likely than their peers to complete an AA on-time.

Table 8.6. Postsecondary Credentials by Type, 2013 High School Cohort

	Certificate	Associate’s Degree	Normal Completion Timeframe for AA	Bachelor’s Degree
RGV				
0CTE+	2%	4%	54%	1%
1CTE+	2%	5%	49%	2%
2CTE+	6%	6%	52%	2%
Total	4%	5%	52%	2%
Texas				
0CTE+	1%	4%	41%	1%
1CTE+	1%	4%	46%	1%
2CTE+	3%	6%	52%	1%
Total	2%	4%	45%	1%

The 2013 cohort had similar trends in its AA degree completion (see Table 8.6). Slightly more students in the RGV area completed an associate’s degree, and students with 2CTE+ were more likely to earn an AA. RGV LEAD area participants had higher rates of on-time completion of an AA. The 2014 and 2015 cohorts, while incomplete, showed upward trends for RGV students and advanced CTE+ students as well in the completion of an associate’s degree.

Few students earned a certificate over time. The 2013 and 2014 cohorts garnered a 2% average overall and a 4% average for RGV LEAD areas in certification credentials. The 2014 cohort exemplified an upward amount of growth, though. With only two years of postsecondary enrollment, 5% of RGV students had gained a certificate; 4% of RGV LEAD students gained a certificate after one full year of postsecondary access. Rates for Advanced CTE+ students earning a certification in all years, and especially 2014 and 2015 were even larger (6-7%). The numbers

suggest that while state averages may remain small, the RGV LEAD area may be taking advantage of the numerous certification opportunities to increase student postsecondary attainment.

Table 8.7. Postsecondary Credentials by Type, 2014 High School Cohort

	Certificate	Associate's Degree	Bachelor's Degree
RGV			
0CTE+	3%	3%	<1%
1CTE+	3%	4%	<1%
2CTE+	7%	4%	<1%
Total	5%	3%	<1%
Texas			
0CTE+	1%	2%	<1%
1CTE+	1%	3%	<1%
2CTE+	2%	4%	<1%
Total	1%	2%	<1%

Note. 100% of students who gained an associate's degree by 2016 in the 2014 cohort did so in the normal timeframe for that degree type.

Lastly, the 2013, 2014, and 2015 cohorts graduated few students with a BD, due to the years of postsecondary access and an incomplete time to degree using normal standards. In all, trends suggest that while large proportions of students are enrolling in some form of higher education across cohorts, few are completing a higher education credential. Though the most strenuous academically, the bachelor's degree was the most attained credential in the 2012 cohort suggesting there is room to increase attainment at all levels, especially in graduating students with certificates and associate's degrees.

Table 8.8. Postsecondary Credentials by Type, 2015 High School Cohort

	Certificate	Associate's Degree	Bachelor's Degree
RGV			
0CTE+	1%	1%	*
1CTE+	1%	3%	*
2CTE+	7%	2%	*
Total	4%	2%	*
Texas			
0CTE+	<1%	<1%	*
1CTE+	<1%	1%	*
2CTE+	2%	2%	*
Total	1%	1%	*

Note. <5 students overall completed a bachelor's degree by 2016 from the 2015 cohort.

SECTION IX: POST POSTSECONDARY TRANSITIONS

Transitions after postsecondary graduation were the last outcome measured as part of the P-16+ pipeline. Once a person completed a higher education credential, outcomes identified whether or not they entered the workforce in a timely manner. Workforce participation is defined for this section as working within one year of earning a postsecondary credential.³² For example, for a 2012 high school cohort student who graduated in 2014, workforce participation is measured for the summer of 2014, fall 2014, winter 2015 and spring 2015. Wage information for this section was available up to the spring of 2016. As such, students who graduated in 2016—in all cohorts—do not have workforce participation information matched to their postsecondary credential.³³

Outcomes presented include the number of postsecondary graduates working a year after earning a credential, those working multiple jobs, salary information for employment, and a breakdown of employment and salaries by the type of postsecondary credential.

Total Workforce Participation

Tables 9.1-9.4 depict the percent of students with a postsecondary credential (any degree) who were working within a year of higher education graduation. Tables show the percentage of postsecondary graduates with a job as well as those carrying multiple jobs.

Table 9.1. Percent Postsecondary Graduates Working a Year After Completing Credential, 2012 High School Cohort

	% HE Grads Working	% HE Grads Working 2 Jobs	% HE Grads Working 3 Jobs
RGV			
0CTE+	40%	15%	2%
1CTE+	36%	15%	3%
2CTE+	41%	16%	3%
Total	39%	15%	3%
Texas			
0CTE+	30%	12%	2%
1CTE+	31%	12%	2%
2CTE+	38%	14%	2%
Total	32%	12%	2%

In all cohorts, RGV LEAD areas boasted more postsecondary graduates with employment than the state. The state ranged between 27-44% while the RGV area average was between 39-51%. In both RGV and Texas, participation in advanced CTE+ was associated with greater rates of employment in all cohorts. Some cohorts displayed differences between RGV LEAD and Texas regions in

³² Students may also be counted more than one time in the data if they gained more than one higher education credential (e.g., earning a certificate in 2012 and an associate's degree in 2015).

³³ Of note, 2012 cohort students who gained a bachelor's degree (those on-time to degree) do not have information included in this section due to data limitations.

holding a second job, but a clear trend was not found. Advanced CTE+ participation increased the possibility of working a second job, similar to the increased rate of overall employment. Few postsecondary graduates worked three or more jobs, and there were no differences between CTE+ groupings or the state and RGV LEAD.

Table 9.2. Percent Postsecondary Graduates Working a Year After Completing Credential, 2013 High School Cohort

	% HE Grads Working	% HE Grads Working 2 Jobs	% HE Grads Working 3 Jobs
RGV			
0CTE+	39%	13%	2%
1CTE+	36%	12%	2%
2CTE+	45%	15%	2%
Total	42%	14%	2%
Texas			
0CTE+	36%	13%	2%
1CTE+	37%	14%	2%
2CTE+	42%	15%	2%
Total	38%	14%	2%

Table 9.3. Percent Postsecondary Graduates Working a Year After Completing Credential, 2014 High School Cohort

	% HE Grads Working	% HE Grads Working 2 Jobs	% HE Grads Working 3 Jobs
RGV			
0CTE+	38%	12%	2%
1CTE+	48%	13%	3%
2CTE+	53%	16%	2%
Total	49%	15%	2%
Texas			
0CTE+	17%	7%	1%
1CTE+	29%	9%	2%
2CTE+	40%	13%	2%
Total	27%	9%	1%

Table 9.4. Percent Postsecondary Graduates Working a Year After Completing Credential, 2015 High School Cohort

	% HE Grads Working	% HE Grads Working 2 Jobs	% HE Grads Working 3 Jobs
RGV			
0CTE+	48%	12%	<1%
1CTE+	40%	10%	<1%
2CTE+	54%	15%	<1%
Total	51%	13%	1%
Texas			
0CTE+	25%	8%	1%
1CTE+	44%	13%	2%
2CTE+	56%	17%	2%
Total	44%	13%	2%

Associated with whether or not higher education graduates were working are also measures of income. Tables 9.5-9.8 depict the salaries of postsecondary graduates employed within a year after earning a credential. Income is broken down into the mean, as well as the range of salary per year. Salaries are presented in total and by multiple jobs (i.e., 2nd and 3rd jobs).

While RGV LEAD areas employed slightly higher proportions of postsecondary graduates, there were differences in what graduates earned across the region and the state. RGV graduates holding jobs made, on average, less than their Texas peers. In all graduation cohorts and years, RGV graduates had lower mean incomes than the state comparison group. 2012 cohort postsecondary graduates from RGV made around \$3,000 (\$3,065) less than the state mean (see Table 9.5). The numbers were smaller, but similar, for other cohort years: \$3,042 less for 2013, \$2,983 less for 2014, and \$850 less for the 2015 cohort. The averages did not take into account any controls; they did not factor in regional differences in employment or cost of living differences. As such they tell an incomplete story of employment, but do show significant gaps in earning between Texas overall and the Valley area.

While older cohorts of students completing higher education credentials tended to earn more once entering the workforce, means for cohorts only a few years removed from high school showed decreasing salaries. 2014 and 2015 mean salaries for both RGV and Texas groupings suggested that even though students had completed a higher education credential, they were still unable to earn a living wage.³⁴

There were no clear trends between the types of courses students took during high school (CTE+) and mean salary. Also, no trends emerged from salary data on 2nd and 3rd job salaries; cohorts from

³⁴ Poverty guidelines for a single person household are \$11,770 for 2015 while the addition of a family member adds around \$4,000 to the poverty threshold (\$15,930 for two, \$20,090 for three, and \$24,250 for a family of four). Office of the Assistant Secretary for Planning and Evaluation/U.S. Department of Health and Human Services. (2015). *2015 Poverty Guidelines*. Retrieved from <http://aspe.hhs.gov/2015-poverty-guidelines#thresholds>

various high school cohorts showed different averages between groupings and varied percentages of money made by primary and other jobs.

Table 9.5. Salary for Postsecondary Graduates Working a Year After Completing Credential, 2012 High School Cohort

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$13,897.48	\$13,199.89	\$1,765.45	\$941.94
1CTE+	Mean	\$12,125.49	\$11,555.85	\$1,325.83	\$340.07
2CTE+	Mean	\$11,523.61	\$10,993.24	\$1,308.55	\$510.03
Total	Mean	\$12,412.61	\$11,820.34	\$1,450.86	\$554.07
	Min	\$12.09	\$12.09	\$0.14	\$5.13
	Max	\$111,799.63	\$111,799.63	\$13,453.82	\$5,827.55
Texas					
0CTE+	Mean Salary	\$16,220.38	\$15,481.67	\$1,832.23	\$579.69
1CTE+	Mean	\$15,178.73	\$14,456.42	\$1,856.09	\$554.87
2CTE+	Mean	\$14,084.47	\$13,425.99	\$1,692.92	\$624.01
Total	Mean	\$15,478.28	\$14,762.66	\$1,803.98	\$585.18
	Min	\$10.83	\$10.83	\$0.14	\$0.01
	Max	\$6,700,938.55	\$6,700,938.55	\$30,142.21	\$12,898.00

Table 9.6. Salary for Postsecondary Graduates Working a Year After Completing Credential, 2013 High School Cohort

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$9,739.67	\$9,221.86	\$1,445.08	\$569.74
1CTE+	Mean	\$10,306.89	\$9,751.42	\$1,638.90	\$522.25
2CTE+	Mean	\$8,150.86	\$7,722.72	\$1,309.26	\$677.89
Total	Mean	\$8,927.17	\$8,454.18	\$1,403.55	\$616.66
	Min	\$2.25	\$2.25	\$7.25	\$32.69
	Max	\$72,571.07	\$67,414.50	\$12,141.02	\$2,218.50
Texas					
0CTE+	Mean Salary	\$12,858.01	\$12,225.02	\$1,645.69	\$573.80
1CTE+	Mean	\$11,585.58	\$10,977.69	\$1,577.36	\$615.81
2CTE+	Mean	\$10,736.22	\$10,173.56	\$1,521.16	\$599.95
Total	Mean	\$11,969.80	\$11,362.84	\$1,595.77	\$590.73
	Min	\$0.56	\$0.56	\$0.60	\$1.90
	Max	\$114,221.97	\$114,221.97	\$23,967.00	\$6,483.96

Table 9.7. Salary for Postsecondary Graduates Working a Year After Completing Credential, 2014 High School Cohort

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$5,766.90	\$5,438.23	\$1,049.55	\$295.23
1CTE+	Mean	\$6,922.19	\$6,461.26	\$1,544.77	\$571.41
2CTE+	Mean	\$6,207.35	\$5,905.75	\$970.99	\$505.08
Total	Mean	\$6,264.30	\$5,927.67	\$1,088.36	\$476.95
	Min	\$10.66	\$10.66	\$3.00	\$29.00
	Max	\$62,245.00	\$62,245.00	\$15,424.49	\$2,302.81
Texas					
0CTE+	Mean Salary	\$11,419.24	\$10,839.98	\$1,464.84	\$443.80
1CTE+	Mean	\$8,781.88	\$8,297.38	\$1,455.83	\$432.59
2CTE+	Mean	\$7,969.78	\$7,557.39	\$1,235.29	\$584.22
Total	Mean	\$9,247.67	\$8,766.92	\$1,359.42	\$494.78
	Min	\$0.58	\$0.58	\$1.00	\$2.51
	Max	\$96,239.60	\$86,910.29	\$19,159.08	\$5,174.21

Table 9.8. Salary for Postsecondary Graduates Working a Year After Completing Credential, 2015 High School Cohort

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$5,317.04	\$5,197.23	\$485.52	*
1CTE+	Mean	\$5,891.87	\$5,582.09	\$1,171.12	*
2CTE+	Mean	\$5,939.35	\$5,661.21	\$979.86	\$522.29
Total	Mean	\$5,860.54	\$5,597.24	\$947.86	\$502.05
	Min	\$23.42	\$23.42	\$1.65	\$24.03
	Max	\$58,317.64	\$58,317.64	\$9,052.53	\$2,057.34
Texas					
0CTE+	Mean Salary	\$6,353.80	\$5,971.68	\$1,120.32	\$604.98
1CTE+	Mean	\$5,795.81	\$5,156.96	\$1,734.40	\$2,849.62
2CTE+	Mean	\$7,013.25	\$6,670.14	\$1,073.71	\$557.65
Total	Mean	\$6,710.92	\$6,315.77	\$1,180.63	\$958.08
	Min	\$8.04	\$8.04	\$1.65	\$0.15
	Max	\$134,896.78	\$59,066.50	\$44,030.13	\$31,800.15

Workforce Participation by Credential

Workforce participation post postsecondary credential was calculated according to any higher education degree earned as well as broken down by the type of credential attained. Workforce participation by credential type along with salary information for each credential is presented in Tables 9.9-9.12. Outcomes were measured only for individuals who gained a particular credential. Employment refers to working within one year of earning that specific type of higher education degree.

In the 2012-2014 cohorts, the greatest proportion of workers was made up of students who completed a certificate.³⁵ In these cohorts, RGV students were either employed at similar rates as the state or were more likely to be employed (44-65% for Texas and 54-61% for RGV). Texas salaries for students who earned a certificate were much higher in Texas overall than in RGV LEAD areas. For the 2012 cohort the average was \$21,653 while the RGV mean was only \$11,067 (see Table 9.9). Students who participated in advanced CTE+ and earned a certificate were more likely to be employed, both across Texas and in RGV LEAD areas. CTE+ was not associated with trends in certificate earner’s salaries.

Table 9.9. Percent Working and Mean Salary by Type of Postsecondary Credential, 2012 High School Cohort

	CERT Grad %	CERT Salary	AA Grad %	AA Salary	BD Grad %	BD Salary
RGV						
0CTE+	63%	\$14,258.71	51%	\$11,501.10	15%	\$20,875.65
1CTE+	58%	\$14,049.15	52%	\$9,730.60	16%	\$16,616.55
2CTE+	62%	\$8,705.61	52%	\$10,634.89	15%	\$21,113.21
Total	61%	\$11,067.98	52%	\$10,685.37	15%	\$19,812.73
Texas						
0CTE+	64%	\$24,462.12	52%	\$13,983.24	6%	\$22,035.32
1CTE+	60%	\$21,651.68	52%	\$13,177.13	8%	\$22,316.07
2CTE+	65%	\$16,303.30	53%	\$12,518.16	11%	\$21,522.16
Total	64%	\$21,653.59	52%	\$13,453.04	7%	\$21,962.96

Similar proportions of Texas and RGV graduates with associate’s degrees entered the workforce, especially in the 2012 and 2013 cohorts (see Tables 9.9-9.10). Data for these two cohorts both included proportions of students who would have had the opportunity to complete an AA in the normal timeframe go on to work within a year of earning an AA. No discernible CTE+ trends were present for these students though ever-persistent differences in Texas and RGV LEAD salaries did exist; RGV area AA students earned less on average.

Students who received bachelor’s degrees had the lowest level of workforce participation at 4-7% overall in the 2012 and 2013 cohorts. CTE+ students were more likely to be employed after earning a BD at the state level but no trend was seen in RGV areas. In the 2012 cohort, CTE+ workers who had earned a BD had larger salaries than their peers, both in the RGV are and Texas overall. Overall, incomplete information on BD graduates due to data constraints showed a limited picture of the true earning potential for students who transition to the workforce after completing a four-year degree. Present data does suggest that RGV areas are making an impact in the employment potential of advanced CTE+ students. RGV LEAD is also growing the overall earning potential of

³⁵ In the 2015 cohort, students who gained an AA were more likely to be employed than students with a certificate. Of note, for this and post postsecondary workforce participation in total: students in the 2015 cohort only represent students who gained a higher education degree concurrent with a high school degree then went on to work the year after high school.

its populace through employing numbers of postsecondary graduates equal to or above the state average.

Table 9.10. Percent Working and Mean Salary by Type of Postsecondary Credential, 2013 High School Cohort

	CERT Grad %	CERT Salary	AA Grad %	AA Salary	BD Grad %	BD Salary
RGV						
0CTE+	53%	\$12,228.93	33%	\$8,743.62	7%	\$6,191.05
1CTE+	59%	\$13,940.24	34%	\$7,292.61	6%	\$18,775.39
2CTE+	58%	\$8,425.38	36%	\$8,048.52	6%	\$8,587.65
Total	57%	\$9,846.70	35%	\$8,051.04	6%	\$10,415.61
Texas						
0CTE+	53%	\$18,580.73	32%	\$11,627.59	2%	\$13,438.77
1CTE+	54%	\$19,161.38	35%	\$9,545.16	4%	\$14,970.74
2CTE+	57%	\$12,994.24	38%	\$9,570.08	6%	\$16,495.11
Total	55%	\$16,696.09	34%	\$10,572.20	4%	\$15,175.57

Note. N<25 for RGV and <100 for Texas in the affirmative category of students working after the completion of a bachelor's degree, thus averages are taken from a small pool of earners.

Table 9.11. Percent Working and Mean Salary by Type of Postsecondary Credential, 2014 High School Cohort

	CERT Grad %	CERT Salary	AA Grad %	AA Salary	BD Grad %	BD Salary
RGV						
0CTE+	42%	\$7,513.27	35%	\$4,126.79	*	*
1CTE+	49%	\$7,022.46	47%	\$6,576.80	*	*
2CTE+	58%	\$6,548.26	43%	\$4,881.74	*	*
Total	54%	\$6,751.69	42%	\$5,176.57	*	*
Texas						
0CTE+	37%	\$15,278.30	11%	\$6,482.91	*	*
1CTE+	43%	\$12,565.64	27%	\$6,425.53	*	*
2CTE+	54%	\$10,152.25	37%	\$6,086.48	*	*
Total	44%	\$12,466.95	22%	\$6,260.21	*	*

Note. N<10 total were working a year after completing a bachelor's degree by 2016 from the 2013 cohort.

Table 9.12. Percent Working and Mean Salary by Type of Postsecondary Credential, 2015 High School Cohort

	CERT Grad %	CERT Salary	AA Grad %	AA Salary	BD Grad %	BD Salary
RGV						
0CTE+	30%	\$8,869.57	67%	\$3,462.70	*	*
1CTE+	33%	\$6,787.55	40%	\$5,347.75	*	*
2CTE+	53%	\$6,714.04	59%	\$4,123.38	*	*
Total	50%	\$6,849.20	55%	\$4,253.04	*	*
Texas						
0CTE+	11%	\$9,604.41	47%	\$5,223.43	*	*
1CTE+	18%	\$6,935.52	55%	\$5,683.05	*	*
2CTE+	51%	\$8,464.69	60%	\$5,966.75	*	*
Total	34%	\$8,541.86	56%	\$5,759.19	*	*

Note. N<5 total were working a year after completing a bachelor's degree by 2016 from the 2015 cohort.

SECTION X: SUMMARY AND IMPLICATIONS

This report includes outcomes from four years of high school enrollment (2011-2012 through 2014-2015; four high school cohorts (2012-2015); four years of postsecondary access (2012-2013 through 2015-2016); and four years of workforce participation (2012-2013 through 2015-2016). All information was used to track outcomes along the P-16+ pipeline. For the report outcomes two types of comparisons were generated: those between Texas and the RGV LEAD region; and between students who participated in differing levels of advanced CTE+. The second comparison is coded according to the number of advanced CTE+ (CTE+) courses a student took while in high school. The 2CTE+ label encompasses students who took two or more CTE courses for college credit while in high school. As such, this type of student is considered to have taken an advanced CTE+ program (or course of study) while in high school.

CTE Participation

High School Enrollment Years

The report looked at CTE enrollment in high school students for the 2011-2012 school year through the 2015-2016 school year. Students who participated in one or more CTE courses were compared to those taking regular courses.³⁶ Information from student enrollment showed that CTE course-taking was on the rise. Both Texas and RGV LEAD students were participating in more CTE courses.

Trends suggest more female students have started enrolling in CTE courses; even more—female students took courses at higher rates early on in their high school career. The RGV LEAD region enrolled larger numbers of low-SES students in CTE than Texas, corresponding to the ratio of disadvantaged students in the area. Both Texas and RGV had stable CTE enrollment in low-SES over time, though, suggesting neither region has been able to boost CTE participation with disadvantaged students. Similar differences between RGV and the state existed in LEP participation; however RGV areas increased enrollment over time. Low proportions of students from special populations—either GT or special education—participated in a CTE course.

The average number of CTE and advanced CTE+ courses grew between 2012 and 2015. Growth occurred across the state and, especially, in RGV areas. Students in RGV LEAD districts participated in larger numbers of CTE, DC, and CTE+ courses. Growth in CTE+ enrollment corresponds to greater exposure to academic content and skills, as well as college credits and college experiences.

³⁶ No CTE+ groupings were created for CTE participation in high school as most students (grades 09-11) had incomplete course completion on which to base a group affiliation. CTE participation was tracked to give a better idea of overall course trends.

High School Graduation Cohorts

The report follows four cohorts: 2012, 2013, 2014, and 2015. High school outcomes include graduation numbers and diploma types, demographics of high school cohorts, final CTE course participation, and achievement on state accountability and exit exams.

Data on students who were graduated between 2012 and 2015 years suggests that RGV LEAD districts successfully implemented programming that fostered strong ties to completing a high school degree. Importantly, RGV LEAD cohorts graduated more students with college ready degrees. Participation in advanced CTE+ courses was linked to even higher percentages of college-ready diplomas for both RGV and Texas graduates. The RGV LEAD area boasted the highest proportion of high achieving 2CTE+ graduates. These numbers demonstrate that participation in CTE+ (i.e., courses linked to college credit) was positively related to college ready graduation.

When broken down by demographics—ethnicity, gender, SES, and program participation (e.g., LEP or special education)—high school graduates involved with CTE+ at the RGV level most often mirrored the general population in the area. Greater proportions of 2CTE+ groupings were made up of low-SES students in the RGV, similar to population distributions. Importantly though, RGV areas included a larger percentage of their low-SES students into CTE+ groupings when compared to the state. A breakdown of LEP participation suggests that both Texas and RGV areas struggled to enroll LEP students into CTE+ courses. GT participation showed that RGV LEAD areas enrolled greater amounts of GT students in CTE+ courses while the state had few GT students taking CTE+. Both Texas and RGV districts had large amounts of special education students who did not participate in CTE+; RGV areas had some positive change in special education participation over time.

Course completion information was collected on CTE and advanced CTE+ credits. Information suggests CTE was correlated with advanced CTE+ but retained high averages even in the 0CTE+ category. CTE averages grew across cohorts and all CTE+ groups. Many students, regardless of connections to college-credit opportunities, were taking CTE content. RGV LEAD areas had the highest CTE averages and largest amount of growth over time. There were also large increases, overall, in 2015 which may be explained by changes in CTE policy and early rollout of FHSP endorsement plans.

Information on DC, ATC, and CTE+ credits suggest most students were gaining their advanced CTE+ course credits from ATC classes rather than more traditionally conceptualized dual credit opportunities. This may suggest an ease of implementation with ATC courses or barriers to dual credit partnerships, courses, or programs. RGV LEAD areas had greater rates of enrollment in CTE+ courses than the state average, concurrent with growth over time.

Information on state accountability or exit testing was split into two different tests. The 2012-2014 cohorts took the TAKS tests. Findings show that advanced CTE+ graduates in RGV areas had better outcomes on both math and reading tests. Participation in advanced CTE+ in RGV LEAD districts raised students' scores above the district average and in-line with the state average. Trends

persisted across all graduating cohorts and TAKS subject areas (math, reading, social studies, and science).

The 2015 cohort was administered the STAAR test. In all areas RGV LEAD district totals were below state averages. Students from RGV in advanced CTE+ had the highest rates of passing in all tests, though still fell below state averages. Except in Algebra I; RGV students in 2CTE+ had the same passing percent as the state average. The lowest passing rates, for Texas and RGV areas, were in English I and II tests. Importantly, participation in advanced CTE+ across the state did not impact English STAAR achievement though participating in RGV LEAD area CTE+ did have positive impacts on students passing English exams.

Year-One Transitions

Advanced CTE+ models are meant to create coherent transitions in the P-16+ pipeline while providing relevant and rigorous technical curriculum to all students. Early P-16+ outcomes include the transition between high school and college, or a career. The report tracked year-one transitions for all cohorts, following students one year after the completion of a high school diploma in both postsecondary access and workforce participation.

Transitional enrollment showed that—in each cohort—RGV and the state of Texas sent similar proportions of students to higher education, overall. Moreover, participation in one or more CTE+ course in high school increased the rate of enrollment in higher education after high school. Advanced CTE+ students from RGV LEAD areas had the highest rate of postsecondary attendance.

Across Texas, participation in two or more CTE+ courses increased participation in community college right after high school. State and RGV LEAD areas sent similar proportions of students into community colleges overall. RGV districts had the highest proportion of students entering public universities right after high school, across all cohorts. These findings suggest that CTE+ participation increased opportunities to transition to higher education after high school. Particularly in the RGV LEAD area, students in advanced CTE+ were more likely to pursue postsecondary education overall and enroll in university settings.

Transitional employment was also measured for each cohort. Workforce participation was calculated for all graduated high school students, students enrolled in higher education, and students only working—those graduates who transitioned directly into the workforce. Texas students, on average, were more likely to work after high school—with or without higher education. Slightly higher percentages of students who had participated in advanced CTE+ in RGV took a job after high school, regardless of postsecondary entrance or direct transition to the workforce.

Across all cohorts, students from Texas had a higher ratio of workforce participation than students coming from RGV backgrounds. This was true for both higher education enrollees with jobs and those only working. For students pursuing both higher education and taking on a job, CTE+

participation showed minimal impact on employment. There were no advantages in Texas participation but CTE+ students from the RGV LEAD had slightly greater rates of employ. While CTE+ did not significantly impact the rate of workforce participation, it did impact the amount which graduates were paid. Trends suggest that across both RGV and Texas CTE+ is associated with higher proportional salaries.

For those entering directly into the workforce, graduates experienced proportionally lower employment than their peers who were also attempting higher education experiences. CTE+ provided for an advantage in employment in both Texas and RGV areas. While fewer graduates proportionally were working, they had larger salaries. No clear trends were associated with CTE+ participation and salaries.

All these results suggest positive influences of CTE+ in year-one transitions—postsecondary access and workforce participation the year after high school graduation. Over half of high school graduates were shown to enroll in higher education within a year and many took on employment. CTE+ participation increased the rate and type of postsecondary enrollment. Concurrently, the majority of graduates also entered the workforce. Of those who worked and studied, CTE+ provided benefits in employment and salary potential. Those who entered directly into the workforce were more likely to find a job if they had participated in an advanced CTE+ program.

Higher Education

Enrollment

Each graduating cohort, 2012-2015, was tracked against higher education enrollment, both in the year following high school graduation and over time. While transitional enrollment was compared across cohorts, postsecondary access/enrollment over time differed for each cohort. Enrollment over time suggests that most students who entered higher education were doing so within a year of high school graduation. Transitional enrollment in higher education for all cohorts ranged from 52-54% across Texas and 55-58% in RGV LEAD areas. Cohorts improved postsecondary access over time, though, suggesting up to ten percent of students delayed entrance into higher education.

Within each cohort, students who participated in advanced CTE+ (2CTE+) had greater proportional enrollment in higher education—especially within RGV LEAD areas. Texas showed higher enrollment in community colleges within each cohort. But, clear trends were seen in both Texas and RGV LEAD 2CTE+ students. Advanced CTE+ students were more likely to enroll at the community college across Texas and in the Valley.

Advanced CTE+ also advantaged public university enrollment as well. RGV LEAD areas had higher rates of postsecondary enrollment at the university level across all cohorts, regardless of the number of years of postsecondary access. Advanced CTE+ students from the RGV had the greatest rate of public university enrollment. As all cohorts had similar transitional enrollment, these numbers indicate that more students from RGV 2CTE+ enrolled in (perhaps even transferring up to) public universities over time.

Private university enrollment in all cohorts was small and similar in size across groups and cohorts; and also similar to transitional enrollment information. This indicates little growth in postsecondary enrollment over time. Texas students enrolled in private institutions at slightly higher rates than RGV LEAD students. Further, there were no discernible trends linking CTE+ with private institution enrollment.

Developmental Need

Outcomes gathered from DE data include college readiness indicators (CCR/TSI), overall DE enrollment, DE enrollment by subject (math, reading, and writing), and the level of DE courses taken by subject (low, medium, and high). CCR is the concept where a student is ready academically for a college-level class, or credit-bearing course. For the purposes of this report CCR is defined in terms of rules set by the Texas-based set of standards, the TSI.

When looking at math preparedness across cohorts, many students failed to meet the minimum standards for credit-bearing courses, both in RGV districts and across the state. The RGV LEAD area had slightly higher ratios of students failing to meet the TSI in math, but proportions were not largely different for each cohort. There were no discernible trends in CTE+ participation and TSI status—students who took one or more advanced CTE+ in high school had similar college readiness to the overall average. For mathematics, TSI status at the end of enrollment signified that over half of students who were identified as previously needing developmental remediation eventually met the TSI requirement, either at the end of that semester or during another. For example, those failing to meet math college readiness standards (TSI) in the 2012 cohort ranged from 27% for RGV and 24% in Texas; 10% of students overall had not met TSI math requirements for credit-bearing courses at the end of the 2016 term.

Reading and writing TSI requirements had similar features. In both subject areas, RGV LEAD areas showed greater numbers of students in need of remediation. Students who participated in advanced CTE+ had a slight advantage as they were less likely to fail the TSI standard and meet college ready requirements. In all, numbers showed that high proportions of students were found to be in need of developmental remediation. Somewhere around a half of those students who were identified ended up meeting CCR/TSI requirements by the end of the postsecondary enrollment period. A large gap still persists in each cohort (greater than 10% in some areas); students deemed unready for college continued to be unable to meet the requirements to take credit-bearing courses.

Though many students were found to be in need of DE, not all students enrolled in courses. Importantly, not all students enrolled at the beginning of their career either. For the 2012 cohort—which had four years of postsecondary and developmental enrollment—20% of students overall participated in a DE course. Students in RGV LEAD areas had slightly less participation (16%). This was the inverse of developmental need, suggesting greater proportions of students in need of DE did not take a developmental course. In mathematics DE, the trend was similar with RGV areas having only 13% compared to 17% total. Both RGV and Texas had between 4-5% complete a reading and/or writing DE course. In this cohort, as well as all others, there were few trends to suggest advanced CTE+ played a role in DE participation.

Developmental participation grew over time, including greater proportions of students in later cohorts. Trends between RGV and the state remained as RGV LEAD areas consistently enrolled fewer students into DE courses, despite previous findings of greater need according to TSI requirements. Few CTE+ differences were found and were not replicated in subjects or across cohorts.

Education levels (e.g., low, medium, high) were calculated for all students who enrolled in a particular DE subject. Students were able to take one course or many—of differing levels—in order to meet their DE requirements. With only a few small distinctions, each cohort exhibited similar trends in course taking. In math, reading, and writing the largest percentages of students taking DE coursework was for the highest level of courses (those considered pre-college). Lower percentages of students needed mid-level DE in all subjects, and the smallest amount of students enrolled in the lowest-level of courses across math, reading, and writing. One distinction included larger proportions of students enrolling in low and medium DE writing courses in the RGV LEAD area.

Few trends were seen with participation in advanced CTE+ courses but those students who took no CTE+ in high school tended to have average or higher participation in the lowest DE courses in all subjects, especially math. This may suggest that CTE+ provides some measure of readiness to keep students from repeating basic skills in higher education.

Postsecondary Attainment

Postsecondary attainment was calculated as the percent of students who graduated high school and then went on to gain a higher education degree. Higher education graduation was tracked by year, and by the type of credential received: certificate, associate's degree, or bachelor's degree. Results suggest that even though the majority of high school students enrolled in some form of higher education, few completed a postsecondary credential. Less than a fourth of students in the 2012 cohort gained a postsecondary credential within four years.

Findings from the 2012 cohort describe differences between the RGV LEAD area and Texas. Those differences were due to participation in advanced CTE+ (2CTE+). RGV LEAD students who did not take CTE+ courses had the lowest rates of postsecondary attainment. RGV students who participated in advanced CTE+ in high school were more likely to earn a degree concurrent with high school graduation, and more likely to earn a degree overall. Within four years, 22% of RGV students in the advanced CTE+ category earned a postsecondary credential, compared to the state and regional average of 17%. Across the state, CTE+ may have provided a slight advantage in completing a postsecondary credential as well (19% for 2CTE+ compared to 17% overall).

Numbers were the largest for the 2012 cohort as they had four years of postsecondary access. Other years displayed similar trends but had less enrollment and completion information. Similar percents of students were graduated between Texas and RGV areas in the 2013 cohort, much like the 2012 cohort. In more recent cohorts, RGV LEAD areas graduated greater proportions of students. Much of RGV LEAD's advantage in higher education completion is attributable to

students completing a degree concurrent with their high school graduation. In all cohorts 3-5% of RGV students left high school with a postsecondary credential; this is compared to 1% for the state across all cohorts.

Advanced CTE+ impacted higher education graduation. Students who participated in two or more CTE+ courses in high school had higher rates of postsecondary attainment, both across the state and in RGV areas. In RGV LEAD districts, advanced CTE+ was associated with a higher overall graduation rate and a significantly higher rate of postsecondary completion concurrent with a high school diploma. Greater proportions of students who participated in advanced CTE completed a certificate credential. RGV 2CTE+ students were more likely to gain an associate's degree and complete the degree program on time (within two years). For the 2012 cohort, CTE+ increased the rate of gaining a bachelor's degree for students in RGV LEAD areas.

The numbers suggest that the RGV LEAD, specifically, is improving its postsecondary attainment and success through participation in advanced CTE+ programs. Growth in all forms of higher education credentials show that participation in CTE+ has long-term and widespread benefits.

Workforce Transitions

Transitions after postsecondary graduation were the last outcome measured as part of the P-16+ pipeline. Once a person completed a higher education credential, outcomes identified whether or not they entered the workforce in a timely manner. Workforce participation is defined for this section as working within one year of earning a postsecondary credential.

In all cohorts, RGV LEAD areas boasted more postsecondary graduates with employment than the state. In both RGV and Texas, participation in advanced CTE+ was associated with greater rates of employment in all cohorts. Some cohorts displayed differences between RGV LEAD and Texas regions in holding a second job, but a clear trend was not found. Advanced CTE+ participation increased the possibility of working a second job, similar to the increased rate of overall employment. Few postsecondary graduates worked three or more jobs, and there were no differences between CTE+ groupings or the state and RGV LEAD.

While RGV LEAD areas employed slightly higher proportions of postsecondary graduates, there were differences in what graduates earned across the region and the state. RGV graduates holding jobs made, on average, less than their Texas peers. In all graduation cohorts and years, RGV graduates had lower mean incomes than the state comparison group. For example, 2012 cohort postsecondary graduates from RGV made around \$3,000 less than the state average.

State and RGV region salary differences were similar to workforce income information found in year-one transitions for high school graduation. Both did not take into account any controls; they did not factor in regional differences in employment or cost of living differences. As such they tell an incomplete story of employment or student ability. Findings do speak to significant gaps in earning between Texas overall and the Valley area.

Whereas older cohorts of students completing higher education credentials tended to earn more once entering the workforce, means for cohorts only a few years removed from high school showed decreasing salaries. 2014 and 2015 mean salaries for both RGV and Texas groupings suggested that even though students had completed a higher education credential, they were still unable to earn a living wage.³⁷

In most cohorts, the greatest proportion of workers was made up of students who completed a certificate. RGV certificate students were either employed at similar rates as Texas, or were more likely to be employed. Students who participated in advanced CTE+ and earned a certificate were more likely to be employed, both across Texas and in RGV LEAD areas. CTE+ was not associated with trends in certificate earner's salaries.

Similar proportions of Texas and RGV graduates with associate's degrees entered the workforce, especially in the 2012 and 2013 cohorts. No discernible CTE+ trends were present for these students, though ever-persistent differences in Texas and RGV LEAD salaries did exist; RGV area associate's degree students earned less on average. Students who received bachelor's degrees had the lowest level of workforce participation. CTE+ students were more likely to be employed after earning a bachelor's degree at the state level, but no trend was seen in RGV areas. Overall, incomplete information on bachelor's degree graduates due to data constraints showed a limited picture of the true earning potential for students who transition to the workforce after completing a four-year degree. Present data does suggest that RGV areas were making an impact in the employment potential of advanced CTE+ students. RGV LEAD was also growing the overall earning potential of its populace through employing numbers of postsecondary graduates equal to or above the state average.

Implications

Findings suggest the efforts of RGV LEAD have both short and long term impacts, producing positive outcomes for students. A breakdown of results points to areas of particular success, particularly in the efforts of advanced CTE+ programs.

High school enrollment information showed more students were taking CTE, and growing numbers of students were taking advantage of CTE+ courses and programs. The RGV, already a high implementation area, increased participation in both CTE and advanced CTE+. Further, RGV LEAD worked to graduate more students with college-ready diplomas and increased participation in CTE+ in several demographic areas.

Transition outcomes one year after high school showed participation in one or more CTE+ course improved the rate of enrollment in higher education. Advanced CTE+ students from RGV LEAD areas were more likely to pursue postsecondary education overall, and had greater enrollment in university settings. CTE+ improved employment opportunities for students who took a job after

³⁷ Office of the Assistant Secretary for Planning and Evaluation/U.S. Department of Health and Human Services. (2015). *2015 Poverty Guidelines*. Retrieved from <http://aspe.hhs.gov/2015-poverty-guidelines#thresholds>

high school, especially those transitioning directly to the workforce. In addition CTE+ improved the salaries of those working and attending a postsecondary institution.

Enrollment over time showed CTE+ improved the odds of entering higher education. RGV LEAD area students in advanced CTE+ were more likely to enroll both in community college and university settings. The full data also highlights areas still in need of reform. Challenges which remain include developmental remediation. RGV LEAD areas showed greater need but lesser rates of DE course participation. Few trends were associated with CTE+ suggesting that programs have been no better (or worse) in preparing students for credit-bearing, college courses.

When looking at higher education completion, RGV LEAD areas graduated greater proportions of students in several cohorts. RGV students who participated in advanced CTE+ were more likely to earn a degree concurrent with high school graduation, and more likely to earn a postsecondary credential overall. Advanced CTE+ was positively associated with earning a certificate, associate's degree, and bachelor's degree in the RGV LEAD region.

In the last of the P-16+ outcomes studied, RGV LEAD areas boasted more postsecondary graduates gaining employment within a year of earning a credential. In both RGV and Texas, participation in advanced CTE+ was associated with greater rates of employment in all cohorts.

Short and long term outcomes suggest great efficacy in CTE+ and continued growth in projects implemented by the RGV LEAD. P-16+ results show that participation in CTE+ has lasting impacts. As calls for CTE reform and growth continue due to policy shifts and legislative changes, these results may better direct further reform and new projects.

APPENDIX A

High School Outcomes

This section holds information on high school CTE participation and high school outcomes. The appendix contains data tables for figures in the body of the report or information extraneous to the body of text. In some cases, tables include information from cohorts previously reported on in prior editions of the report. All tables and figures provide additional information to the data presented in the previous reporting sections.

Table A.1. Mean CTE Course Taking by Enrollment Year

		2012	2013	2014	2015
RGV	9th	1.4	1.7	1.6	2.4
	10th	2.4	2.7	3.1	3.9
	11th	3.8	4.0	4.3	5.4
	12th	5.4	5.8	5.9	7.2
Texas	9th	1.3	1.6	1.6	2.2
	10th	1.9	2.4	2.7	3.4
	11th	3.2	3.2	3.7	4.6
	12th	4.5	4.5	4.5	5.6

Table A.2. Mean Advanced CTE (CTE+) Course Taking by Enrollment Year

		2012	2013	2014	2015
RGV	9th	0.3	0.2	0.2	0.4
	10th	0.5	0.6	0.7	0.9
	11th	1.0	1.0	1.1	1.4
	12th	1.1	1.4	1.5	1.9
Texas	9th	0.1	0.1	0.1	0.2
	10th	0.3	0.3	0.3	0.4
	11th	0.5	0.5	0.4	0.6
	12th	0.7	0.8	0.7	0.8

Table A.3. Ethnicity of High School Graduate Cohorts by Year

		2012	2013	2014	2015	2012	2013	2014	2015
		Texas				RGV			
White	0CTE+	40%	39%	39%	38%	2%	2%	2%	2%
	1CTE+	37%	37%	37%	36%	3%	3%	3%	2%
	2CTE+	30%	28%	26%	26%	3%	3%	2%	2%
	Total	38%	36%	36%	35%	3%	2%	2%	2%
Hispanic	0CTE+	42%	44%	43%	44%	97%	97%	97%	97%
	1CTE+	44%	45%	46%	47%	96%	97%	96%	97%
	2CTE+	52%	55%	58%	59%	96%	96%	97%	97%
	Total	45%	46%	47%	47%	96%	96%	97%	97%
Other	0CTE+	17%	18%	18%	18%	1%	1%	1%	1%
	1CTE+	18%	18%	17%	17%	1%	1%	1%	1%
	2CTE+	18%	17%	16%	15%	1%	1%	1%	1%
	Total	18%	17%	17%	18%	1%	1%	1%	1%

Table A.4. Mean Days Absent of High School Graduate Cohorts by Year

		2012	2013	2014	2015
RGV	0CTE+	12.89	13.18	12.35	14.11
	1CTE+	11.98	13.08	11.52	13.55
	2CTE+	11.72	11.88	11.18	11.65
	Total	12.25	12.64	11.64	12.79
Texas	0CTE+	10.05	10.15	9.86	10.21
	1CTE+	10.35	10.48	10.09	10.73
	2CTE+	10.42	10.64	10.20	10.17
	Total	10.18	10.32	9.97	10.27

Table A.5. 2012 Graduate Cohort College Ready Course Hours, Fall 2008-Spring 2012

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	4.6	0.5	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	18.0	14.0	1.0	0.0	0.0	0.0
1CTE+	Mean	5.5	1.3	0.7	0.3	0.7	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	18.0	20.0	2.0	1.0	1.0	1.0
2CTE+	Mean	6.8	1.7	2.0	0.8	2.0	2.8
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	19.0	17.0	7.0	6.0	7.0	9.0
Total	Mean	5.6	1.1	0.9	0.4	0.9	1.2
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	19.0	20.0	7.0	6.0	7.0	9.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	4.1	0.4	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	21.0	16.0	7.0	0.0	0.0	0.0
1CTE+	Mean	4.5	0.7	0.9	0.1	0.9	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	19.0	20.0	8.0	1.0	1.0	1.0
2CTE+	Mean	6.1	1.0	2.4	0.3	2.4	2.7
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	21.0	21.0	11.0	10.0	11.0	11.0
Total	Mean	4.6	0.6	0.6	0.1	0.6	0.7
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	21.0	21.0	11.0	10.0	11.0	11.0

Table A.6. 2013 Graduate Cohort College Ready Course Hours, Fall 2009-Spring 2013

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	5.0	0.6	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	18.0	15.0	1.0	0.0	0.0	0.0
1CTE+	Mean	5.7	1.3	0.7	0.3	0.7	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	17.0	18.0	2.0	1.0	1.0	1.0
2CTE+	Mean	7.0	1.8	2.4	0.7	2.4	3.1
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	19.0	18.0	9.0	6.0	9.0	9.0
Total	Mean	6.0	1.3	1.1	0.4	1.1	1.5
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	19.0	18.0	9.0	6.0	9.0	9.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	4.1	0.4	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	23.0	19.0	7.0	0.0	0.0	0.0
1CTE+	Mean	4.5	0.7	0.9	0.1	0.9	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	19.0	19.0	5.0	1.0	1.0	1.0
2CTE+	Mean	6.1	1.0	2.6	0.3	2.6	2.9
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	22.0	23.0	12.0	9.0	12.0	12.0
Total	Mean	4.6	0.6	0.7	0.1	0.7	0.8
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	23.0	23.0	12.0	9.0	12.0	12.0

Table A.7. 2014 Graduate Cohort College Ready Course Hours, Fall 2010-Spring 2014

RGV		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	4.9	0.6	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	15.0	18.0	1.0	0.0	0.0	0.0
1CTE+	Mean	5.8	1.4	0.7	0.3	0.7	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	15.0	17.0	2.0	1.0	1.0	1.0
2CTE+	Mean	7.3	1.8	2.4	0.7	2.4	3.1
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	18.0	20.0	11.0	9.0	11.0	11.0
Total	Mean	6.1	1.3	1.2	0.4	1.2	1.6
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	18.0	20.0	11.0	9.0	11.0	11.0
Texas		CTE	DC	ATC	DC/CTE	ATC/CTE	CTE+
0CTE+	Mean	4.1	0.5	0.0	0.0	0.0	0.0
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	21.0	21.0	6.0	0.0	0.0	0.0
1CTE+	Mean	4.8	0.9	0.9	0.1	0.9	1.0
	Min	1.0	0.0	0.0	0.0	0.0	1.0
	Max	21.0	20.0	4.0	1.0	1.0	1.0
2CTE+	Mean	6.4	1.2	2.7	0.3	2.7	3.0
	Min	2.0	0.0	0.0	0.0	0.0	2.0
	Max	22.0	21.0	11.0	10.0	11.0	13.0
Total	Mean	4.7	0.7	0.7	0.1	0.7	0.7
	Min	0.0	0.0	0.0	0.0	0.0	0.0
	Max	22.0	21.0	11.0	10.0	11.0	13.0

Table A.8. 2012 Graduate Cohort Passing Rates on 2011 TAKS Exit Exams

RGV	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	88%	18%	92%	15%	97%	42%	86%	16%
1CTE+	90%	20%	94%	16%	97%	45%	88%	17%
2CTE+	92%	22%	96%	18%	98%	48%	91%	20%
Total	90%	20%	94%	16%	97%	45%	88%	18%
Texas	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	92%	27%	96%	24%	98%	60%	92%	27%
1CTE+	92%	26%	96%	23%	98%	60%	93%	26%
2CTE+	92%	23%	96%	20%	98%	57%	92%	23%
Total	92%	26%	96%	23%	98%	59%	92%	26%

Table A.9. 2013 Graduate Cohort Passing Rates on 2012 TAKS Exit Exams

RGV	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	89%	26%	90%	21%	96%	50%	90%	19%
1CTE+	90%	28%	91%	22%	97%	53%	92%	19%
2CTE+	93%	30%	95%	24%	98%	54%	94%	20%
Total	91%	28%	92%	23%	97%	52%	92%	19%
Texas	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	93%	33%	95%	30%	98%	65%	95%	28%
1CTE+	93%	34%	95%	30%	98%	65%	95%	28%
2CTE+	93%	31%	95%	26%	98%	62%	95%	24%
Total	93%	33%	95%	29%	98%	64%	95%	27%

Table A.10. 2014 Graduate Cohort Passing Rates on 2013 TAKS Exit Exams

RGV	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	89%	22%	92%	22%	97%	53%	93%	16%
1CTE+	90%	23%	93%	21%	98%	56%	95%	16%
2CTE+	92%	21%	96%	22%	98%	56%	96%	15%
Total	91%	22%	94%	22%	98%	55%	95%	16%
Texas	Math		Reading		Social Studies		Science	
	Met	Comm.	Met	Comm.	Met	Comm.	Met	Comm.
0CTE+	92%	28%	96%	27%	98%	66%	96%	23%
1CTE+	91%	27%	96%	26%	99%	66%	96%	22%
2CTE+	91%	24%	96%	24%	98%	63%	96%	19%
Total	92%	27%	96%	26%	98%	66%	96%	22%

APPENDIX B

Post High School Transitions

This section holds information on post high school transitions the year after graduation from high school. The appendix contains data tables and information for the 2012 and 2013 cohorts. This information was originally presented in the 2015 regional report. All tables and figures provide additional information to the data presented in the previous reporting sections which introduces the post high school transitions of the 2015 cohort as well as information on all cohort transitions.

Table B.1. 2012 High School Graduates 2012-2013 Higher Education Enrollment

	Enrolled in Any HE	Community College	Public University	Private University	Two or More Types of HE
RGV					
0CTE+	48%	27%	24%	1%	4%
1CTE+	56%	32%	29%	1%	7%
2CTE+	63%	31%	35%	2%	5%
Total	55%	30%	29%	2%	5%
Texas					
0CTE+	52%	30%	20%	4%	3%
1CTE+	56%	33%	22%	4%	4%
2CTE+	58%	36%	23%	3%	4%
Total	54%	32%	21%	4%	3%

Table B.2. 2013 High School Graduates 2013-2014 Higher Education Enrollment

	Enrolled in Any HE	Community College	Public University	Private University	Two or More Types of HE
RGV					
0CTE+	49%	27%	23%	2%	3%
1CTE+	54%	30%	27%	2%	3%
2CTE+	63%	31%	33%	2%	4%
Total	56%	29%	28%	2%	3%
Texas					
0CTE+	51%	30%	20%	4%	3%
1CTE+	55%	32%	22%	4%	3%
2CTE+	57%	35%	22%	3%	4%
Total	53%	31%	21%	4%	3%

Table B.3. 2012 High School Graduate 2012-2013 Semester Credit Hours in Higher Education

		HE Total	CC Total	Public Total	Private Total
RGV					
0CTE+	Mean SCH	22.35	17.27	24.57	20.62
1CTE+	Mean SCH	22.62	16.78	24.10	19.66
2CTE+	Mean SCH	23.52	17.78	25.13	22.50
Total	Mean SCH	22.87	17.31	24.68	21.22
	Min	1	1	1	10
	Max	49	44	49	36
Texas					
0CTE+	Mean SCH	22.62	18.45	26.29	18.43
1CTE+	Mean SCH	22.66	18.41	25.99	18.39
2CTE+	Mean SCH	22.56	18.26	25.82	18.63
Total	Mean SCH	22.62	18.40	26.13	18.45
	Min	1	1	1	1
	Max	63	60	63	38

Table B.4. 2013 High School Graduate 2013-2014 Semester Credit Hours in Higher Education

		HE Total	CC Total	Public Total	Private Total
RGV					
0CTE+	Mean SCH	22.66	18.06	25.74	19.10
1CTE+	Mean SCH	22.85	17.86	25.71	18.99
2CTE+	Mean SCH	23.44	18.37	25.68	21.40
Total	Mean SCH	23.06	18.14	25.71	20.20
	Min	2	1	1	12
	Max	58	52	57	36
Texas					
0CTE+	Mean SCH	22.68	18.49	26.56	18.19
1CTE+	Mean SCH	22.71	18.40	26.37	18.05
2CTE+	Mean SCH	22.46	18.23	26.06	18.33
Total	Mean SCH	22.64	18.41	26.41	18.19
	Min	1	1	1	1
	Max	69	61	60	37

Figure B.1 2012 Post-High School Workforce Participation

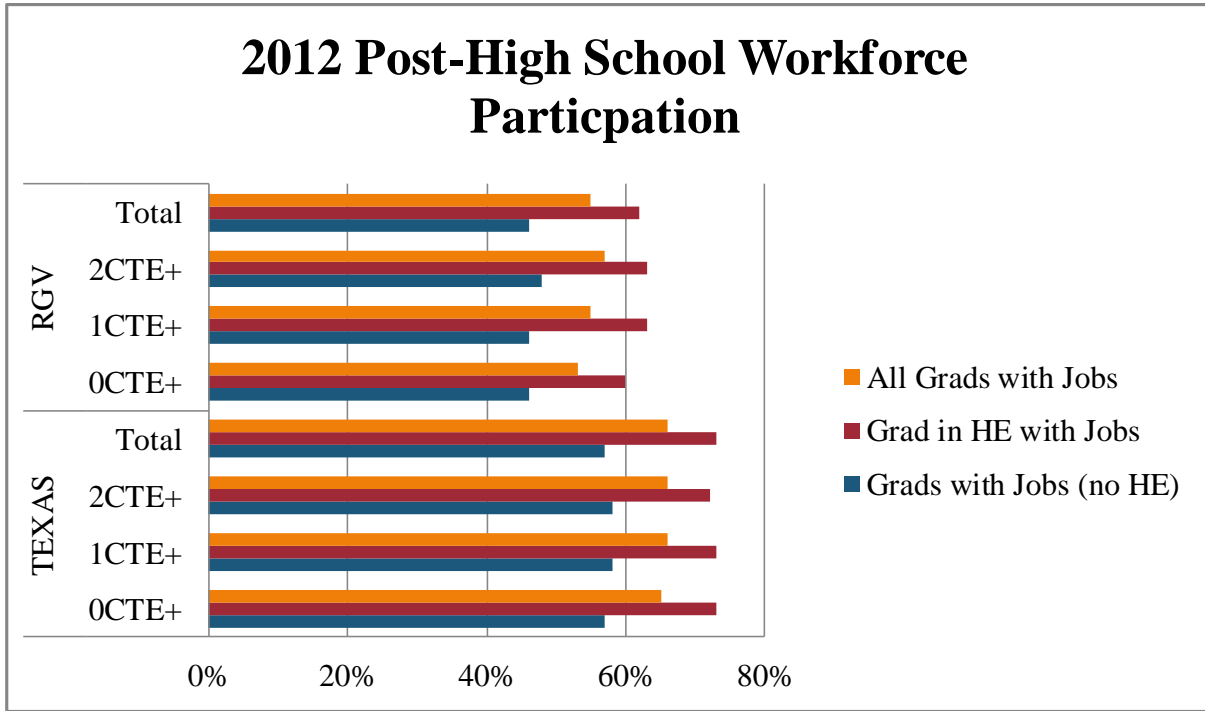


Figure B.2 2013 Post-High School Workforce Participation

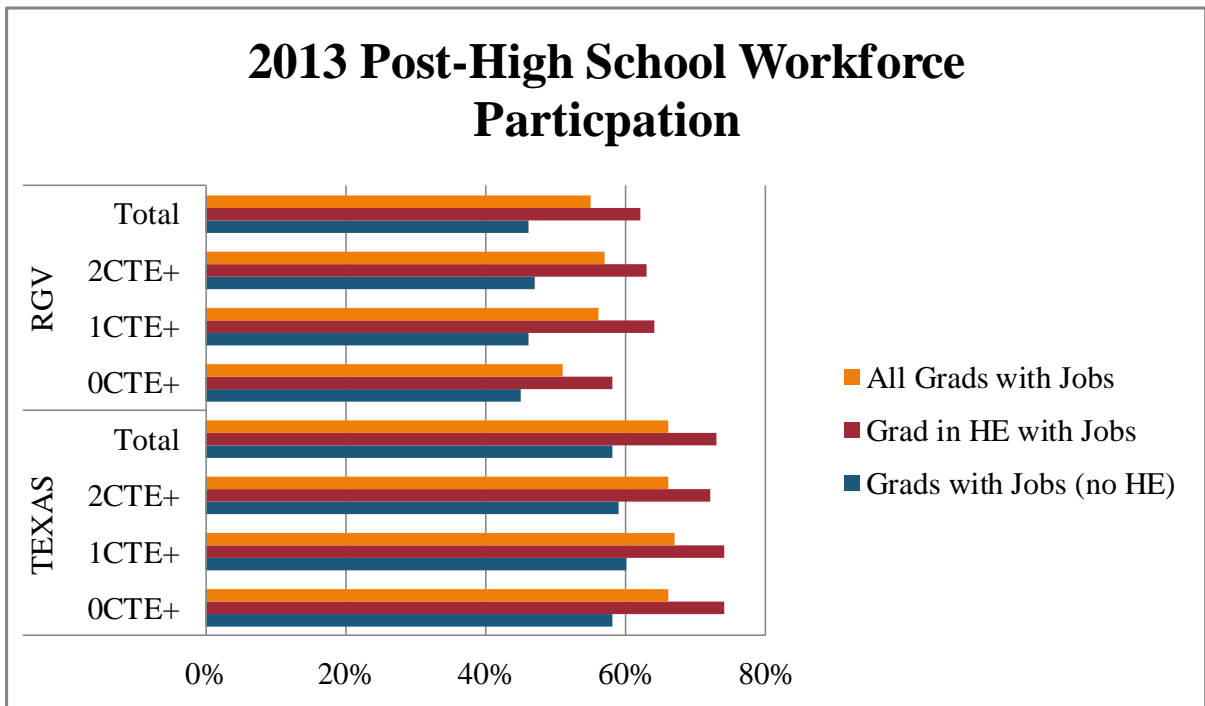


Table B.5. 2012 High School Graduates and 2012-2013 Mean Salary

	All Grads with Jobs	Grad in HE with Jobs	Grads with Jobs (no HE)
RGV			
0CTE+	\$6,201.35	\$5,019.27	\$7,648.24
1CTE+	\$5,645.34	\$4,917.88	\$6,913.50
2CTE+	\$5,730.89	\$4,923.94	\$7,516.23
Total	\$5,884.67	\$4,953.94	\$7,419.46
Texas			
0CTE+	\$6,786.97	\$5,696.60	\$8,277.29
1CTE+	\$6,629.84	\$5,700.60	\$8,112.52
2CTE+	\$6,922.58	\$6,029.73	\$8,446.43
Total	\$6,779.14	\$5,763.53	\$8,273.03

Table B.6. 2013 High School Graduates and 2013-2014 Mean Salary

	All Grads with Jobs	Grad in HE with Jobs	Grads with Jobs (no HE)
RGV			
0CTE+	\$5,847.55	\$4,478.26	\$7,579.59
1CTE+	\$5,839.47	\$4,855.54	\$7,470.48
2CTE+	\$4,475.00	\$5,004.30	\$7,460.42
Total	\$5,808.98	\$4,812.89	\$7,510.11
Texas			
0CTE+	\$7,060.04	\$5,847.41	\$8,671.43
1CTE+	\$6,932.74	\$5,863.77	\$8,546.86
2CTE+	\$7,152.66	\$6,083.88	\$8,891.93
Total	\$7,052.97	\$5,902.14	\$8,688.55

Table B.7. 2012 High School Graduates Enrolled in Higher Education and Working, 2012-2013

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	60%	15%	2%
1CTE+	63%	18%	2%
2CTE+	63%	18%	2%
Total	62%	17%	2%
Texas			
0CTE+	73%	23%	3%
1CTE+	73%	24%	3%
2CTE+	72%	24%	3%
Total	73%	23%	3%

Table B.8. Wages of 2012 High School Graduates Enrolled in Higher Education, 2012-2013

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$5,019.27	\$4,782.02	\$223.77	\$13.48
1CTE+	Mean	\$4,917.88	\$4,660.80	\$238.45	\$18.63
2CTE+	Mean	\$4,923.94	\$4,681.26	\$231.49	\$11.20
Total	Mean	\$4,953.94	\$4,709.12	\$230.83	\$13.99
	Min	\$3.55	\$3.55	\$0.00	\$0.00
	Max	\$69,230.76	\$69,230.76	\$17,066.15	\$7,173.66
Texas					
0CTE+	Mean Salary	\$5,696.60	\$5,390.86	\$288.62	\$17.12
1CTE+	Mean	\$5,700.60	\$5,396.75	\$287.44	\$16.41
2CTE+	Mean	\$6,029.73	\$5,711.63	\$301.87	\$16.24
Total	Mean	\$5,763.53	\$5,455.76	\$290.99	\$16.79
	Min	\$0.04	\$0.04	\$0.00	\$0.00
	Max	\$331,167.42	\$331,167.42	\$24,305.00	\$16,142.44

Table B.9. 2013 High School Graduates Enrolled in Higher Education and Working, 2013-2014

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	58%	14%	2%
1CTE+	64%	18%	2%
2CTE+	63%	17%	2%
Total	62%	16%	2%
Texas			
0CTE+	74%	25%	4%
1CTE+	74%	25%	4%
2CTE+	72%	24%	3%
Total	73%	24%	4%

Table B.10. Wages of 2013 High School Graduates Enrolled in Higher Education, 2013-2014

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$4,478.26	\$4,288.74	\$730.16	\$290.16
1CTE+	Mean	\$4,855.54	\$4,588.20	\$865.07	\$520.27
2CTE+	Mean	\$5,004.30	\$4,776.74	\$805.93	\$312.58
Total	Mean	\$4,812.89	\$4,586.44	\$801.56	\$362.90
	Min	\$2.25	\$2.25	\$0.08	\$0.67
	Max	\$67,414.50	\$67,414.50	\$17,956.18	\$10,416.05
Texas					
0CTE+	Mean Salary	\$5,847.41	\$5,520.89	\$929.23	\$363.65
1CTE+	Mean	\$5,863.77	\$5,539.08	\$918.24	\$351.78
2CTE+	Mean	\$6,083.88	\$5,752.50	\$959.38	\$340.11
Total	Mean	\$5,902.14	\$5,574.95	\$933.37	\$356.13
	Min	\$0.10	\$0.10	\$0.08	\$0.02
	Max	\$323,148.89	\$323,148.89	\$28,216.51	\$26,773.89

Table B.11. 2012 High School Graduates Enrolled in the Workforce Only, 2012-2013

	HE and Job	HE and 2 Jobs	HE and 3 Jobs
RGV			
0CTE+	46%	13%	2%
1CTE+	46%	14%	2%
2CTE+	48%	15%	2%
Total	46%	14%	2%
Texas			
0CTE+	57%	21%	4%
1CTE+	58%	21%	3%
2CTE+	58%	22%	3%
Total	57%	21%	4%

Table B.12. Wages of 2012 High School Graduates Enrolled in the Workforce Only, 2012-2013

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$7,648.24	\$7,286.35	\$342.73	\$19.17
1CTE+	Mean	\$6,913.50	\$6,555.59	\$340.61	\$17.30
2CTE+	Mean	\$7,516.23	\$7,171.13	\$330.68	\$14.42
Total	Mean	\$7,419.46	\$7,063.54	\$338.63	\$17.29
	Min	\$0.52	\$0.52	\$0.00	\$0.00
	Max	\$71,155.89	\$71,155.89	\$15,342.94	\$2,715.44
Texas					
0CTE+	Mean Salary	\$8,277.29	\$7,826.98	\$425.84	\$24.48
1CTE+	Mean	\$8,112.52	\$7,651.32	\$433.58	\$27.62
2CTE+	Mean	\$8,446.43	\$7,995.74	\$425.78	\$24.90
Total	Mean	\$8,273.03	\$7,820.46	\$427.38	\$25.18
	Min	\$0.25	\$0.25	\$0.00	\$0.00
	Max	\$359,628.30	\$359,628.30	\$68,710.18	\$67,412.65

Table B.13. 2013 High School Graduates Enrolled in the Workforce Only, 2013-2014

	No HE and Job	No HE and 2 Jobs	No HE and 3 Jobs
RGV			
0CTE+	45%	15%	2%
1CTE+	46%	15%	3%
2CTE+	47%	14%	2%
Total	46%	15%	2%
Texas			
0CTE+	58%	23%	4%
1CTE+	60%	24%	4%
2CTE+	59%	23%	4%
Total	58%	23%	4%

Table B.14. Wages of 2013 High School Graduates Enrolled in the Workforce Only, 2013-2014

		Total Salary	Job 1 Salary	Job 2 Salary	Job 3 Salary
RGV					
0CTE+	Mean Salary	\$7,579.59	\$7,146.47	\$1,254.57	\$449.74
1CTE+	Mean	\$7,470.48	\$7,042.81	\$1,230.97	\$599.23
2CTE+	Mean	\$7,460.42	\$7,023.10	\$1,377.65	\$364.77
Total	Mean	\$7,510.11	\$7,076.96	\$1,289.12	\$462.24
	Min	\$14.50	\$14.50	\$2.72	\$5.66
	Max	\$81,594.53	\$81,594.53	\$16,448.84	\$7,106.49
Texas					
0CTE+	Mean Salary	\$8,671.43	\$8,169.88	\$1,205.74	\$419.53
1CTE+	Mean	\$8,546.86	\$8,055.60	\$1,172.60	\$405.51
2CTE+	Mean	\$8,891.93	\$8,375.36	\$1,232.54	\$401.23
Total	Mean	\$8,688.55	\$8,186.20	\$1,204.26	\$413.13
	Min	\$0.24	\$0.24	\$0.07	\$0.07
	Max	\$373,933.00	\$373,933.00	\$95,364.74	\$26,814.52

APPENDIX C

Higher Education Outcomes

This section holds information on postsecondary and post postsecondary outcomes. The appendix contains data tables for figures in the body of the report or information extraneous to the body of text. In some cases, tables include information from cohorts previously reported on in prior editions of the report. All tables and figures provide additional information to the data presented in the previous reporting sections.

Table C.1. Developmental Enrollment for 2013-2014, 2013 High School Cohort

	Overall DE	Math DE	Reading DE	Writing DE
RGV				
0CTE+	18%	12%	6%	7%
1CTE+	18%	11%	6%	6%
2CTE+	15%	9%	5%	6%
Total	17%	11%	5%	6%
Texas				
0CTE+	27%	20%	9%	10%
1CTE+	26%	20%	8%	9%
2CTE+	27%	19%	9%	11%
Total	27%	20%	8%	10%

Table C.2. Percent of Total Student and Students Enrolled in Higher Education Gaining a Postsecondary Credential, 2012 HS Cohort

	Cohort HE Grad	Enroll HE Grad	Cohort CERT	Enroll CERT	Cohort AA	Enroll AA	Cohort BD	Enroll BD
RGV								
0CTE+	13%	23%	2%	4%	5%	9%	7%	12%
1CTE+	16%	25%	2%	4%	6%	10%	8%	13%
2CTE+	22%	30%	6%	8%	7%	10%	11%	15%
Total	17%	26%	4%	6%	6%	10%	8%	13%
Texas								
0CTE+	17%	28%	2%	3%	5%	9%	10%	16%
1CTE+	18%	28%	2%	3%	6%	9%	10%	16%
2CTE+	19%	29%	3%	4%	8%	11%	9%	14%
Total	17%	28%	2%	3%	6%	9%	10%	16%

Table C.3. 2012 High School Cohort by Gender

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	49%	51%	60%
	1CTE+	51%	54%	62%
	2CTE+	53%	55%	63%
	Total	51%	53%	62%
Texas	0CTE+	49%	53%	60%
	1CTE+	51%	54%	63%
	2CTE+	52%	55%	62%
	Total	50%	53%	61%

Table C.4. 2013 High School Cohort by Gender

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	48%	50%	52%
	1CTE+	50%	53%	55%
	2CTE+	51%	54%	57%
	Total	50%	52%	55%
Texas	0CTE+	49%	53%	58%
	1CTE+	51%	54%	59%
	2CTE+	50%	54%	58%
	Total	50%	53%	58%

Table C.5. 2014 High School Cohort by Gender

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	47%	51%	55%
	1CTE+	48%	51%	53%
	2CTE+	52%	56%	60%
	Total	50%	53%	58%
Texas	0CTE+	50%	53%	57%
	1CTE+	50%	54%	58%
	2CTE+	50%	54%	58%
	Total	50%	54%	58%

Table C.6. 2015 High School Cohort by Gender

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	52%	51%	42%
	1CTE+	51%	51%	59%
	2CTE+	48%	55%	56%
	Total	50%	53%	55%
Texas	0CTE+	50%	54%	48%
	1CTE+	50%	54%	61%
	2CTE+	50%	54%	55%
	Total	50%	54%	54%

Table C.7. 2012 High School Cohort by Low Socioeconomic Status

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	86%	82%	80%
	1CTE+	82%	79%	73%
	2CTE+	80%	76%	73%
	Total	83%	79%	75%
Texas	0CTE+	46%	40%	28%
	1CTE+	47%	41%	31%
	2CTE+	53%	48%	40%
	Total	48%	42%	31%

Table C.8. 2013 High School Cohort by Low Socioeconomic Status

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	85%	81%	84%
	1CTE+	81%	76%	75%
	2CTE+	81%	78%	75%
	Total	83%	78%	77%
Texas	0CTE+	47%	40%	39%
	1CTE+	47%	40%	39%
	2CTE+	54%	49%	51%
	Total	48%	42%	42%

Table C.9. 2014 High School Cohort by Low Socioeconomic Status

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	85%	83%	90%
	1CTE+	82%	78%	81%
	2CTE+	84%	80%	83%
	Total	84%	80%	84%
Texas	0CTE+	47%	39%	42%
	1CTE+	48%	41%	43%
	2CTE+	56%	51%	54%
	Total	49%	42%	46%

Table C.10. 2015 High School Cohort by Low Socioeconomic Status

		HS GRAD	HE ENROLL	HE GRAD
RGV	0CTE+	82%	78%	86%
	1CTE+	81%	77%	73%
	2CTE+	79%	74%	74%
	Total	80%	76%	76%
Texas	0CTE+	47%	39%	50%
	1CTE+	47%	40%	50%
	2CTE+	55%	49%	56%
	Total	48%	41%	53%

Table C.11. 2012 High School Cohort by Ethnicity

	HS GRAD			HE ENROLL			HE GRAD		
	%W	%H	%O	%W	%H	%O	%W	%H	%O
RGV									
0CTE+	2%	97%	1%	3%	96%	1%	3%	95%	2%
1CTE+	3%	96%	1%	3%	96%	1%	3%	95%	1%
2CTE+	3%	96%	1%	3%	96%	1%	4%	95%	2%
TOTAL	3%	96%	1%	3%	96%	1%	3%	95%	2%
Texas									
0CTE+	40%	42%	17%	44%	37%	18%	54%	32%	14%
1CTE+	37%	44%	18%	40%	41%	19%	49%	37%	14%
2CTE+	30%	52%	18%	31%	50%	19%	36%	48%	16%
TOTAL	38%	45%	18%	41%	41%	19%	49%	36%	14%

Table C.12. 2013 High School Cohort by Ethnicity

	HS GRAD			HE ENROLL			HE GRAD		
	%W	%H	%O	%W	%H	%O	%W	%H	%O
RGV									
0CTE+	2%	97%	1%	3%	96%	1%	2%	97%	<1%
1CTE+	3%	97%	1%	3%	96%	1%	2%	96%	<1%
2CTE+	3%	96%	1%	3%	96%	1%	2%	97%	1%
TOTAL	2%	96%	1%	3%	96%	1%	2%	97%	1%
Texas									
0CTE+	39%	44%	18%	43%	38%	19%	46%	42%	12%
1CTE+	37%	45%	18%	41%	41%	19%	41%	47%	12%
2CTE+	28%	55%	17%	29%	53%	18%	28%	58%	13%
TOTAL	36%	46%	17%	40%	42%	18%	40%	47%	12%

Table C.13. 2014 High School Cohort by Ethnicity

	HS GRAD			HE ENROLL			HE GRAD		
	%W	%H	%O	%W	%H	%O	%W	%H	%O
RGV									
0CTE+	2%	97%	1%	2%	97%	1%	1%	99%	<1%
1CTE+	3%	96%	1%	3%	95%	2%	2%	97%	<1%
2CTE+	2%	97%	1%	2%	97%	1%	1%	98%	<1%
TOTAL	2%	97%	1%	2%	96%	1%	1%	98%	<1%
Texas									
0CTE+	39%	43%	18%	43%	38%	19%	43%	46%	11%
1CTE+	37%	46%	17%	40%	42%	18%	38%	49%	13%
2CTE+	26%	58%	16%	27%	57%	17%	23%	64%	12%
TOTAL	36%	47%	17%	39%	43%	18%	36%	52%	12%

Table C.14. 2015 High School Cohort by Ethnicity

	HS GRAD			HE ENROLL			HE GRAD		
	%W	%H	%O	%W	%H	%O	%W	%H	%O
RGV									
0CTE+	2%	97%	1%	2%	96%	2%	2%	100%	<1%
1CTE+	2%	97%	1%	2%	97%	1%	2%	99%	<1%
2CTE+	2%	97%	1%	2%	97%	1%	1%	98%	<1%
TOTAL	2%	97%	1%	2%	97%	1%	1%	99%	<1%
Texas									
0CTE+	38%	44%	18%	42%	39%	20%	40%	50%	10%
1CTE+	36%	47%	17%	40%	42%	18%	27%	60%	13%
2CTE+	26%	59%	15%	27%	58%	15%	19%	70%	11%
TOTAL	35%	47%	18%	38%	43%	19%	27%	62%	11%