

# Waller Independent School District

## Career and Technical Education Department

### Procedure Handbook

**2017-2018  
School Year**

**Waller**

**Independent School District**

2214 Waller Street, Waller, Texas 77484

[www.wallerisd.net](http://www.wallerisd.net)

936-931-3685

*Shelly Elizalde - Coordinator of Career and Technical Education*



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# **Waller Independent School District**

## **Public Notification of Nondiscrimination in Career and Technical Education Programs**

Waller ISD offers career and technical education programs in business, management, and administration; agriculture, food, and natural resources; law and public safety; human services; manufacturing; hospitality and tourism; architecture and construction; marketing, sales, and services; health science; finance; information technology; and education and training. Admission to these programs is based on student interest, age and grade requirements specified by the Texas Education Agency.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Waller ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.

Waller ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Kevin Moran, at 2214 Waller Street, Waller, TX 77484, 936-931-3685 and/or the Section 504 Coordinator, Amy Carranza, at 2214 Waller Street, Waller, TX 77484, 936-931-3685.

## **Distrito Escolar Independiente de Waller**

### **Notificación Pública de No Discriminación en los Programas Educativos de Carrera Y Tecnología**

El Distrito Escolar Independiente de Waller (Waller ISD) ofrece programas de educación en carreras y tecnología en las áreas de administración de empresas; agricultura, alimentos y recursos naturales; leyes y seguridad pública; servicios humanos; manufactura; hospitalidad y turismo; arquitectura y construcción; mercadotecnia, ventas y servicios; ciencias de la salud; las finanzas; tecnología de la informática; y la educación y entrenamiento. La admisión a estos programas está basada en el interés del estudiante. Edad y requerimientos de grado escolar especificados por la Agencia de Educación de Texas.

Es política de Waller ISD no discriminar por razones de raza, color, país de origen, sexo o discapacidad en sus programas vocacionales, de servicio o actividades requerida por el Título VI del Acto de Derechos Civiles de 1964, y su enmienda; Título IX de la Enmienda de Educación de 1972; y sección 504 del Acto de Rehabilitación de 1973, como fue enmendado.

Es política de Waller ISD no discriminar por razones de raza, color, país de origen, sexo, discapacidad o edad en sus prácticas de reclutamiento, como requerido por el Título VI del Acto de los Derechos Civiles de 1964, y su enmienda; El; Título IX de la Enmienda de Educación de 1972; La Acta de Discriminación de Edad de 1975 y su enmienda; y la Sección 504 de la acta de Rehabilitación de 1973, y su enmienda.

Waller ISD dará los pasos necesarios para asegurar que la falta de destrezas en el idioma Inglés no sea una barrera de admisión y participación en todos los programas educativos y vocacionales. Para información acerca del procedimientos de sus derechos o quejas, puede contactar al Coordinador de Título IX, Kevin Moran, en 2214 Waller Street, Waller, TX 77484, 936-931-3685 y/o el Coordinador de la Sección 504, Amy Carranza, en el 2214 Waller Street, Waller, TX 77484, 936-931-3685 .

## **Waller ISD School Board and Administrative Teams**

### **Waller ISD School Board**

President - Mr. Gary Buchanan  
Vice President - Mr. David Kaminski  
Secretary - Mr. Joe Landin  
Member - Koleen Garrett  
Member - Dr. Michael W. Prince  
Member - Mr. Bryan Lowe  
Member - Mr. David Kaminski

### **Waller ISD Administrative Team**

Mr. Danny Twardowski, Superintendent of Schools  
Mr. Kevin Moran, Assistant Superintendent for Administration  
Mr. Mike Marcus, Assistant Superintendent for Finance  
Mrs. Kelly Baehren, Director of Curriculum and Instruction

## Waller Independent School District Board Goals

**Goal 1:** WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. **(Curriculum)**

**Goal 2:** WISD will provide a safe, secure and respectful learning environment for students and staff. **(Safety)**

**Goal 3:** WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. **(Human Resources)**

**Goal 4:** WISD will provide a supportive, professional teaching environment that encourages teaching excellence. **(Environment)**

**Goal 5:** WISD will continue state and national leadership in the use of technology in all phases of the educational process. **(Technology)**

**Goal 6:** WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. **(Public Relations)**

**Goal 7:** WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. **(Fiscal and Resource Management)**

**Goal 8:** WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. **(Enrichment Programs)**

**Goal 9:** WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. **(Diversity)**

## Waller ISD CTE Department Mission

Develop all students into productive individuals with skills that will help them succeed as workers and leaders in today's global economy.

## Waller ISD CTE Department Vision

To continue to develop, expand, and improve our Career and Technical Programs with the input and support of staff, parents, and business and community partners to enhance career opportunities for all students.

## *CTE State Plan and Goals*

The State Plan for Career and Technical Education is focused on improving the academic and technical educational opportunities for students, including rigorous and relevant for career preparation. The State Plan for CTE has been developed with the understanding that an academic education and technical education are compatible concepts and the academics are reinforced and applied through a high quality, rigorous technical education.

The State Plan for Career and Technical Education is based on four (4) goals. The public education systems must take immediate action by addressing the following challenges:

- Recognizing the unique needs of a diverse student population
- Preparing students for college and career success
- Providing students with a quality education that prepares them to be competitive within a global economy
- Recruiting and retaining qualified teachers

For more information visit TEA at: <https://www.txcte.org/>

The Career and Technical Education (CTE) Unit in the Curriculum Division of TEA provides direction and leadership to the CTE programs throughout Texas. Unit staff assists districts statewide with implementation of the Texas Essential Knowledge and Skills (TEKS) for CTE, collaborates with various professional organizations about CTE programs, and assists the Instructional Materials and Educational Technology Division in overseeing the textbook adoption process for CTE instructional materials. The CTE Unit also provides ongoing communication with the field related to the curriculum and graduation requirements in 19 TAC Chapter 74.

Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

## WHS CTE Teachers 2017-2018

Teacher Name	Courses
Aschenbeck, Amy	Intro to Culinary Arts
Bonner, Julie	Professional Communications, Lifetime Nutrition and Wellness, Princ of Hospitality and Tourism, Principles of Education and Training, Instructional Practices in Education
Carroll, Victoria	Principles of Health Science
Compton, Bradley	Principles of Architecture and Construction, Arch Design, Adv. Arch Design.
Crawford, Shane	Construction Technology
Daigle, Kevin	Principles of Manufacturing, Intro to Welding
Finke, Chris	Welding
Geigley, Eric	Welding, Welding II
Geigley, Henry	Manufacturing Teacher Assistant
Gonzaga, Joe	Digital and Interactive Media
Guerra, Dean	Principles of Arts, A/V, and Communications, A/V Production
Hayes, Everleigh	Professional Communications, Livestock Production, Professional Standards in Agribusiness
Hohertz, Joshua	Principles of Agriculture, Advanced Animal Science, Wildlife, Vet. Med Apps., Livestock Production
Kaufmann, James	Principles of Law, Law Enforcement I, Law Enforcement II
Loewe, Robin	Cosmetology I, Cosmetology II
Loewe, Rodney	Intro to Welding, Welding I
Macek, Vickie	Culinary Arts, Practicum in Culinary Arts
Marable, Seth	Anatomy and Physiology
Meredith, Karen	Entrepreneurship, Money Matters, BIM, Principles of Information Technology
Miller, Natalie	Pathophysiology, Anatomy and Physiology, Practicum in Health Science (Pharmacy Tech.)
Mills, Linda	Medical Terminology, Practicum in Health Science (Certified Nurse Aide)
Nickleberry, Teresa	Child Development, Child Guidance, Principles of Human Services
Packman, Kevin	Ag. Mechanics, Ag. Fabrication, Welding II, Practicum in Agriculture
Ricken, Dr. Jeffrey	Health Science, Health Science Theory and Clinical
Rozell, Summer	Introduction to Cosmetology, Cosmetology I
Schmidt, Barbie	Principles of Agriculture, Floral Design, Horticulture
Sullivan, Tyler	Principles of Business, Marketing, and Finance, Accounting, Career Prep
Wawarofsky, Troy	Principles of Architecture, Architectural Design I, Architectural Design II
Williams, Fred	Manufacturing Teacher Assistant



# Waller ISD CTE Career Cluster Offerings

## ***Agriculture, Food, and Natural Resources***

Agriculture, food & natural resources focuses on the essential elements of life—water, air, food, and land. The people who work in the cluster include farmers and ranchers tending Texas crops and livestock; utility operators providing oil, electricity, and natural gas; and conservationists protecting wilderness and wildlife. They put food on our tables and turn raw materials into products we all use. For students and workers in Agriculture, Food & Natural Resources, the Earth is one giant classroom full of natural wonders to explore. If you love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food & Natural Resources could be the right career cluster for you.

## ***Architecture and Construction***

Look around you. You are likely inside a room in a building, maybe your school. You are in a structure that started with an idea in an architect's head. He or she imagined how tall it would be, how many rooms it would hold, where the walls and doorways would stand. The architect drew up plans that guided teams of people as they went about constructing the building—plumbers, electricians, masons, roofers, framers, and so on. And now that the building is finished, another team of people manage and maintain it, keeping equipment up and running, the spaces clean and organized, and the windows glistening. These are the people who work in the Architecture & Construction cluster. If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, paint, furniture, and art, then Architecture & Construction could be the right career cluster for you.

## ***Arts, A/V, and Communications***

As Shakespeare observed, All the World's a stage. Whether it's music, painting, drawing, sculpting, writing, dancing, or any other genre, artistic expression is all around us—on TV and radio, at the movies, in art galleries, on the Web, in our MP3 players. People who work in the Arts, A/V Technology & Communications cluster may entertain and inform through an ever-growing array of new media forms such as cell phone ringtones, text messaging, and shared online videos. A world of audio-visual (A/V) technology and communications professionals—including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists—makes it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then Arts, A/V Technology & Communications may be the right career cluster for you.

## ***Business Management and Administration, Marketing, and Finance***

Business touches everything in your world. It's behind the food you eat, the vehicles you drive, the clothes you wear—every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers (CEO s) overseeing worldwide organizations of hundreds of thousands of workers to receptionists answering phones, well-educated employees make businesses run more smoothly and profitably. The skills you learn in Business Management & Administration can make you an attractive job applicant for any company. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business Management & Administration could be the right career cluster for you.

Building a career in the booming field of Marketing, Sales & Service starts with selling you. You need to think of yourself as a “product” and define the features and benefits that will attract your “customers”—the employers that might hire you. Your resume is like an advertisement telling your story clearly and compellingly by detailing the education, experience, and skills you have that qualify you for the job. Then, with persistence, comes an interview, during which you have to dress to impress, speak and listen well, and show that you can be a valuable member of the organization's team. Finally, you need to close the deal by following up with a thank-you note that makes a positive impact on the hirer. If you want to learn how to package yourself for success, sell any type of product or service, or serve all kinds of customers, then Marketing may be the right cluster for you.

Money Makes the world go round—and there is plenty of it in Texas. In fact, if our state were its own country, it would be the 15th-largest economy in the world, ranking right between Spain and South Korea. There are about 750 banks in Texas and thousands more brokerage, financial-service, insurance, and accounting firms. Professionals who work in these companies manage investments and make loans, pay for storm damage, sell bonds and stock ATM s with cash, and more. If you are good at numbers, want to play the stock market, or enjoy working with the public, then Finance could be the right career cluster for you.

## ***Education and Training***

Teaching, they say, is the profession that makes all other professions possible. The people who work in Education & Training instill the knowledge and skills everyone from preschoolers to adult learners needs to succeed. These caring, capable, and committed professionals help prepare their students for the many rewards and challenges that personal, professional, and civic life brings. If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education & Training could be the right career cluster for you.

## ***Health Science***

Everyone needs health care. From newborns to seniors, Texans require professionals who are experts at diagnosing and treating disease, using medical technologies, and providing preventive care. Although everyone thinks of doctors and nurses when they contemplate careers in health care, there are hundreds of other specialties available in the Health Science cluster, including technicians, skilled support personnel, dentists, and scientists. In fact, a typical medical center is a giant business with employees as varied as aides and CEOs (chief executive officers). As the baby boomer generation in Texas ages, demand for health services grows, meaning that job security in the cluster is strong. If you feel a calling to care for others, won't faint at the sight of blood, or want to pursue a profession on the cutting edge of technology, then Health Science may be the right career cluster for you.

## ***Hospitality and Tourism***

Texas is a top destination. People from around the globe come here to visit attractions such as the Alamo, Six Flags Over Texas, and Padre Island National Seashore—all ranked among the top draws for tourists in the state. Untold millions enjoy our wealth of hotels, restaurants, theaters, museums, zoos, aquariums, rodeos, campgrounds, state and national parks, racetracks, cruises, and more. The job of keeping all those people happy falls to workers in Hospitality & Tourism. Whether chefs or concierges, travel agents or tour guides, park rangers or players for sports teams, the professionals in this cluster are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, then Hospitality & Tourism may be the right cluster for you.

## ***Human Services***

It takes a special kind of person to work in Human Services. Although many jobs in the cluster pay well, those who choose Human Services generally don't do it for the money. Instead, they are motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, financial planners, clergy members, and others tend to the physical, mental, and spiritual needs of people in their hometowns. They offer helping hands to everyone from babies in child-care centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing that you have improved someone's life is immense. If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services could be the right career cluster for you.

## ***Information Technology***

Texas is at the heart of the information technology revolution. Our state is home to world-class high-tech companies such as Texas Instruments, Dell, and Advanced Microsystems. Countless smaller firms create computer games, set up custom networks, service computer

equipment, or develop and manage websites. In fact, every business in Texas needs IT expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works, have an idea for a new website or computer game, or want a career that is always changing, then Information Technology may be the right cluster for you.

### ***Law, Public Safety, Security, and Corrections***

Sirens scream. Bombs explode. Bullets fly. This is the image that many people have of careers in Law, Public Safety, Corrections & Security. The truth is that those things do happen occasionally, but mostly careers in this cluster don't involve constant danger. Instead, they concern the important daily duties of protecting and serving the public. What folks in these careers crave is peace and quiet—that means that people and property are safe. As homeland security has become more and more of a concern, demand for people to protect sites as varied as skyscrapers and seaports, airports and reservoirs, and nuclear power plants and military bases has skyrocketed. If you have a calling to serve others, can keep a cool head under pressure, or love the law, then a career in Law, Public Safety, Corrections & Security could be the right decision for you.

### ***Manufacturing***

Manufacturing is making things. Raw materials become products such as cars, computer chips, cell phones, contact lenses, cosmetics, couches, clothes, candy, and more. Employees who create those products range from production-line workers in factories assembling parts to executives in skyscrapers overseeing global operations. Repetitive tasks that typically occur in manufacturing are being performed by robots and the automation process, which requires highly trained employees that can adapt to a variety of situations. Manufacturing today needs people who can understand highly technical information and make complex decisions. Workers are responsible for creative problem solving that ensures companies meet the highest quality standards. If you like building things, can follow detailed instructions, or are good at organizing people and processes, then manufacturing could be the right career cluster for you.

*Source for all Career Cluster Information: AchieveTexas in Action ©2010 by the Texas Education Agency*

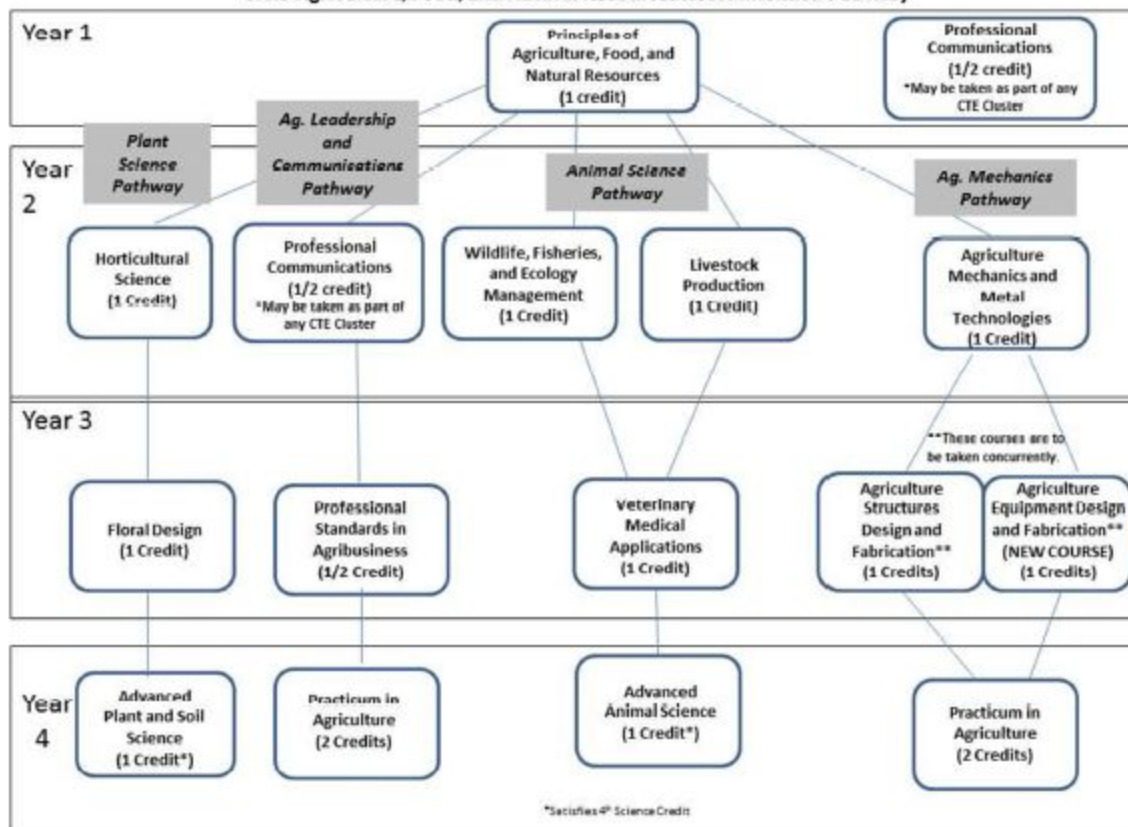
## Career and Technical Education Course Offerings for Waller High School 2017-2018

Agriculture, Food, and Natural Resources	Human Services
<ul style="list-style-type: none"> <li>● Professional Communications (½ credit)</li> <li>● Principles of Agriculture, Food, and Natural Resources (1 credit)</li> <li>● Principles and Elements of Floral Design (1 credit)</li> <li>● Livestock Production (1 credit)</li> <li>● Horticulture Science (1 credit)</li> <li>● Advanced Plant and Soil Science (1 credit)</li> <li>● Wildlife, Fisheries, and Ecology Management (1 credit)</li> <li>● Veterinary Medical Applications (1 credit)</li> <li>● Advanced Animal Science (1 credit)</li> <li>● Agriculture Mechanics and Metal Technologies (1 credit)</li> <li>● Agricultural Structures / Equipment Design and Fabrication (2 credits)</li> <li>● Practicum in Agriculture (2 credits)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Human Services (1 credit)</li> <li>● Child Development (1 credit)</li> <li>● Lifetime Nutrition and Wellness (½ credit)</li> <li>● Child Guidance (2 credits)</li> <li>● Introduction to Cosmetology (1 credit)</li> <li>● Cosmetology I (2 credits)</li> <li>● Cosmetology II (2 credits)</li> </ul>
Architecture and Construction	Hospitality and Tourism
<ul style="list-style-type: none"> <li>● Principles of Architecture (1 credit)</li> <li>● Principles of Construction (1 credit)</li> <li>● Architectural Design (1 credit)</li> <li>● Architectural Design II (2 credits)</li> <li>● Construction Technology I (2 credits)</li> <li>● Construction Technology II (2 credits)</li> <li>● Practicum in Construction Technology (2 credits)</li> <li>● Landscape Design and Management (½ Credit)</li> <li>● Turf Grass Management (½ Credit)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Hospitality and Tourism (1 credit)</li> <li>● Intro to Culinary Arts (1 credit)</li> <li>● Culinary Arts (2 credits)</li> <li>● Practicum in Culinary Arts (2 credits)</li> </ul>
Arts, A/V Technology, and Communications	Information Technology
<ul style="list-style-type: none"> <li>● Professional Communications (½ credit)</li> <li>● Principles of Arts, A/V Tech, and Communications (1 credit)</li> <li>● Audio Video Production “Bulldog Broadcast I” (1 credit)</li> <li>● Audio Video Production “Bulldog Broadcast II” (2 credits)</li> <li>● Practicum in Audio Video Production (2 credits)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Information Technology (1 credit)</li> <li>● Digital and Interactive Media (1 credit)</li> <li>● Web Technologies (1 credit)</li> </ul>
Career Development	Law, Public Safety, Corrections
<ul style="list-style-type: none"> <li>● Career Preparation I (2 credits)</li> <li>● Career Preparation II (2 credits)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Law, Public Safety, Corrections and Security (1 credit)</li> <li>● Law Enforcement I (1 credit)</li> <li>● Law Enforcement II (1 credit)</li> </ul>
Education and Training	Manufacturing
<ul style="list-style-type: none"> <li>● Principles of Education and Training (1 credit)</li> <li>● Child Development (1 credit)</li> <li>● Instructional Practices in Education and Training (2 credits)</li> <li>● Practicum in Education and Training (2 credits)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Manufacturing (1 credit)</li> <li>● Intro to Welding (1 credit)</li> <li>● Welding I (2 credits)</li> <li>● Welding II (2 credits)</li> </ul>
Health Science	Business, Marketing, and Finance
<ul style="list-style-type: none"> <li>● Principles of Health Science (1 credit)</li> <li>● Medical Terminology (1 credit)</li> <li>● Health Science Theory (1 credit)</li> <li>● Health Science Theory/Clinical (2 credits)</li> <li>● Pathophysiology (1 credit)</li> <li>● Anatomy/Physiology (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>● Principles of Business, Marketing, and Finance (1 credit)</li> <li>● Business Information Management I (1 credit)</li> <li>● Entrepreneurship (1 credit)</li> <li>● Money Matters (1 credit)</li> <li>● Accounting I (1 credit)</li> </ul>

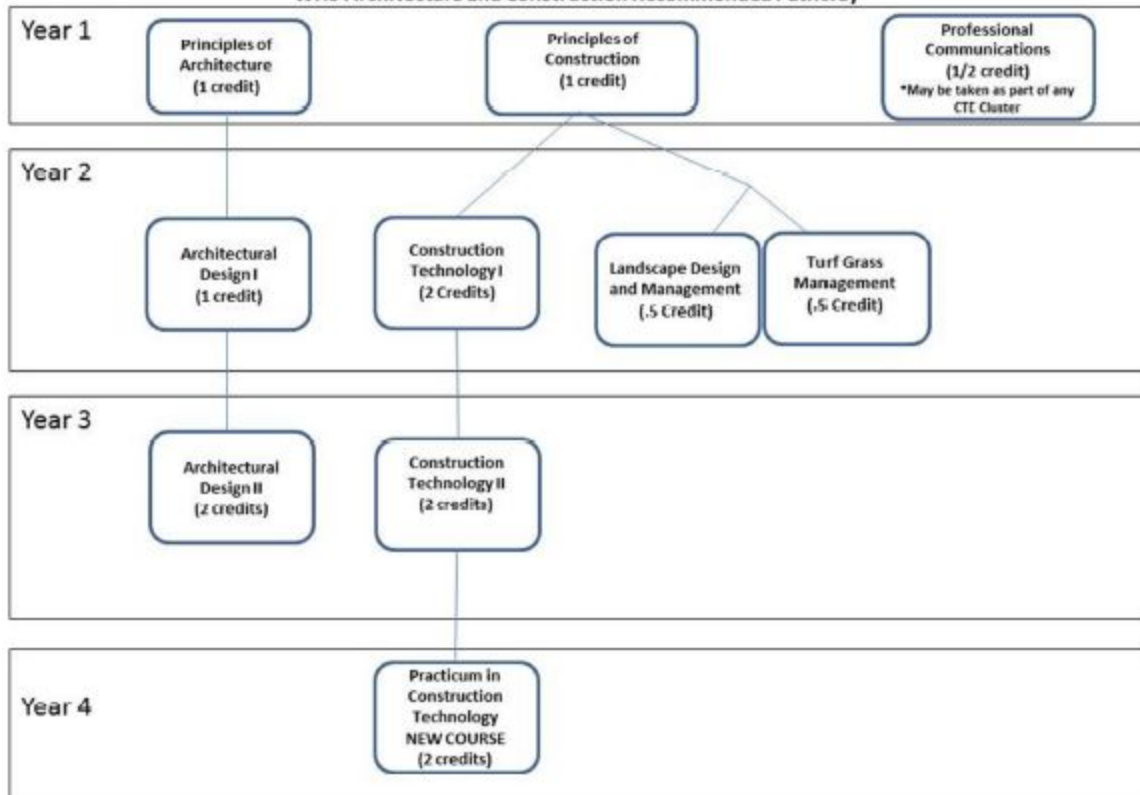
- Practicum in Health Science - Certified Nurse Aide (2 credits)
- Practicum in Health Science - Pharmacy Technician (2 credits)

- Accounting II (1 credit)

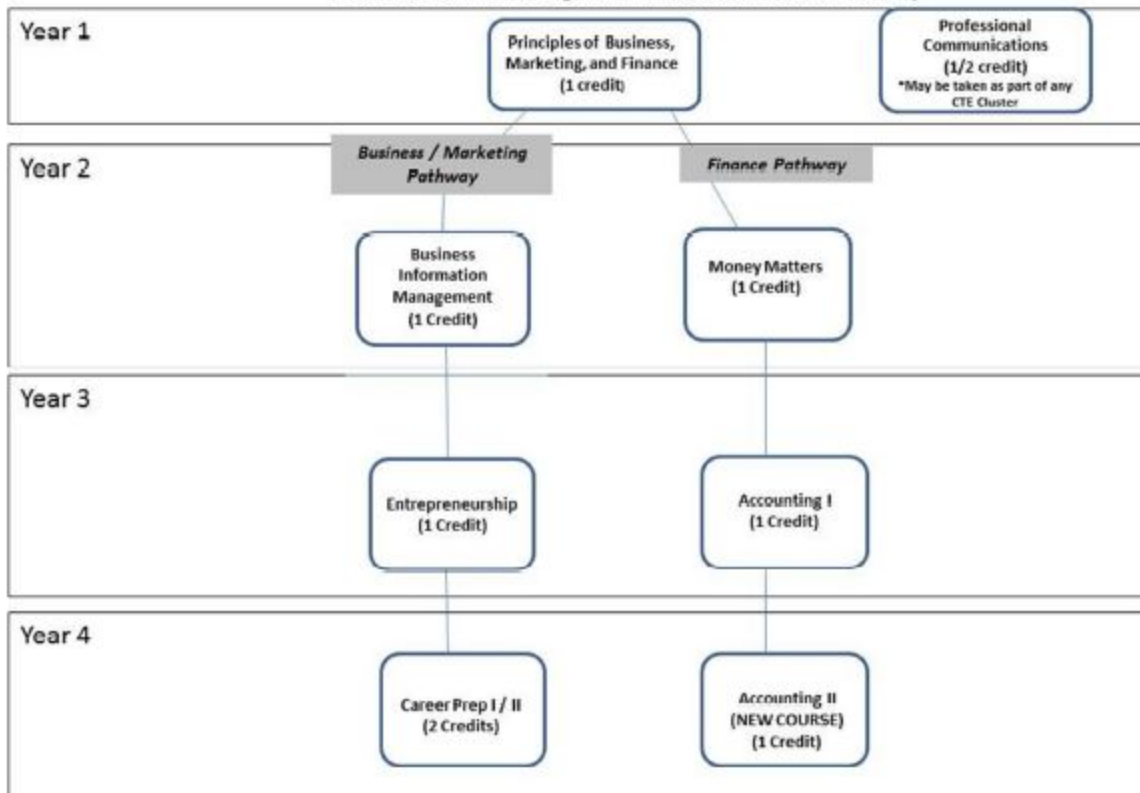
### WHS Agriculture, Food, and Natural Resources Recommended Pathway



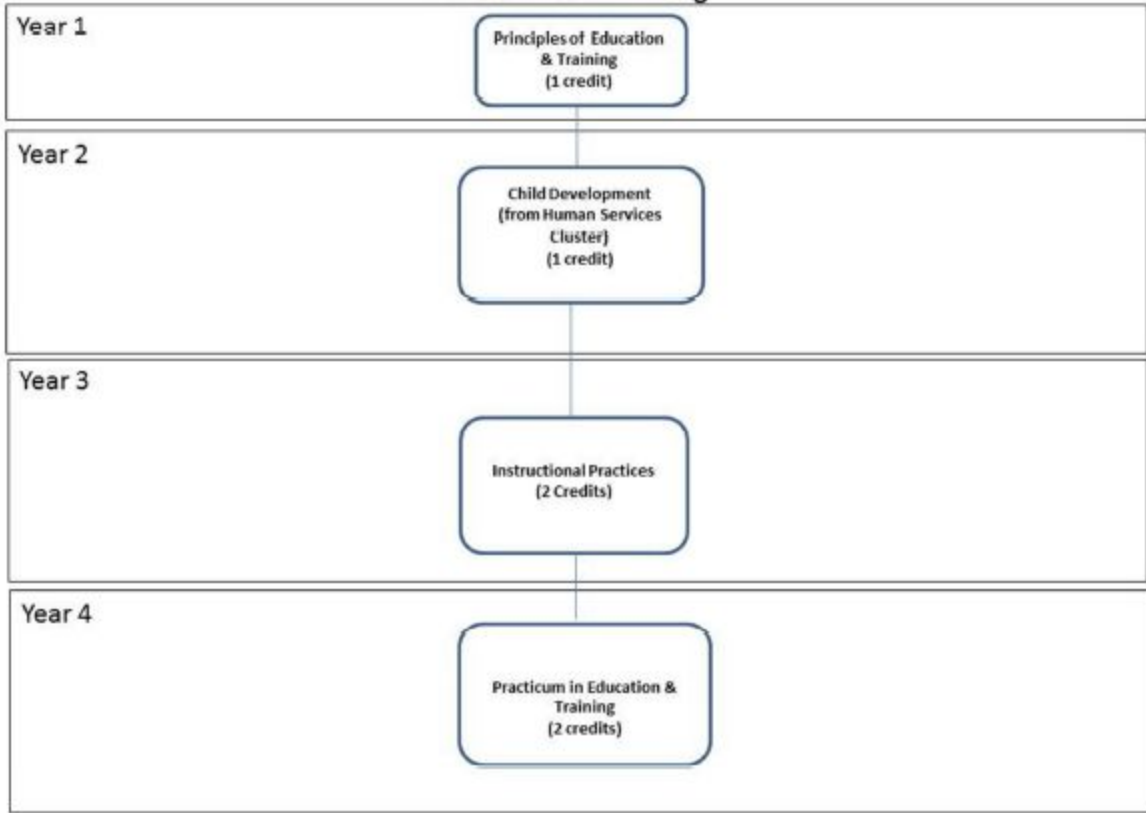
### WHS Architecture and Construction Recommended Pathway



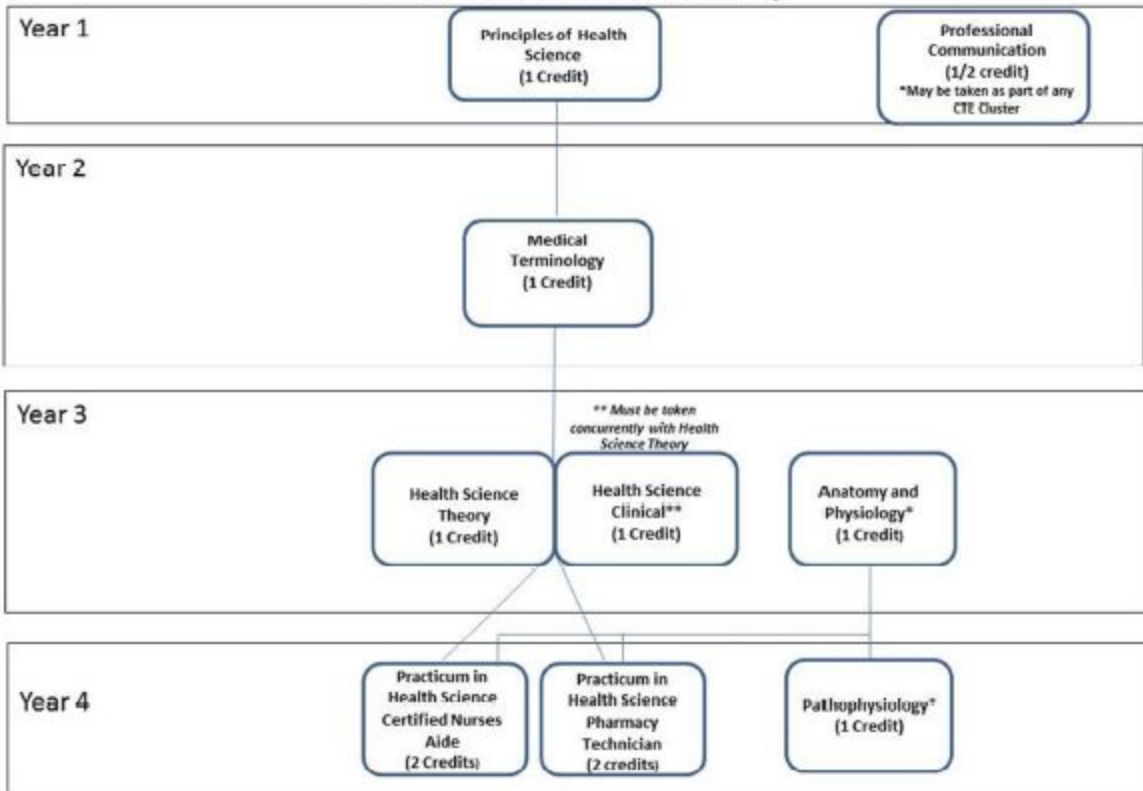
**WHS Business, Marketing and Finance Recommended Pathway**



## Education and Training



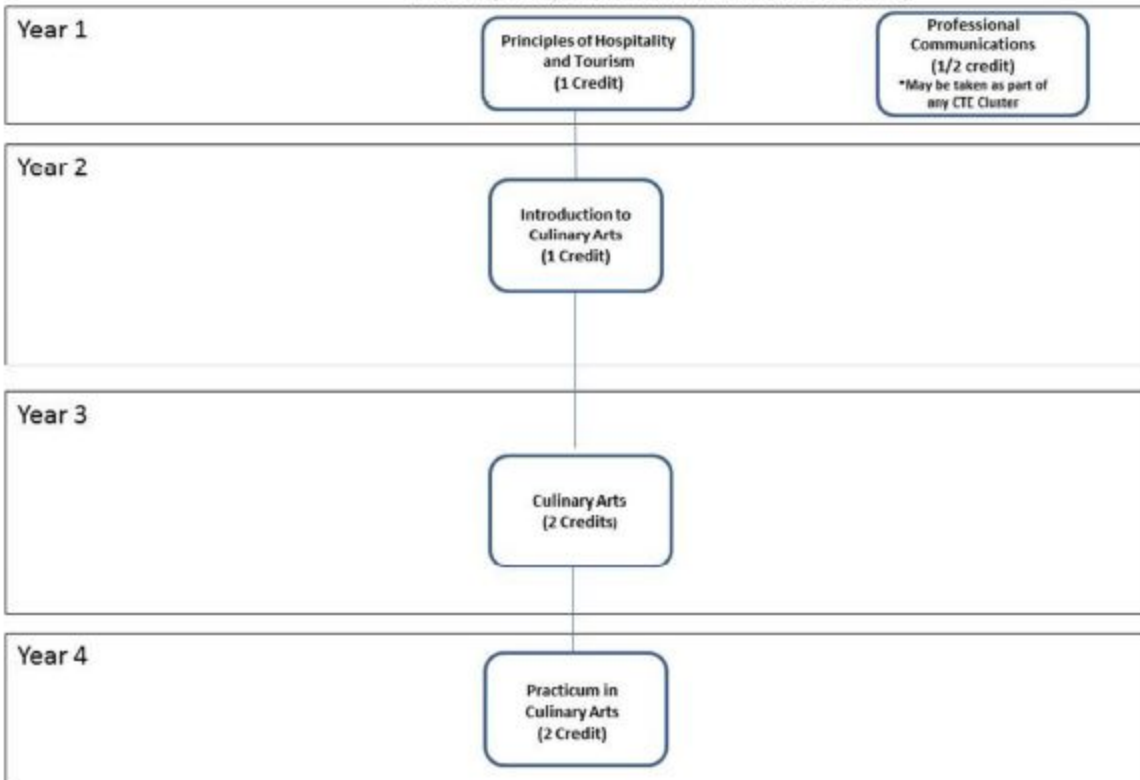
## WHS Health Science Recommended Pathway



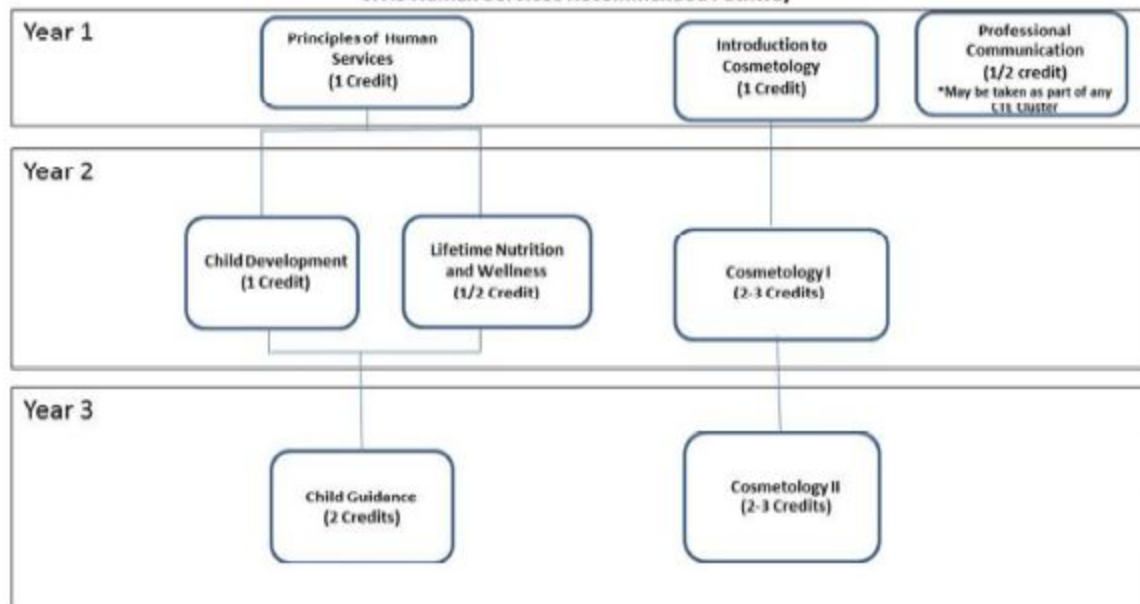
\*Satisfies 3<sup>rd</sup> or 4<sup>th</sup> Science Credit



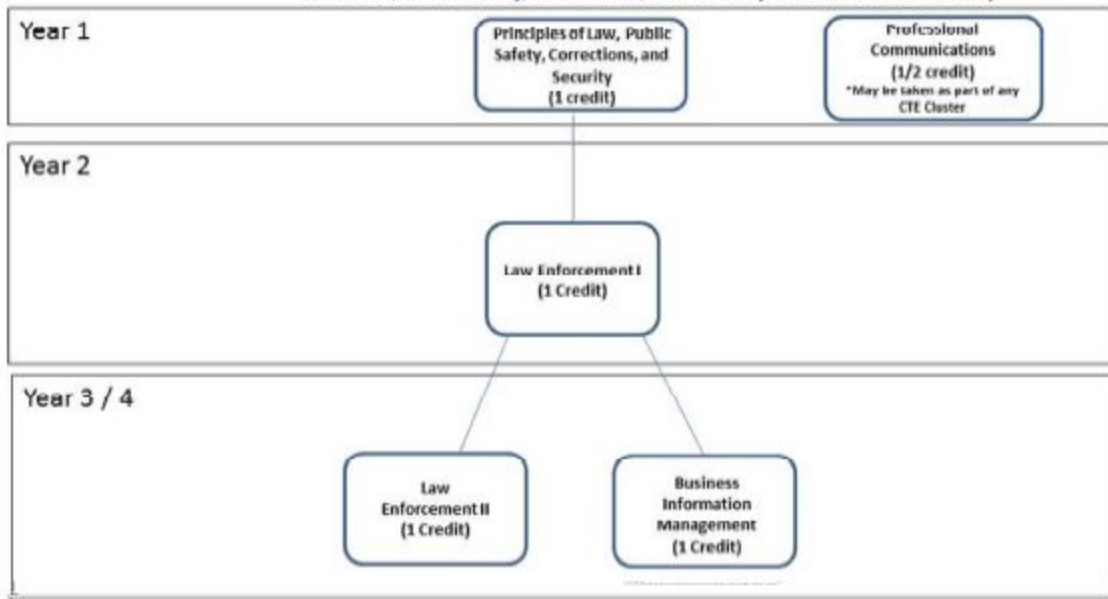
**WHS Hospitality and Tourism Recommended Pathway**



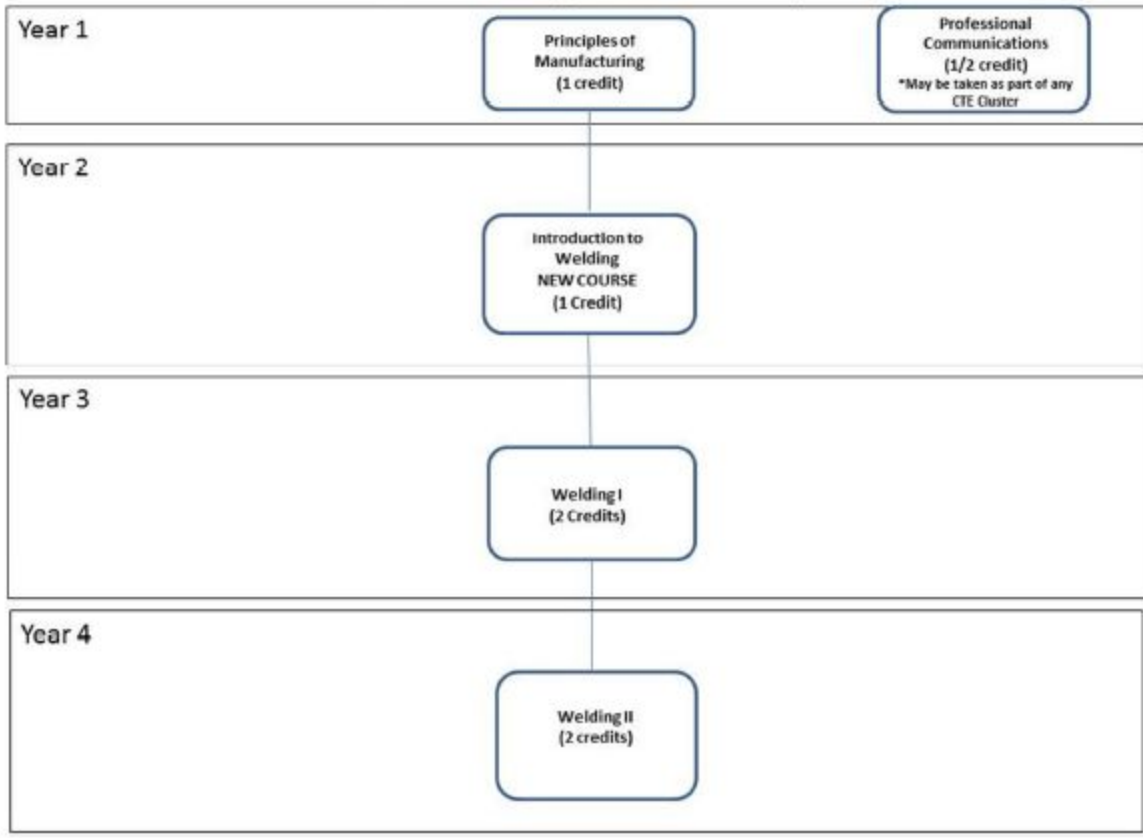
**WHS Human Services Recommended Pathway**



**WHS Law, Public Safety, Corrections, and Security Recommended Pathway**



WHS Manufacturing Recommended Pathway



**CTE Certification Chart 2010**

ASSIGNMENTS	Ag	Bus	FCS	HS	Mkt	TE	T&I	ELA	Math	Sci	SS	MPE	TA	Art	Speech	Science	Comp.
<b>*New Math or Science Credit CTE Courses</b>																	
<b>CAREER DEVELOPMENT</b>																	
Career Preparation I*	X	X	1,2,3	X	X	X	X										
Career Preparation II*	X	X	1,2,3	X	X	X	X										
Problems and Solutions	X	X	1,2,3	X	X	X	X										
<b>AGRICULTURE, FOOD, &amp; NATURAL RESOURCES</b>																	
Principles of Agriculture, Food, and Natural Resources	X																
Livestock Production	X																
Small Animal Management	X																
Equine Science	X																
Veterinary Medical Applications	X																
Professional Standards in Agribusiness	X																
Advanced Environmental Technology	X																
Food Technology and Safety	X																
Food Processing	X																
Wildlife, Fisheries, and Ecology Management	X																
Range Ecology and Management	X																
Forestry and Woodland Ecosystems	X																
Landscape Design and Turf Grass Management	X																
Horticulture Science	X																
Practicum in Agriculture, Food, and Natural Resources*	X																
<b>Advanced Animal Science*</b>	X									X							
<b>Advanced Plant and Soil Science*</b>	X									X							
Agribusiness Management and Marketing	X	X			X												
<b>Mathematical Applications in Agriculture, Food, and Natural Resources*</b>	X								X			X					
Energy and Natural Resources Technology	X					X	X										
Agricultural Mechanics and Metal Technologies	X					X	X										
Agricultural Power Systems	X					X	X										
Agricultural Facilities Design and Fabrication	X					X	X										
<b>Principles and Elements of Floral Design</b>	X						X							X			





CTE Certification Chart 2010

	Ag	Bus	FCS	HS	Mkt	TE	T&I	EIA	Math	Sci	SS	MPE	TA	Art	Speech	Science	Comp.
Business Management		X			X												
Business English		X						X									
<b>ASSIGNMENTS</b>																	
<b>FINANCE</b>																	
Banking and Financial Services		X			X												
Money Matters		X	1		X												
Securities and Investments		X															
Insurance Operations		X															
Accounting I		X															
Accounting II		X															
Financial Analysis		X															
<b>Statistics and Risk Management*</b>		X							X			X					
<b>EDUCATION AND TRAINING</b>																	
Principles of Education and Training			1,2														
Instructional Practices in Education and Training			1,2														
Practicum in Education and Training*			1,2														
Human Growth and Development			1,2	X													
<b>GOVERNMENT AND PUBLIC ADMINISTRATION</b>																	
Political Science I											X						
Political Science II											X						
Public Management and Administration											X						
Planning and Governance											X						
Foreign Service and Diplomacy											X						
Principles of Government and Public Administration							X				X						
Practicum in Local, State, and Federal Government*							X				X						
Revenue, Taxation, and Regulation		X									X						
National Security							X										
<b>HEALTH SCIENCE</b>																	
Principles of Health Science				X													
Medical Terminology				X													
Health Science				X													
Practicum in Health Science*				X													
World Health Research				X													
Anatomy and Physiology				X						X							

CTE Certification Chart 2010

	Ag	Bus	FCS	HS	Mkt	TE	T&I	ELA	Math	Sci	SS	MPE	TA	Art	Speech	Science
Medical Microbiology				X						X						
Pathophysiology				X						X						
<b>HOSPITALITY AND TOURISM</b>																
Principles of Hospitality and Tourism			1,3		X											
Hotel Management			1,3		X											
Restaurant Management			1,3		X											
Travel and Tourism Management			1,3		X											
Culinary Arts			1,3				X									
Practicum in Culinary Arts*			1,3				X									
Hospitality Services			1,3		X		X									
Practicum in Hospitality and Tourism*			1,3		X		X									
<b>Food Science*</b>			<b>1,3</b>							<b>X</b>						
<b>HUMAN SERVICES</b>																
Principles of Human Services			1,2													
Interpersonal Studies			1,2													
Child Development			1,2													
Child Guidance			1,2													
Family and Community Services			1,2													
Practicum in Human Services*			1,2													
Lifetime Nutrition and Wellness			1,3	X												
Counseling and Mental Health			1,2	X												
Dollars and Sense		X	1,2		X											
Introduction to Cosmetology							X									
Cosmetology I							X									
Cosmetology II							X									
<b>INFORMATION TECHNOLOGY</b>																
Principles of Information Technology		X				X	X									
Telecommunications and Networking		X				X	X									
Research in Information Technology Solutions		X				X	X									
Digital and Interactive Media		X				X	X						X			
Web Technologies		X				X	X						X			
Computer Programming		X				X	X									X
Advanced Computer Programming		X				X	X									X
Computer Maintenance						X	X									



CTE Certification Chart 2010

	Ag	Bus	FCS	HS	Mkt	TE	T&I	ELA	Math	Sci	SS	MPE	TA	Art	Speech	Science
Computer Technician						X	X						X			
<b>ASSIGNMENTS</b>																
<b>LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY</b>																
Principles of Law, Public Safety, Corrections, and Security							X									
Law Enforcement I							X									
Law Enforcement II							X									
Court Systems and Practices							X									
Correctional Services							X									
Security Services							X									
Firefighter I							X									
Firefighter II							X									
Practicum in Law, Public, Safety, Corrections and Security*							X									
<b>Forensic Science*</b>							<b>X</b>									<b>X</b>
<b>MANUFACTURING</b>																
Principles of Manufacturing						X	X					X				
Precision Metal Manufacturing						X	X					X				
Advanced Precision Metal Manufacturing						X	X					X				
Flexible Manufacturing						X	X					X				
Advanced Flexible Manufacturing						X	X					X				
Manufacturing Engineering						X	X					X				
Practicum in Manufacturing*						X	X					X				
Welding	X					X	X									
Advanced Welding	X					X	X									
<b>MARKETING</b>																
Sports and Entertainment Marketing					X											
Marketing Dynamics					X											
Practicum in Marketing Dynamics*					X											
Advertising and Sales Promotion					X											
Fashion Marketing					1		X									
Entrepreneurship	X	X		1,2,3	X	X	X									
Retailing and E-tailing		X		1,3	X	X	X									

CTE Certification Chart 2010

	Ag	Bus	FCS	HS	Mkt	TE	T&I	EIA	Math	Sci	SS	MPE	TA	Art	Speech	Comp. Science
<b>ASSIGNMENTS</b>																
<b>SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS</b>																
Concepts of Engineering and Technology	X			X		X	X					X				
<b>Biotechnology</b>	<b>X</b>			<b>X</b>		<b>X</b>						<b>X</b>				
<b>Advanced Biotechnology*</b>	<b>X</b>			<b>X</b>						<b>X</b>						
Engineering Design and Presentation						X	X					X				
Advanced Engineering Design and Presentation						X	X					X				
Practicum in Science, Technology, Engineering, and Mathematics*						X	X					X				
<b>Engineering Mathematics*</b>						<b>X</b>			<b>X</b>			<b>X</b>				
Electronics						X	X					X				
Advanced Electronics						X	X					X				
Robotics and Automation						X	X					X				
<b>Principles of Technology*</b>	<b>X</b>					<b>X</b>				<b>X</b>		<b>X</b>				
<b>Engineering Design and Problem Solving**</b>						<b>X</b>				<b>X</b>		<b>X</b>				
Scientific Research and Design*	X	X	1,2,3	X	X	X	X			X		X				
<b>TRANSPORTATION, DISTRIBUTION, AND LOGISTICS</b>																
Principles of Transportation, Distribution, and Logistics						X	X									
Energy, Power, and Transportation Systems						X	X									
Transportation Systems Management						X	X									
Logistics, Planning, and Management Systems						X	X									
Practicum in Transportation, Distribution, and Logistics*						X	X									
Aircraft Technology							X									
Advanced Aircraft Technology							X									
Automotive Technology							X									
Advanced Automotive Technology							X									
Collision Repair and Refinishing							X									
Advanced Collision Repair and Refinishing							X									
Engine Technology	X					X	X									
Advanced Engine Technology	X					X	X									

August 6, 2012

**TO THE ADMINISTRATOR ADDRESSED:**

**Subject: Professional Development for CTE Courses for Mathematics or Science Credit**

This correspondence is to inform districts and open-enrollment charter schools of professional development (PD) courses that are scheduled for release through Epsilon, the state's digital platform for Project Share, beginning August 1, 2012, and continuing through the month of August. Each course is divided into several modules and upon completion of each module, a teacher will receive a certificate of completion that includes the number of credit hours earned.

All teachers assigned to teach one or more the following courses must participate in this Texas Education Agency (TEA)-approved training prior to teaching the course effective with the 2012-2013 school year.

- Advanced Animal Science
- Advanced Biotechnology
- Advanced Plant and Soil Science
- Engineering Mathematics
- Engineering Design and Problem Solving
- Food Science
- Forensic Science
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Statistics and Risk Management

Teachers who are not certified in science and who wish to teach one of the CTE courses for science credit must complete the online course titled "Science Safety for High School." Teachers who are not certified in CTE and who wish to teach one of the CTE courses for mathematics or science credit must complete CTE 101. CTE-certified teachers may complete CTE 101, but this is not a requirement.

Teachers who were assigned to teach one of these courses in 2010-2011 and/or 2011-2012 will have 12 months from the date the course is first offered to meet the TEA-approved training requirement. For teachers who have not previously taught one of these courses, once a district has confirmed that a teacher is enrolled in and making progress toward the completion of the online PD course, the district may assign the teacher to teach the high school course.

Please contact your education service center for specific instructions on how to find and enroll in a course.

If you have additional questions about the PD courses, please contact the Project Share mailbox at [projectshare@tea.state.tx.us](mailto:projectshare@tea.state.tx.us). For questions specific to CTE, please contact the Curriculum Division by phone at (512) 463-9581 or by email at [career@tea.state.tx.us](mailto:career@tea.state.tx.us).

Sincerely,

Anita Givens  
Associate Commissioner  
Standards and Programs

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>An advanced English course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV or approved alternate course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
Mathematics	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>An advanced math course</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>SBOE approved math course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>
Science	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or an advanced science course</li> <li>An advanced science course</li> </ul>	<b>Two credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or Chemistry and Physics (one of the two serves as an academic elective)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>
Social Studies	<b>Three credits</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History or World Geography</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit) or World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>
Physical Education	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Languages Other Than English	<b>Two credits in the same language</b> Two credits from Computer Science I, II, and III (other substitutions)	None	<b>Two credits in the same language</b>	<b>Three credits in the same language</b>
Fine Arts	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Speech	<b>Demonstrated proficiency in speech skills</b>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>
Electives	<b>Five credits</b>	<b>Seven and one half credits (one must be an academic elective)</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>
<b>Total Credits</b>	22	22	26	26

\* Only available for students who entered grade 9 before the 2014-2015 school year

Endorsements	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> <li>• curriculum requirements for the endorsement</li> <li>• a total of four credits in mathematics</li> <li>• a total of four credits in science</li> <li>• two additional elective credits</li> </ul>
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the STEM career cluster</li> <li>• Computer science</li> <li>• Mathematics</li> <li>• Science</li> </ul> <p>A combination of no more than two of the categories listed above</p>
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Agriculture, Food, &amp; Natural Resources; Architecture &amp; Construction; Arts, Audio/Video, Technology &amp; Communications; Business Management &amp; Administration; Finance; Hospitality &amp; Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution &amp; Logistics CTE career cluster</li> <li>• The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook</li> <li>• Technology applications</li> </ul> <p>A combination of credits from the categories listed above</p>
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Education &amp; Training; Government &amp; Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster</li> <li>• JROTC</li> </ul>
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Social studies</li> <li>• The same language in Languages Other Than English</li> <li>• Two levels in each of two language in Languages Other Than English</li> <li>• American Sign Language (ASL)</li> <li>• Courses from one or two categories (art, dance, music, and theater) in fine arts</li> <li>• English electives that are not part of Business and Industry</li> </ul>
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics</li> <li>• Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts</li> </ul>
<b>Total Credits w/endorsement - 26</b>	
Distinguished Level of Achievement	<ul style="list-style-type: none"> <li>• A total of four credits in math, including credit in Algebra II</li> <li>• A total of four credits in science</li> <li>• Completion of curriculum requirements for at least one endorsement</li> </ul>
Performance Acknowledgments	<ul style="list-style-type: none"> <li>▪ For outstanding performance             <ul style="list-style-type: none"> <li>• in a dual credit course</li> <li>• in bilingualism and biliteracy</li> <li>• on an AP test or IB exam</li> <li>• on the PSAT, the ACT-Plan, the SAT, or the ACT</li> </ul> </li> <li>▪ For earning a nationally or internationally recognized business or industry certification or license</li> </ul>



# Endorsements Frequently Asked Questions

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## General

### 1. Does every student have to graduate with an endorsement?

No. A student may opt to graduate Foundation High School Program only without an endorsement if, after the student's sophomore year the student and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student's parent or guardian files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.

### 2. Can a student earn more than one endorsement?

Yes. A district must allow a student to enroll in courses under more than one endorsement before the student's junior year.

### 3. Can a student change endorsements? When?

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.

### 4. I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?

Without altering the courses that a school district is currently required by SBOE rule to offer, a district should be able to offer at least three of the five endorsements.

Multidisciplinary (all districts are required to offer at least four courses in each foundation subject area, to include English IV, Chemistry, and/or Physics)

Business and Industry (TAC, §74.3(b)(2)(G) requires a district to offer a coherent sequences of courses from at least three CTE career clusters)

STEM (TAC, §74.3(b)(2)(C) requires a district to offer at least six science courses)

### 5. Will all high schools be required to offer multiple endorsements, even those that focus 100% on STEM/engineering?

No. Statute requires each school district to make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.







#### **4. Which science courses may satisfy the science option under the STEM endorsement?**

The list of science courses that may satisfy a STEM endorsement are identified in TAC §74.13(e)(5).

#### **5. Why is there a discrepancy between the number of courses required to earn a math STEM endorsement and the number of courses required to earn a science STEM endorsement?**

There is not a discrepancy in the number of courses. To earn a STEM endorsement in mathematics, a student must successfully complete a total of five courses: Algebra I, Geometry, Algebra II, and two additional math courses for which Algebra II is a prerequisite. To earn a STEM endorsement in science, a student must successfully complete a total of five courses: biology, chemistry, physics, and two additional science courses.

### **Business and Industry**

**If a student on a business and industry endorsement program chooses a computer programming language to meet the foundation program Languages Other Than English (LOTE) requirement, will these courses satisfy both the LOTE requirement and the endorsement requirement under the Information Technology career cluster?**

No. The computer programming courses that are part of CTE are not options for satisfying the LOTE requirement. The only courses that are currently approved to satisfy the LOTE requirement are Computer Science I, II, and III. These courses may satisfy the LOTE requirement and may count toward a STEM endorsement, but not a business and industry endorsement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

### **Public Services**

**May a student seeking a public services endorsement who is taking a sequence of courses in the Human Services career cluster use a course from another career cluster as part of the coherent sequence of courses?**

Yes. A coherent sequence of courses may include courses from any CTE career cluster provided that the final course in the sequence is obtained from one of the CTE career clusters identified under the public services endorsement. Districts must determine locally that courses from different career clusters create a coherent sequence of courses.

### **Arts and Humanities**

**1. Is it permissible to substitute an additional arts and humanities course for the fourth science requirement if the student is pursuing an arts and humanities endorsement?**

A student pursuing an arts and humanities endorsement who has the written permission of the student's parent may substitute an English language arts course, a social studies course, a LOTE course, or a fine arts course for the additional science credit required to earn an endorsement.



## Waller ISD Career Cluster & Pathway/Programs of Study

Endorsement	Cluster Level	Pathway Level - (*Certification Offered)
<b>STEM</b>	<b>Science, Technology, Engineering and Mathematics</b>	Computer Science
		Math
		Science
<b>Business &amp; Industry</b>	<b>Ag., Food, and Natural Resources</b>	Plant Science
		Animal Science
		Agriculture Mechanics*
		Ag. Leadership and Communications
	<b>Architecture and Construction</b>	Architectural Design
		Construction Technology
	<b>Manufacturing</b>	Welding*
	<b>Business Management and Administration, Marketing, and Finance</b>	Entrepreneurship
		Marketing
		Finance
	<b>Arts, A/V, and Communications</b>	Audio Video Technology
		Journalism and Broadcasting
		Speech and Debate
	<b>Hospitality and Tourism</b>	Culinary Arts
	<b>Public Service</b>	<b>Law, Public Safety, Corrections, and Security</b>
<b>Health Science</b>		Pharmacy Tech*
		Certified Nurse Aide*
<b>Human Services</b>		Cosmetology Operator*
		Child Guidance
		Education and Training
<b>Arts &amp; Humanities</b>	<b>Fine Arts</b>	Performing Arts
		Visual Arts
	<b>Social Studies</b>	History, Geography
	<b>Languages other than English</b>	Spanish, French
	<b>English</b>	English, Literature

\*\*Waller High School also offers the Multidisciplinary Endorsement which can include courses from various areas.

## 9 Required Uses of Perkins

**Statutory Requirements** The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding. Each eligible recipient that receives an allotment under the grant shall use such funds to improve CTE programs.

Funds made available under this grant shall be used to provide CTE programs that accomplish the following:

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the following:
  - a. The core academic subjects
  - b. CTE subjects
2. Link CTE at the secondary and postsecondary level, including offering the relevant elements of not less than three CTE programs of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include the following:
  - a. Training CTE teachers, faculty, and administrators to use technology, which may include distance learning
  - b. Providing CTE students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields
  - c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students
5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including the following:
  - a. In-service and preservice training on the following:
    - i. Effective integration and use of challenging academic and CTE provided jointly with academic teachers, to the extent practicable
    - ii. Effective teaching skills based on research that includes promising practices
    - iii. Effective practices to improve parental and community involvement

- iv. Effective use of scientifically based research and data to improve instruction
  - b. Support of education programs for teachers of CTE who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry
  - c. Internship programs that provide relevant business experiences
  - d. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction
- 6. Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met.
- 7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
- 8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
- 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

The nine requirements for eligible recipients of Perkins funding may be fulfilled entirely with Perkins funding or with a combination of Perkins and other funding sources. All nine required uses of funds must be fulfilled for a district to receive Perkins funds.

# Supplement vs. Supplant

## **Supplement Not Supplant Handbook**

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769805407>

*Supplement, not supplant is an integral provision of most federal statutes that authorize education grant programs. This handbook discusses supplement, not supplant in general and as it applies to the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), which is representative of the way the supplement, not supplant provision works in all programs.*

### **Definition of Supplement, Not Supplant**

- The term –supplement, not supplant is a provision common to many federal statutes authorizing education grant programs. There is no single supplement, not supplant provision. Rather, the wording of the provision varies depending on the statute that contains it. Although the definition may change from statute to statute, supplement, not supplant provisions basically require that grantees use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit those funds from being diverted for other purposes when federal funds are available.
- Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.

### **Enhancing, Expanding, or Extending Required Activities**

- If federal funds are used to enhance or expand a state mandate, SBOE rule, or local board policy, then the federal supplementary activities must be separately identified and clearly distinguishable from those activities identified as necessary for implementing the state mandate, SBOE rule, or local board policy as outlined in the implementation plan. Although separate plans are not necessary, the local educational agency (LEA) must be able to document a clear plan for meeting the mandated requirement and another plan for providing supplementary activities from federal funds in addition to the mandated requirement.

### **Purpose of the Provision**

- The purpose of a supplement, not supplant provision is to help ensure that federal grant funds are expended to benefit the intended population defined in the authorizing statute, rather than being diverted to cover expenses that the LEA would have paid out of other funds in the event the federal funds were not available. In this way, the federal government can ensure that the level of state and local support for a program remains at least constant and is not replaced by federal funds.

### **Perkins**

- State or local funds may not be decreased or diverted for other uses because these Perkins funds are available.
- You must maintain documentation that clearly demonstrates the supplementary nature of your Perkins funds.

### **Supplanting Assumptions**

1. Federal funds were used to provide services that the LEA is required to provide under state or local law, rule, policy, or a court order.
2. Federal Funds were used for any service that previously has been funded with state or local funds.
3. Federal funds were used to provide the same service for eligible children (i.e., CTE students) as the LEA provided with state or local funds to children not eligible for services (i.e., students not enrolled in CTE courses.)

### **Major Test for Supplanting**

- Would the programs supported with federal funds would, in the absence of those federal funds have been supported with state or local funds?

## Section 5 Career and Technical Education (CTE)

This section addresses unique attendance accounting provisions for CTE. They must be applied in conjunction with the general rules in Sections 1, 2, and 3. If students are served by multiple programs, review and apply the provisions of each applicable program.

**Important:** See Section 3 for general attendance requirements that apply to all program areas, including CTE.

### 5.1 Responsibility

List in the following spaces the name and phone number of the district personnel to whom all CTE coding questions should be directed:

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### 5.2 Eligibility and Eligible Days Present

Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:

1. Each CTE course **must** be taught by a **qualified/certified** teacher<sup>151</sup> as defined in 19 Texas Administrative Code (TAC) Chapter 231, [Subchapter E](#), with the exceptions described in the following three paragraphs.
  - This requirement does not apply to an open-enrollment charter school unless the school's charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district's innovation plan allows the use of uncertified teachers in CTE classes. Teachers with less than a Bachelor's degree are not eligible to teach CTE courses that meet graduation requirements.
  - When districts partner with technical or community colleges to offer dual credit, including local or statewide articulated CTE courses, the postsecondary faculty must meet Southern Association of Colleges and Schools teacher requirements. Postsecondary faculty are not required to be certified by the State Board for Educator Certification when teaching secondary students under articulation agreements.

<sup>151</sup> Texas Education Code (TEC), [§21.003](#)



- An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements.
2. Your district must report a teacher of record for each CTE course, except for a dual credit course taught in a non-campus-based setting, such as a community or technical college<sup>152</sup>. The teacher of record reported through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
  3. Your district must maintain documentation showing the average minutes per day for each CTE course, as specified in [5.11 Documentation](#) (see [5.6 Computing Contact Hours](#)).
  4. Your district must ensure that the appropriate resources, laboratories, equipment, and technology are provided to teach the Texas Essential Knowledge and Skills (TEKS) for the courses offered.
  5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of courses in at least three different Career Clusters<sup>153</sup>.

**Important:** If your district assigns a substitute teacher to teach a CTE course and the teacher does not hold the certification required by 19 TAC Chapter 231, [Subchapter E](#), your district may continue to earn CTE weighted funding for that course for no more than 30 consecutive school days.

### 5.2.1 Eligibility of Students for Funding

Students in grades 6 through 12 are eligible to be **served** in CTE programs.

**Eligibility for Contact Hours:** Only students in grades 9 through 12 are eligible for CTE contact hours, except for students in grades 7 and 8 who are eligible for and enrolled in career and technical education for the disabled courses (see [5.9 Career and Technical Education for the Disabled \(CTED\) Courses](#)).

### 5.2.2 Eligibility of Courses for Funding

State-approved CTE courses are listed in Section 4, Code Table C022 of the *TSDS PEIMS Data Standards*, available at [http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS\\_Latest\\_Release/](http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/).

Your district must spend its CTE state allotment funding in accordance with the provisions of 19 TAC [§105.11](#), related to maximum allowable indirect costs.

<sup>152</sup> Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

<sup>153</sup> A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters and links to recommended sequences of courses is available on the following TEA web page. <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>

Your school district may receive state weighted funding for all CTE innovative courses approved by the Texas Education Agency (TEA) for students in grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.<sup>154</sup> For a new innovative course, your district must follow the process for applying to the TEA for approval to offer the new innovative course.

### **5.2.3 Earning CTE Contact Hours**

A student may enroll simultaneously in as many CTE courses as his or her schedule permits. For funding purposes, however, the student may receive no more than 6 contact hours per day (see [4.15 Eligible Days Present and Contact Hours](#)).

A student is **not** eligible to receive any CTE contact hours for participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course.

See [3.6.9 Effective Dates for Program Changes](#) in Section 3 for important information on making program changes in student attendance records.

See [12.2 Texas Virtual School Network \(TxVSN\)](#) for information on time spent in online courses provided through the TxVSN state-led online learning initiative.

See [12.4 On-Campus Online Courses Not Provided through the TxVSN](#) for information on time spent in on-campus online courses not provided through TxVSN. See [12.5 Self-Paced Computer Course](#) for information on time spent in self-paced computer courses.

### **5.2.4 Earning CTE Contact Hours in a Non-Campus-Based Setting**

For a student to earn CTE contact hours in any of the following settings or programs, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in that setting, under the supervision of a **qualified/certified** teacher, as defined in 19 TAC Chapter 231, [Subchapter E](#):

- special education instructional setting of homebound (01), hospital class (02), or state supported living center (30)
- general education homebound (GEH) program
- pregnancy-related services (PRS) compensatory education home instruction (CEHI) program

For information about special education instructional settings, see [4.7 Instructional Setting Codes](#). For requirements related to the log that a special education homebound teacher must keep, see [4.7.2.5 Homebound Funding and Homebound Documentation Requirements](#).

For information on the GEH program, see [3.7 General Education Homebound \(GEH\) Program](#).

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<sup>154</sup> 19 TAC [§74.27](#)

## 5.3 Enrollment Procedures

The procedures for enrolling a student in CTE courses are as follows:

1. A student enrolls in school, and the student's class schedule is determined.
2. Appropriate CTE staff members review the student's schedule and determine the correct CTE code.
3. Attendance personnel record the CTE code in the attendance accounting system.
4. Appropriate CTE staff members review changes in the student's schedule.

If CTE courses are added or dropped, the student's CTE code could change. Changes will occur most often at the beginning of a new semester. If your district operates a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.

Attendance staff members should record the effective date of any change in a student's CTE code in the attendance accounting system. The effective date is the date the student's schedule changed.

**Important:** A student enrolled in a CTE course for the entire semester must be reported on the TSDS PEIMS 415 course completion record to be reported for CTE contact hours on the TSDS PEIMS 410 record for student attendance and weighted funding.

### 5.3.1 Determining the Number of Students to Enroll in a Course

In determining the number of students to enroll in any course, your school district must consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.<sup>155</sup>

## 5.4 Withdrawal Procedures

The procedures for withdrawing a student from CTE courses are as follows:

1. The student withdraws from school, or the student's class schedule changes. As a result, the student is no longer enrolled in a given CTE course.
2. Attendance personnel record the effective date of withdrawal in the attendance accounting system, and eligible CTE days are no longer accumulated from that date forward for the course from which the student withdrew.

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<sup>155</sup> TEC, [§25.112\(c\)](#)

CTE contact hours must **not** be claimed when a student receiving CTE services is placed in a disciplinary setting (for example, in-school suspension or disciplinary alternative education program) for more than 5 consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After 5 consecutive days without CTE services being provided, district personnel must remove the student from the TSDS PEIMS 42401 record for CTE contact hours effective the first day of placement in the disciplinary setting.

In other words, your district may place a student in a disciplinary setting for up to and including 5 consecutive days and continue to claim CTE contact hours even though no CTE services are provided to the student. A student may earn state graduation credit for a CTE course if the student continues to work on the course even though direct CTE instruction is not provided during periods of disciplinary removal.

## 5.5 CTE (Contact-Hour) Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours and to complete the 42401 record. (See the *TSDS PEIMS Data Standards* for instructions on completing that record and the TSDS PEIMS 40100 record for CTE students.)

To determine the CTE code to assign to a student, your district must first determine the code to assign to each CTE course. Use the following chart to determine the CTE code to assign to each CTE course.

CTE Course's Average Minutes per Day	CTE Code
45–89	V1
90–149	V2
150–180+	V3

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district may claim for a single course.

For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ( $V1 + V1 + V1 = V3$ ).

Note: Auditing of a CTE course (that is, attending the course but not taking it for state graduation credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state graduation credit should not have a 42401 record.

### 5.5.1 Special Instructions for Districts Operating Block Schedules

If your district operates block schedules in which class periods are not in equal-length increments, use the chart above to determine the CTE code to assign to each CTE course.

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even-numbered days of the month, district personnel must review a 2-week cycle. (One week the course will meet on Monday, Wednesday, and Friday, and the next week the course will meet on Tuesday and Thursday.) District personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle.

Once district personnel have determined average minutes, they assign the applicable code to each CTE course. They then assign all students attending that CTE course the corresponding CTE code.

**Important: Three V1** courses are **not** necessarily **equivalent** in average minutes per day to **one V3** course. District personnel must evaluate each CTE course separately when determining the average minutes per day for the course.

For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student is enrolled in a CTE course that averages 50 minutes per day (V1) and a CTE course that averages 150 minutes per day (V3). When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.

## 5.6 Computing Contact Hours

No matter what CTE code is assigned to a student, district personnel must record in the Student Detail Report the total number of eligible days present for that code for each student for each 6-week reporting period. When computing the Campus Summary Report (Section 2), district personnel must record contact hours for each CTE code. District personnel multiply the number of eligible days present for each CTE code by the corresponding contact-hour multiplier to derive contact hours. Each CTE code has a different contact-hour multiplier.

Use the following chart when computing CTE contact hours.

CTE Code	Contact-Hour Multiplier
V1	1.00
V2	2.00
V3	3.00
V4	4.00
V5	5.00
V6	6.00

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technical code, by 6-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

**Important:** If district personnel have reported a student in the Student Detail Report with an average daily attendance (ADA) eligibility code of 2 (eligible for half-day attendance), they should **not** report full-day CTE attendance for the student. The CTE days present must be reported as half days.

## 5.7 Career Preparation and Practicum Learning Experiences

Career Preparation consists of time spent at an approved training site, as well as classroom instruction. Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.

Career Preparation and practicums require that the local education agency and the training sponsor plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

**Note:** Time a student spends at a training site is instructionally engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements. (See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#).)

### 5.7.1 Career Preparation Eligibility Requirements

CTE Career Preparation eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the glossary for definitions.

- The Career Preparation course<sup>156</sup> is for **paid** experience only. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the Career Preparation learning experiences.
- Students unemployed for more than 15 consecutive school days are not eligible for contact hours.
- Your district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

Use the following chart to determine the CTE code for students participating in **paid** CTE Career Preparation.

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<sup>156</sup> 19 TAC [§127.13](#) and [§127.14](#)

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 hour per day (average)	10 hours per week (average)	2	V2
1 hour per day (average)	15 hours per week (average)	3	V3

### 5.7.2 Practicum Course Eligibility Requirements

CTE practicum course eligibility requirements are as follows. Refer to [5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours](#) through [5.7.5 Required Site Visits by Teachers](#) for additional information and to the glossary for definitions.

- Practicum courses and other two- to three-credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, **paid**, or **unpaid** work experiences for students.
- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student’s coherent sequence of courses plus participation in related CTE classroom instruction. A practicum course **spans the entire year**. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- In a **paid** practicum instructional arrangement, related classroom instruction must average one class period each day for every school week.
- A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a **paid** component.
- Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an unpaid learning experience.

Use the following chart to determine the CTE code for students participating in a **paid** practicum learning experience.

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 hour per day (average)	10 hours per week (average)	2	V2
1 hour per day (average)	15 hours per week (average)	3	V3

Use the following chart to determine the CTE code for students participating in an **unpaid** practicum learning experience.

Classroom Instruction, Work-Based Instruction, or Both	Units of Credit	CTE Code
2 hours per day (average)	2	V2
3 hours per day (average)	3	V3

### **5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours**

Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. Training plan forms are available at [http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Learning\\_Support\\_and\\_Programs/Career\\_and\\_Technical\\_Education/Career\\_and\\_Technical\\_Education\\_-\\_Career\\_Preparation\\_and\\_Practicum\\_Courses/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Career_Preparation_and_Practicum_Courses/).

A student in **paid** work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date. A student participating in **unpaid** practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file before the student begins participating in training at the site.

### **5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences**

For a student participating in **paid** experiences, employment must begin within 15 school days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 school days and a written training plan is on file within 15 school days of employment.

### **5.7.5 Required Site Visits by Teachers**

A teacher assigned to teach courses involving work-based learning experiences, both **paid** and **unpaid**, must visit each student training site at least six times each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period.<sup>157</sup> Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

## **5.8 CTE Problems and Solutions**

A Problems and Solutions course<sup>158</sup> must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

Your district must maintain a written project plan for each student enrolled in a Problems and Solutions course. Your district may count a student in a Problems and Solutions course for contact hours on the first day of enrollment, provided the student's project plan is written within 15 school days of the student's enrollment date. If a student's project plan is not written within this time period, your district may count the student for contact hours beginning on the first day the project plan is written.

The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher must meet for

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<sup>157</sup> TEC, [§21.404](#)

<sup>158</sup> 19 TAC [§127.15](#)



instruction at least once each week for the purpose of project planning, reporting, evaluation, supervision, and coordination. The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose a project presentation. A project progress evaluation for each grading period is required for the student to earn contact hours for that reporting period.

## 5.9 Career and Technical Education for the Disabled (CTED) Courses

Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades 7 through 12.

**Note:** CTED courses must be taught by a teacher qualified and certified to teach CTE courses. See 19 TAC §130, Subchapter E.

**CTED courses must be self-contained and must serve only special education students.**

For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and that the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.

## 5.10 Contracting with Other Entities to Provide CTE Instruction

Your school district may contract with another entity to provide CTE instruction for students enrolled in the district to receive high school credit.<sup>159</sup> The entity may be a school district, a community or technical college, or a career school. In all cases, the home (sending) district must report the student's attendance when the course is a high-school-credit-only course (that is, not a dual-credit course). (See [5.12 Quality Control](#) for quality control instructions.)

### 5.10.1 Attendance Reporting Requirements

The serving (receiving) district must report attendance in contracted CTE courses to the home district. The serving district must **not** report the student in the serving district's student attendance accounting records, regardless of the time the student has spent in the serving district. The **home** district keeps all attendance in its records and reports this attendance in the home district's Student Detail Report, Campus Summary Report, and District Summary Report (see [2.3.3 District Summary Reports](#)).

### 5.10.2 Student Absences and Contracted CTE Courses

Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day. Therefore, if a student is enrolled in courses in the morning at the student's home district and in CTE courses in the afternoon at a contracted school and the student is absent in the morning but attends the afternoon CTE courses, the student is counted absent for the entire day and does not generate CTE contact hours on that day.

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<sup>159</sup> TEC, [§29.184](#)

### 5.10.3 Dual Credit CTE Courses

If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources. **Important:** See [11.3.1 Dual Credit \(High School and College or University\) Programs](#); 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C.

## 5.11 Documentation

To claim CTE contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating CTE eligible days present on the Student Detail Report. Documentation requirements are as follows.

Adequate documentation of a student's **entry** into the program, **service** in the program, and **withdrawal** from the program must be available. Acceptable documentation for establishing entry, service, and withdrawal is as follows:

- the CTE teacher's grade book (grade books are required to be retained for 1 year from the date that grades are posted to students' academic achievement records; see [2.3.5 Additional Required Documentation](#));
- documentation showing the average minutes per day for each CTE course, such as a course calendar; and
- the student's official schedule change document, if the student changed schedules during the semester.

A student must be reported on the PEIMS 43415 record when the student completes each semester of a course.

## 5.12 Quality Control

As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, district personnel should code the student with the appropriate CTE coding on the TSDS PEIMS 42401 record. As soon as the student changes his or her schedule or withdraws from school, district personnel should revise the student's CTE coding. Your district must establish controls to ensure the CTE code does not change before the date the service changes.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the coding of CTE students is correct.

District personnel must report a student's course completion data on the TSDS PEIMS 415 (course completion data - student) record for each semester of a CTE course for the student to be eligible for CTE contact hours. However, a TSDS PEIMS 43415 record **is not** required if a student drops a CTE course **before** the fall snapshot date during the first semester. A TSDS PEIMS 43415 record **is** required, though, if a student:

- 1) drops a CTE course **after** the fall snapshot date during the first semester or

- 2) drops a CTE course at any point during the second semester.

A student who did not complete a CTE course still receives contact hours for the time spent in the course.

Auditing of a CTE course (that is, attending the course but not taking it for state credit) is not considered CTE participation for purposes of TSDS PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have any 42401 record. Also, the student should not have a 43415 record for the audited CTE course.

## 5.13 Examples

### 5.13.1 Example 1

Student A is enrolled in one 60-minute-per-day CTE course.

*The CTE code for Student A is entered as V1 in the attendance accounting system (one 60-minute class = V1).*

Student B is enrolled in one 120-minute-per-day CTE course.

*The CTE code for Student B is entered as V2 in the attendance accounting system (one 120-minute class = V2).*

Student C is enrolled in three 60-minute-per-day CTE courses.

*The CTE code for Student C is entered as V3 in the attendance accounting system (one 60-minute class = V1;  $V1 + V1 + V1 = V3$ ).*

Student D is enrolled in one 180-minute-per-day CTE course.

*The CTE code for Student D is entered as V3 in the attendance accounting system (one 180-minute class = V3).*

### 5.13.2 Example 2

A student is enrolled in the course Principles of Architecture and Construction for 45 minutes per day for the first semester and in Concepts of Engineering and Technology for 45 minutes per day for the second semester.

*The CTE code for this student is entered as V1 in the attendance accounting system for both semesters because each course is taught in a 45- to 89-minute class period.*

### 5.13.3 Example 3

A student is enrolled in Principles of Health Science for 55 minutes per day and in Medical Terminology for 55 minutes per day for the first semester and in Medical Microbiology for 55 minutes per day for the second semester.

*The CTE code for this student is entered in the attendance accounting system as V2 for the first semester and as V1 for the second semester. The student is coded as V2 for the first semester because the student is enrolled in two 55-minute CTE class periods.*

#### **5.13.4 Example 4**

A grade 8 student is enrolled in Principles of Transportation, Distribution and Logistics (a grade 9–12 course) for the first semester.

*This student will not have a CTE code in the attendance accounting system because the student is in grade 8 and therefore cannot earn contact hours. The student may, however, earn high school credit for successful completion of the grade 9–12 course. District personnel will report the course on the student's 40170 Record on the fall snapshot date.*

#### **5.13.5 Example 5**

A student is enrolled in Child Guidance for 174 minutes per day and in Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.

*The CTE code for this student is entered in the attendance accounting system as V4 for the first semester and as V3 for the second semester. The student is coded as V4 for the first semester because the student is enrolled in one CTE course that is taught for 174 minutes per day and in one CTE course that is taught for 87 minutes per day. The student is coded as V3 for the second semester because Child Guidance is taught for 174 minutes per day.*

#### **5.13.6 Example 6**

A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period.

*The CTE code for this student is entered as V3 for the entire school year in the attendance accounting system because the student attends the 1-hour Career Preparation CTE class period and works an average of at least 15 hours a week.*

#### **5.13.7 Example 7**

A student wants to take Business Information Management I; however, this course is not offered at the student's home district. The student's home district contracts with a nearby district for the student to attend the nearby district's Business Information Management I course, which is taught for a 1-hour course period.

*The home district enters this student's CTE code as V1 in the attendance accounting system (see [5.10 Contracting with Other Entities to Provide CTE Instruction](#)).*

### 5.13.8 Example 8

A student in grade 7 is taking Touch System Data Entry.

*This student will not have a CTE code in the attendance accounting system. However, district personnel will report the course on the student's 40170 Record on the fall snapshot date (see the TSDS PEIMS Data Standards).*

### 5.13.9 Example 9

A student enrolled in Interior Design, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science, a 2-hour CTE course, instead of Interior Design.

*The CTE code for this student is entered as V1 in the attendance accounting system for the first 2 weeks of school and as V2 for the remainder of the semester. The student is coded as V1 for the first 2 weeks because the student is enrolled in one 1-hour CTE class period. The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE course that is taught for two 1-hour class periods. Your district should maintain documentation of the student's schedule change.*

### 5.13.10 Example 10

A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even-numbered days of the month.

*The CTE code for this student is entered in the attendance accounting system as V1. To illustrate, over a 2-week period, the student receives 450 minutes of instruction in Advanced Animal Science. One week the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of classroom time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).*

### 5.13.11 Example 11

A student receiving special education services is enrolled in Principles of Health Science (V1). The student develops a physical impairment, and the school obtains a statement from a physician licensed to practice in the United States affirming that the physical impairment will confine the student to home or hospital bedside for at least 4 weeks.

*For a student to earn CTE contact hours while he or she is also being served in the special education homebound, hospital class, or state supported living center instructional setting, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the special education homebound, hospital class, or state supported living center instructional setting (see [4.7 Instructional Setting Codes](#)). On returning to school, the student will earn CTE contact hours, provided the student remains enrolled in the CTE course.*

### 5.13.12 Example 12

A student is enrolled in 3 hours of high school credit courses, including a 1-hour CTE course. The student is also enrolled in a 2-hour CTE course that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses.

*Your school district receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). The high school student is also eligible to be counted by the community college for state funding for postsecondary programs. Your district is eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college.*

*See the following:*

- [3.2.4 Dual Credit \(High School and College or University\)](#)
- [11.3 College Credit Programs](#)
- [19 TAC Part 1, Chapter 4, Subchapter D](#)
- [19 TAC Part 2, Chapter 74, Subchapter C](#)

To be eligible for contact hour funding, the content of the college course must correspond to the content of a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district. Instruction must include 100% of the TEKS in the equivalent high school course plus advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS.

### 5.13.13 Example 13

If a PRS student is receiving CEHI services during the postpartum period and the student is also enrolled in a CTE course, how is the CTE time to be reported?

*A PRS student receiving CEHI services is to remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless a certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school, your district must report the student in the summer submission as ineligible for weighted CTE funding for the period of time that the student is receiving CEHI services. If this situation occurs during the fall snapshot, your district still must report the student on the applicable CTE TSDS PEIMS records.*

# Estimating a District's Foundation School Program (FSP) Career and Technology Education (CTE) Allotment

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Under the Texas Education Code (TEC), [§42.154](#), a school district is eligible to receive weighted funding for each eligible full-time equivalent (FTE) student in average daily attendance (ADA) in an approved CTE program. In addition to this weighted funding, a school district is also eligible to receive a flat amount of \$50 per FTE enrolled in certain advanced CTE courses or programs. Together, these funding elements make up the district's total CTE allotment.<sup>1</sup>

The approximate amount of a district's CTE allotment can be calculated by estimating the number of CTE FTEs, using that number to determine estimates of the district's weighted CTE funding and its funding for FTEs in advanced courses or programs, and adding those funding amounts together.

## Estimating FTEs

An FTE is defined as 30 hours of contact a week, or 1,080 hours of contact a year, between a student and CTE program personnel (30 contact hours per week × 36 weeks [180 days] = 1,080 contact hours per year).

Each student enrolled in one or more CTE courses is assigned a code (V1–V6) indicating the average number of hours per day that the student spends in a CTE course. This code is used to determine the number of CTE contact hours a student generates per day (and ultimately, per year) and the resulting portion of an FTE that the student generates.

Student's CTE Code ("V" Code)	Contact Hour Multiplier	Number of Contact Hours per Day	Number of Contact Hours per 180 Days*	FTE or Portion of an FTE
V1	1.0	1	180	0.167
V2	2.0	2	360	0.333
V3	3.0	3	540	0.500
V4	4.0	4	720	0.667
V5	5.0	5	900	0.833
V6	6.0	6	1,080	1.000

\*Assumes perfect attendance

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<sup>1</sup> CTE (or vocational education) weighted funding has been provided to school districts for several decades. The extra CTE funding of \$50 per FTE in advanced CTE courses/programs first became available to school districts for the 2009–2010 school year with the passage of House Bill 3646 by the 81st Legislature, Regular Session, 2009.

Example:

ABC Independent School District (ISD) has 75 students coded V1, 21 students coded V2, 18 students coded V3, and 5 students coded V5. All these students had perfect attendance for the school year. The district's number of CTE FTEs would be calculated as follows:

75 V1 students	×	contact hour multiplier of 1	×	180 eligible days present	=	13,500 contact hours	
21 V2 students	×	contact hour multiplier of 2	×	180 eligible days present	=	7,560 contact hours	
18 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=	9,720 contact hours	
+ 5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=	4,500 contact hours	
					Total	=	<b>35,280 contact hours</b>
						÷	1,080 contact hours
							<b>32.667 CTE FTEs</b>

## Estimating CTE Weighted Funding

A school district receives a set amount of funding, weighted with a multiplier of 1.35, for each CTE FTE in an eligible CTE program<sup>2</sup>. Weighted CTE funding is calculated as follows:

$$\text{CTE weighted funding} = \text{eligible CTE FTEs} \times \text{district's adjusted allotment (AA)} \times 1.35$$

**Note:** A district's AA amount can be found on its *Summary of Finances* report, available at <https://wfspcprdap1b16.tea.state.tx.us/Fsp/Reports/ReportSelection.aspx>. A district's AA is based on its basic allotment, which is \$4,765 if the district has a compressed tax rate of at least \$1.00. (A district with a compressed tax rate of less than \$1.00 will have a somewhat lower basic allotment.) A district's AA is determined by making certain adjustments to the basic allotment based on factors such as school district size and sparsity of the district's population. For a detailed explanation of how a district's AA is determined, please see the manual *School Finance 101: Funding of Texas Public Schools*, available at <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=2147511834>.

Example:

ABC ISD has 32.667 eligible CTE FTEs and an AA of \$6,600. The district's CTE weighted funding would be calculated as follows:

$$\text{CTE weighted funding} = 32.667 \times \$6,600 \times 1.35 = \$291,063$$

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<sup>2</sup> A CTE indicator code of 1, 2, or 3 on a student's 101 (student data – demographic) record indicates that the student is enrolled in an eligible CTE program.



## Estimating CTE Advanced Course/Program Funding

In addition to weighted funding, a school district is also eligible to receive a flat amount of \$50 per FTE enrolled in 1) two or more advanced CTE courses or 2) an advanced course as part of a tech-prep program under the TEC, Chapter 61, [Subchapter T](#)<sup>3</sup>. A list of CTE advanced courses can be found at <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147511633&libID=2147511620>.

CTE advanced course/program funding is calculated as follows:

$$\text{CTE advanced course funding} = \text{eligible CTE FTEs} \times \$50$$

Example:

In ABC ISD, 16 of the 18 students coded V3 are eligible to generate the advanced course/program funding based on their course or program enrollment, and all 5 of the 5 students coded V5 are eligible to generate the advanced course/program funding based on their course or program enrollment.

16 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=	8,640 contact hours	
+ 5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=	4,500 contact hours	
					Total	=	<b>13,140 contact hours</b>
						÷	1,080 contact hours
							<b>12.167 CTE FTEs</b>

ABC ISD's CTE advanced course/program funding would be calculated as follows:

$$\text{CTE advanced course/program funding} = 12.167 \times \$50 = \$608 \text{ (rounded)}$$

## Calculating an Estimated CTE Allotment

A district's total CTE allotment is found by adding its CTE weighted funding and its advanced course/program funding.

$$\text{CTE allotment} = \text{CTE weighted funding} + \text{CTE advanced course/program funding}$$

Example:

ABC ISD had CTE weighted funding of \$291,063 and CTE advanced course/program funding of \$608. The district's total CTE allotment would be calculated as follows:

$$\text{CTE allotment} = \$291,063 + \$608 = \$291,671$$

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<sup>3</sup> A CTE indicator code of 3 on a student's 101 (student data – demographic) record indicates that the student is enrolled in an advanced course as part of a tech-prep program.

## Advanced Courses Career and Technical Education 2017-2018

TAC Chapter 127. Career Development		Course Abbreviation	Course Units
Subchapter B. High School			
12701300	Career Preparation I	CAREERP1	2
12701305	Career Preparation I/Extended Career Preparation	EXCAREE1	3
12701400	Career Preparation II	CAREERP2	2
12701405	Career Preparation II/Extended Career Preparation	EXCAREE2	3
12701510	Project-Based Research (Second Time Taken)	PROBS2	1
12701520	Project-Based Research (Third Time Taken)	PROBS3	1
TAC Chapter 130. Career and Technical Education		Course Abbreviation	Course Units
Subchapter A. Agriculture, Food, and Natural Resources Career Cluster			
13000600	Veterinary Medical Applications	VETMEDAP	1
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB	2
13000700	Advanced Animal Science	ADVANSCI	1
13000900	Agribusiness Management and Marketing	AGRBUSMM	1
13000910	Agribusiness Management and Marketing/Agricultural Laboratory and Field Experience	AGRBUSLAB	2
13001000	Mathematical Applications in Agriculture, Food, and Natural Resources	MATHAFNR	1
13001200	Advanced Energy and Natural Resource Technology	ADENRT	1
13001210	Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ADENRTLAB	2
13001260	Oil and Gas Production II	OILGP2	1
13001265	Oil and Gas Production II/Agricultural Laboratory and Field Experience	OILGPLAB2	2
13001400	Food Processing	FOODPRO	1
13001410	Food Processing/Agricultural Laboratory and Field Experience	FOODPRLAB	2
13001600	Range Ecology and Management	RECOMGT	1
13001610	Range Ecology and Management/Agricultural Laboratory and Field Experience	RECOMGLAB	2
13002000	Horticultural Science	HORTISCI	1
13002010	Horticultural Science/Agricultural Laboratory and Field Experience	HORSCILAB	2
13002100	Advanced Plant and Soil Science	ADVPSSCI	1
13002300	Agricultural Structures Design and Fabrication	AGSDF	1
13002310	Agricultural Structures Design and Fabrication/Agricultural Laboratory and Field Experience	AGSDFLAB	2
13002350	Agricultural Equipment Design and Fabrication	AGEQDF	1

## Advanced Courses Career and Technical Education 2017-2018

13002355	Agricultural Equipment Design and Fabrication/Agricultural Laboratory and Field Experience	AGEQDFLAB	2
13002400	Agricultural Power Systems	AGPOWSYS	2
13002410	Agricultural Power Systems/Agricultural Laboratory and Field Experience	AGPOWSLAB	3
13002500	Practicum in Agriculture, Food, and Natural Resources (First Time Taken)	PRACAFNR1	2
13002505	Practicum in Agriculture, Food, and Natural Resources/Extended Practicum in Agriculture, Food, and Natural Resources (First Time Taken)	EXPRAFNR1	3
13002510	Practicum in Agriculture, Food, and Natural Resources (Second Time Taken)	PRACAFNR2	2
13002515	Practicum in Agriculture, Food, and Natural Resources/Extended Practicum in Agriculture, Food, and Natural Resources (Second Time Taken)	EXPRAFNR2	3
Subchapter B. Architecture and Construction Career Cluster			
13004400	Interior Design II	INTERDS2	2
13004500	Practicum in Interior Design (First Time Taken)	PRACIDS1	2
13004505	Practicum in Interior Design/Extended Practicum in Interior Design (First Time Taken)	EXPRIDS1	3
13004510	Practicum in Interior Design (Second Time Taken)	PRACIDS2	2
13004515	Practicum in Interior Design/Extended Practicum in Interior Design (Second Time Taken)	EXPRIDS2	3
13004700	Architectural Design II	ARCHDSN2	2
13004800	Practicum in Architectural Design (First Time Taken)	PRACADS1	2
13004805	Practicum in Architectural Design/Extended Practicum in Architectural Design (First Time Taken)	EXPRADS1	3
13004810	Practicum in Architectural Design (Second Time Taken)	PRACADS2	2
13004815	Practicum in Architectural Design/Extended Practicum in Architectural Design (Second Time Taken)	EXPRADS2	3
13005000	Construction Management II	CONSMGT2	2
13005200	Construction Technology II	CONTECH2	2
13005250	Practicum in Construction Technology (First Time Taken)	PRACCT1	2
13005255	Practicum in Construction Technology/Extended Practicum in Construction Technology (First Time Taken)	EXPRCT1	3
13005260	Practicum in Construction Technology (Second Time Taken)	PRACCT2	2
13005265	Practicum in Construction Technology/Extended Practicum in Construction Technology (Second Time Taken)	EXPRCT2	3
13005500	Building Maintenance Technology II	BUILDMA2	2
13005700	Electrical Technology II	ELECTEC2	2
13005900	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	HVACREF2	2



## Advanced Courses Career and Technical Education 2017-2018

13009005	Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (First Time Taken)	EXPRGRD1	3
13009010	Practicum in Graphic Design and Illustration (Second Time Taken)	PRACGRD2	2
13009015	Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (Second Time Taken)	EXPRGRD2	3
13009200	Commercial Photography II	CPHOTO2	1
13009210	Commercial Photography II/Commercial Photography II Lab	CPHLAB2	2
13009250	Practicum in Commercial Photography (First Time Taken)	PRACCPH1	2
13009255	Practicum in Commercial Photography/Extended Practicum in Commercial Photography (First Time Taken)	EXPRCPH1	3
13009260	Practicum in Commercial Photography (Second Time Taken)	PRACCPH2	2
13009265	Practicum in Commercial Photography/Extended Practicum in Commercial Photography (Second Time Taken)	EXPRCPH2	3
13009400	Fashion Design II	FASHDSN2	1
13009410	Fashion Design II/Fashion Design II Lab	FASLAB2	2
13009500	Practicum in Fashion Design (First Time Taken)	PRACFAS1	2
13009505	Practicum in Fashion Design/Extended Practicum in Fashion Design (First Time Taken)	EXPRFAS1	3
13009510	Practicum in Fashion Design (Second Time Taken)	PRACFAS2	2
13009515	Practicum in Fashion Design/Extended Practicum in Fashion Design (Second Time Taken)	EXPRFAS2	3
13009700	Printing and Imaging Technology II	PRIMTEC2	1
13009710	Printing and Imaging Technology II/Printing and Imaging Technology II Lab	PRILAB2	2
13009800	Practicum in Printing and Imaging Technology (First Time Taken)	PRACPRI1	2
13009805	Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (First Time Taken)	EXPRPRI1	3
13009810	Practicum in Printing and Imaging Technology (Second Time Taken)	PRACPRI2	2
13009815	Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (Second Time Taken)	EXPRPRI2	3
13009960	Digital Audio Technology II	DATECH2	1
Subchapter D. Business Management and Administration Career Cluster			
13011500	Business Information Management II	BUSIM2	1
13011510	Business Information Management II/Business Lab	BUSMLAB2	2
13011600	Business English	BUSENGL	1
13012100	Business Management	BUSMGMT	1

## Advanced Courses Career and Technical Education 2017-2018

13012200	Practicum in Business Management (First Time Taken)	PRACBM	2
13012205	Practicum in Business Management/Extended Practicum in Business Management (First Time Taken)	EXPRBM	3
13012210	Practicum in Business Management (Second Time Taken)	PRACBM2	2
13012215	Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken)	EXPRBM2	3
Subchapter E. Education and Training Career Cluster			
13014400	Instructional Practices	INPRAC	2
13014500	Practicum in Education and Training (First Time Taken)	PRACEDT1	2
13014505	Practicum in Education and Training/Extended Practicum in Education and Training (First Time Taken)	EXPREDT1	3
13014510	Practicum in Education and Training (Second Time Taken)	PRACEDT2	2
13014515	Practicum in Education and Training/Extended Practicum in Education and Training (Second Time Taken)	EXPREDT2	3
Subchapter F. Finance Career Cluster			
13016700	Accounting II	ACCOUNT2	1
13016800	Financial Analysis	FINANAL	1
13016900	Statistics and Business Decision Making	STATBDM	1
13018000	Financial Mathematics	FINMATH	1
Subchapter G. Government and Public Administration Career Cluster			
13018400	Political Science II	POLISCI2	1
13018500	Revenue, Taxation, and Regulation	REVTAXRE	1
13018800	National Security	NATLSEC	1
13018900	Foreign Service and Diplomacy	FORSRVD	1
13019000	Practicum in Local, State, and Federal Government (First Time Taken)	PRACLSF1	2
13019005	Practicum in Local, State, and Federal Government/Extended Practicum in Local, State, and Federal Government (First Time Taken)	EXPRLSF1	3
13019010	Practicum in Local, State, and Federal Government (Second Time Taken)	PRACLSF2	2
13019015	Practicum in Local, State, and Federal Government/Extended Practicum in Local, State, and Federal Government (Second Time Taken)	EXPRLSF2	3
Subchapter H. Health Science Career Cluster			
13020400	Health Science Theory	HLTHSCI	1
13020410	Health Science Theory/Health Science Clinical	HLSCLIN	2
13020500	Practicum in Health Science (First Time Taken)	PRACHLS1	2

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13020505	Practicum in Health Science/Extended Practicum in Health Science (First Time Taken)	EXPRHLS1	3
13020510	Practicum in Health Science (Second Time Taken)	PRACHLS2	2
13020515	Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken)	EXPRHLS2	3
13020600	Anatomy and Physiology	ANATPHYS	1
13020700	Medical Microbiology	MICRO	1
13020800	Pathophysiology	PATHO	1
13020900	World Health Research	WORLDHR	1
13020970	Mathematics for Medical Professionals	MTHMEDPR	1
Subchapter I. Hospitality and Tourism Career Cluster			
13022650	Advanced Culinary Arts	ADCULART	2
13022700	Practicum in Culinary Arts (First Time Taken)	PRACCUL1	2
13022705	Practicum in Culinary Arts/Extended Practicum in Culinary Arts (First Time Taken)	EXPRCUL1	3
13022710	Practicum in Culinary Arts (Second Time Taken)	PRACCUL2	2
13022715	Practicum in Culinary Arts/Extended Practicum in Culinary Arts (Second Time Taken)	EXPRCUL2	3
13022800	Hospitality Services	HOSPSRVS	2
13022900	Practicum in Hospitality Services (First Time Taken)	PRACHOS1	2
13022905	Practicum in Hospitality Services/Extended Practicum in Hospitality Services (First Time Taken)	EXPRHOS1	3
13022910	Practicum in Hospitality Services (Second Time Taken)	PRACHOS2	2
13022915	Practicum in Hospitality Services/Extended Practicum in Hospitality Services (Second Time Taken)	EXPRHOS2	3
13023000	Food Science	FOODSCI	1
Subchapter J. Human Services Career Cluster			
13024600	Counseling and Mental Health	COUNSMH	1
13024800	Child Guidance	CHILDGUI	2
13025000	Practicum in Human Services (First Time Taken)	PRACHUS1	2
13025005	Practicum in Human Services/Extended Practicum in Human Services (First Time Taken)	EXPRHUS1	3
13025010	Practicum in Human Services (Second Time Taken)	PRACHUS2	2
13025015	Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken)	EXPRHUS2	3
13025300	Cosmetology II	COSMET2	2
13025310	Cosmetology II/Cosmetology II Lab Innovative	COSLAB2	3
Subchapter K. Information Technology Career Cluster			
13027500	Computer Technician Practicum (First Time Taken)	COMPT1	2
13027505	Computer Technician Practicum/Extended Computer Technician Practicum (First Time Taken)	EXCOMPT1	3
13027510	Computer Technician Practicum (Second Time Taken)	COMPT2	2

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13027515	Computer Technician Practicum/Extended Computer Technician Practicum (Second Time Taken)	EXCOMPT2	3
13027700	Computer Programming II	COMPPRO2	1
13028000	Practicum in Information Technology (First Time Taken)	PRACIT1	2
13028005	Practicum in Information Technology /Extended Practicum in Information Technology (First Time Taken)	EXPRIT1	3
13028010	Practicum in Information Technology (Second Time Taken)	PRACIT2	2
13028050	Practicum in Information Technology/Extended Practicum in Information Technology (Second Time Taken)	EXPRIT2	3
<b>Subchapter L. Law, Public Safety, Corrections, and Security Career Cluster</b>			
13029400	Law Enforcement II	LAWENF2	1
13029500	Forensic Science	FORENSCI	1
13029600	Court Systems and Practices	COURTSP	1
13029700	Correctional Services	CORRSRVS	1
13029800	Federal Law Enforcement and Protective Services	FEDLEPS	1
13030000	Firefighter II	FIRE2	3
13030100	Practicum in Law, Public Safety, Corrections, and Security (First Time Taken)	PRACLPS1	2
13030105	Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (First Time Taken)	EXPRLPS1	3
13030110	Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken)	PRACLPS2	2
13030115	Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken)	EXPRLPS2	3
<b>Subchapter M. Manufacturing Career Cluster</b>			
13032400	Welding II	WELD2	2
13032410	Welding II/Welding II Lab	WELDLAB2	3
13032600	Precision Metal Manufacturing II	PREMMAN2	2
13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab	PRMMLAB2	3
13032660	Diversified Manufacturing II	DIMANU2	1
13032800	Metal Fabrication and Machining II	MTFBMCH2	2
13032950	Manufacturing Engineering Technology II	MANENGT2	1
13033000	Practicum in Manufacturing (First Time Taken)	PRACMAN1	2
13033005	Practicum in Manufacturing/Extended Practicum in Manufacturing (First Time Taken)	EXPRMAN1	3
13033010	Practicum in Manufacturing (Second Time Taken)	PRACMAN2	2
13033015	Practicum in Manufacturing/Extended Practicum in Manufacturing (Second Time Taken)	EXPRMAN2	3



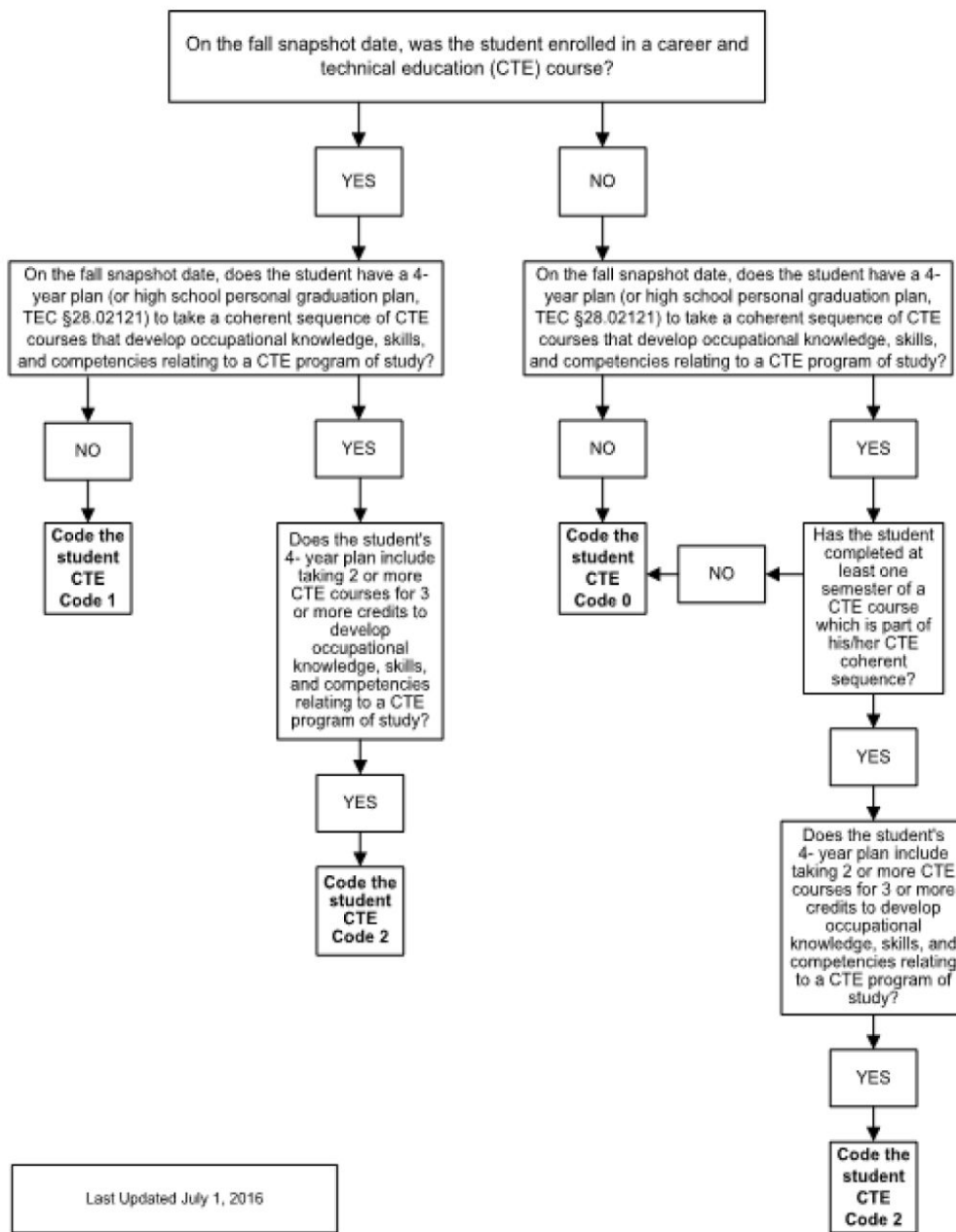
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Subchapter N. Marketing Career Cluster			
13034700	Marketing Dynamics	ADVMKTG	2
13034800	Practicum in Marketing Dynamics	PRACMKT1	2
13034805	Practicum in Marketing/Extended Practicum in Marketing (First Time Taken)	EXPRMKT1	3
13034810	Practicum in Marketing Dynamics II	PRACMKT2	2
13034815	Practicum in Marketing/Extended Practicum in Marketing (Second Time Taken)	EXPRMKT2	3
Subchapter O. Science, Technology, Engineering, and Mathematics Career Cluster			
13036450	Biotechnology II	BIOTECH2	1
13036600	Engineering Design and Presentation II	ENGDSR2	2
13036700	Engineering Mathematics	ENGMATH	1
13036900	Solid State Electronics	SOSTELEC	1
13037050	Robotics II	ROBOTIC2	1
13037300	Engineering Design and Problem Solving	ENGDPRS	1
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1	2
13037405	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	EXPRSTEM1	3
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2	2
13037415	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	EXPRSTEM2	3
13037500	Engineering Science	ENGSCIEN	1
Subchapter P. Transportation, Distribution, and Logistics Career Cluster			
13039400	Aircraft Airframe Technology	AIRAFTEC	2
13039410	Aircraft Airframe Technology/Advanced Transportation Systems Laboratory	AIRAFLAB	3
13039500	Aircraft Powerplant Technology	AIRPPTEC	2
13039510	Aircraft Powerplant Technology/Advanced Transportation Systems Laboratory	AIRPPLAB	3
13039700	Automotive Technology II: Automotive Service	AUTOTEC2	2
13039710	Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory	AUTOLAB2	3
13039900	Paint and Refinishing	PAINTREF	2
13039910	Paint and Refinishing/Advanced Transportation Systems Laboratory	PTREFLAB	3
13040100	Small Engine Technology II	SMENTEC2	2
13040160	Diesel Equipment Technology II	DIEQTEC2	2
13040170	Diesel Equipment Technology II/Advanced Transportation Systems Laboratory	DIEQLAB2	3

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13040450	Practicum in Transportation Systems (First Time Taken)	PRACTRS1	2
13040455	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (First Time Taken)	EXPRTRS1	3
13040460	Practicum in Transportation Systems (Second Time Taken)	PRACTRS2	2
13040465	Practicum in Transportation Systems/Extended Practicum in Transportation Systems (Second Time Taken)	EXPRTRS2	3
13040470	Practicum in Distribution and Logistics (First Time Taken)	PRACDLG1	2
13040475	Practicum in Distribution and Logistics/Extended Practicum in Distribution and Logistics (First Time Taken)	EXPRDLG1	3
13040480	Practicum in Distribution and Logistics (Second Time Taken)	PRACDLG2	2
13040485	Practicum in Distribution and Logistics/Extended Practicum in Distribution and Logistics (Second Time Taken)	EXPRDLG2	3

## Career and Technical Education Indicator Code Fall Submission Decision Chart (E0031)



## Waller ISD CTE Timeline / Procedures for Budgets

**August** - Teams within the CTE Department submit their budgets for supplies and travel to the CTE coordinator.

**September** - Local budget opens and requisitions can be turned in (with quote attached from approved vendor) to the CTE secretary at WHS. CTE coordinator approves requisitions in Skyward.

**April** - CTE department meets to go over Perkins funding for the following school year. Teams are given an estimated amount for planning purposes. CTE Program Evaluation Survey Information along with input from the CTE Advisory Committee, students, teachers, and stakeholders is used to create a Comprehensive Needs Assessment for the program. This information assists the teachers and coordinators in determining how local and federal program funds are spent.

**May** - Perkins requisitions (with quote attached from approved vendor) are turned in to CTE secretary at WHS. CTE Coordinator approves and signs. Requisition is forwarded to Federal Programs Secretary at Admin.

**September** - When Perkins money is available in District, Federal Programs secretary begins to process Perkins requisitions.

# Waller ISD Local Requisition Form

**WALLER ISD  
REQUISITION FORM**

VENDOR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ VENDOR PHONE \_\_\_\_\_  
 CITY, STATE, ZIP: \_\_\_\_\_ FAX# \_\_\_\_\_

PROGRAM (CIRCLE ONE)          REGULAR          TITLE I          GIFTED          SPECIAL ED. LIBRARY  
    ADMINISTRATIVE          COMPENSATORY          TECHNOLOGY

PRIORITY	PAGE#	ITEM # IN CATALOG	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
			<b>Shipping</b>			
					<b>Total</b>	

Requisitioned by: \_\_\_\_\_ Grade Level/Special Area: \_\_\_\_\_ Date Approved: \_\_\_\_\_  
 Approved by: \_\_\_\_\_ Account#: \_\_\_\_\_

**WALLER ISD CARL PERKINS  
REQUISITION FORM**

VENDOR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ VENDOR PHONE #: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_ FAX #: \_\_\_\_\_

ITEM # IN CATALOG	PAGE #	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
					\$ 0.00
		An amount must be			\$ 0.00
		entered in shipping		<b>Shipping</b>	\$ 0.00
				<b>Total</b>	\$ 0.00

Requisitioned by: \_\_\_\_\_ Quote Attached: \_\_\_\_\_

CTE Coordinator Approval: \_\_\_\_\_ Date Approved: \_\_\_\_\_

#	Required Use of State and Local Funds	Prof. & Contr. Services	Supplies & Materials (Shipping)	Travel & Registration	Equipment over \$5,000	Subtotal
1.	Academic/CTE Integration					\$ 0.00
2.	Link to Postsecondary CTE					\$ 0.00
3.	All Aspects for an Industry					\$ 0.00
4.	Expand the Use of Technology					\$ 0.00
5.	Provide Professional Development					\$ 0.00
6.	Evaluate Perkins-funded Programs					\$ 0.00
7.	Expand Quality CTE Programs					\$ 0.00
8.	Sufficient Size, Scope, and Quality					\$ 0.00
9.	Activities for Special Populations					\$ 0.00
<b>Total</b>		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Please return this form to WISD Curriculum and Federal Programs Department.

**Attention: Barbara Osburn** Account # \_\_\_\_\_

**WALLER INDEPENDENT SCHOOL DISTRICT  
REQUEST FOR OUT-OF-DISTRICT/STATE TRAVEL**



TRAVELER \_\_\_\_\_

ADDRESS \_\_\_\_\_

SOCIAL SECURITY # \_\_\_\_\_

CAMPUS/DEPT \_\_\_\_\_

DESTINATION \_\_\_\_\_

ACCT. # \_\_\_\_\_

DATES \_\_\_\_\_

ACCT. # \_\_\_\_\_

BRIEF DESCRIPTION OF EVENT TO BE ATTENDED

\_\_\_\_\_

DISPOSITION OF REQUEST  APPROVED  REJECTED

APPROVING AUTHORITY \_\_\_\_\_

**TRAVEL AND EXPENSE REIMBURSEMENT CLAIM**

(ATTACH RECEIPTS HOTEL BILLS, TRANSPORTATION TICKET STUBS AND ALL OTHER RECEIPTS)

*RECEIPT MUST BE ATTACHED FOR ALL EXPENSES*

ENTER DATE -->						TOTAL EACH LINE
PER DIEM						\$0.00
Miles Driven @ \$.535/mile	0.00	0.00	0.00	0.00	0.00	\$ 0.00
HOTEL	0.00	0.00	0.00	0.00	0.00	\$0.00
REGISTRATION	0.00	0.00	0.00	0.00	0.00	\$0.00
OTHER**		0.00	0.00	0.00	0.00	\$0.00
TOTALS -->	0.00	0.00	0.00	0.00	0.00	\$ 0.00

**ALL TRAVEL REIMBURSEMENT REQUESTS ARE DUE IN ACCOUNTING WITHIN 30 DAYS OF TRIP COMPLETION**

EXPLAIN ITEMS MARKED (\*\*)

\_\_\_\_\_

\_\_\_\_\_

TRAVELER'S SIGNATURE

BUDGET MANAGER'S APPROVAL

DATE

- **Please see the Activity Funds Handbook posted on the Business Department's webpage within My WISD Employee Portal**

### **Purchasing**

- **Please refer to the WISD Purchasing guidelines on the Business Department's webpage within My WISD Employee Portal to learn about our vendor lists, purchasing procedures, and sole source affidavits when needed.**







# CHILD LABOR LAWS

Texas Workforce Commission  
Labor Law Section, Child Labor Enforcement  
U.S. Department of Labor  
Wage and Hour Division



For further information about Texas' child labor laws, call:

**1-800-832-9243**

**(in Texas only)**

**TDD 1-800-735-2989**

*This poster provides some guidelines to the Texas child labor laws, but it is not complete. Chapter 51, Texas Labor Code, governs the employment of children under Texas state law. **MINIMUM AGE FOR EMPLOYMENT IS 14**; however, state and federal laws provide for certain exceptions. Please call TWC's Labor Law Section for a complete copy of the law or for answers to questions about labor law. The Fair Labor Standards Act (FLSA) governs federal laws and guidelines pertaining to child labor. For information concerning federal child labor laws, consult your local listings for the nearest office of the U.S. Department of Labor, Wage and Hour Division or call 1-866-487-9243*

## The following are prohibited occupations for 14- through 17-year-old children:

Prohibited occupations are the same for both federal and state law. The minimum age applies even when the minor is employed by the parent or a person standing in place of the parent. The hazardous occupations designated by an asterisk (\*) have provisions for employment of persons below the age of eighteen (18), provided applicable apprentice or student-learner certification has been obtained. Persons desiring specific information about these exceptions should contact the nearest office of the United States Department of Labor.

Occupations declared particularly hazardous or detrimental to the health or well-being of all children 14 through 17 years of age include occupations:

- (1) in or about plants or establishments other than retail establishments which manufacture or store explosives or articles containing explosive components other than retail establishments
- (2) involving the driving of motor vehicles and outside helpers
  - A. on any public road or highway,
  - B. in or about any place where logging or sawmill operations are in progress, or
  - C. in excavations
 (Under certain conditions, driving a motor vehicle for a commercial purpose is NOT considered a hazardous occupation under state or federal law.)
- (3) connected with coal mining.
- (4) including logging and sawmill occupations and occupations involving fire fighting and timber tracts.
- (5) \*operating or assisting to operate power-driven woodworking machines.
- (6) involving exposure to radioactive substances and to ionizing radiations.
- (7) operating or assist to operate power-driven hoisting apparatus such as elevators, cranes, derricks, hoists, high-lift trucks.
- (8) \*operating or assisting to operate power-driven metal forming, punching, and shearing machines.
- (9) in connection with mining, other than coal.
- (10) \*operating or assisting to operate power-driven meat processing machines, and occupations including slaughtering, meat packing, processing, or rendering
- (11) operating or assisting to operate power-driven bakery machines.
- (12) \*Occupations involved in the operation of power-driven paper-products machines, balers and compactors.
  - (13) manufacturing brick, tile, and kindred products.
- (14) \*operating or assisting to operate power-driven circular saws, band saws and guillotine shears, abrasive cutting discs, reciprocating saws, chain saws and wood chippers
- (15) wrecking, demolition, and ship-breaking operations.
- (16) \*occupations in roofing operations and on or about a roof.
- (17) \*connected with excavation operations.

## Additional prohibited occupations that apply only to 14- and 15-year-olds:

Occupations declared particularly hazardous or detrimental to the health or well-being of 14- and 15-year-old children include:

- (1) Mining, manufacturing, or processing occupations, including duties in workrooms or places where goods are manufactured, mined, or otherwise processed.
- (2) The operation or tending of hoisting apparatus or any power-driven machinery other than office machines.
- (3) Operating a motor vehicle or service as helpers on such vehicles, including passenger-type vehicles.
- (4) Public messenger service.
- (5) Occupations in connection with:
  - A. Transportation of persons or property by rail, highway, air, water, pipeline, or other means.
  - B. Warehousing and storage.
  - C. Communications and public utilities.
  - D. Construction including demolition and repair.
- (6) Work performed in or about boiler or engine rooms.
- (7) Work in connection with maintenance or repair of the establishment, machines or equipment.
- (8) Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes.
- (9) Cooking (except under limited circumstances)
- (10) Baking
- (11) Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers.
- (12) Work in freezers and meat coolers and all work in preparation of meats for sale (except wrapping, sealing, labeling, weighing, pricing and stocking when performed in other areas)
- (13) Loading and unloading goods to and from trucks, railroad cars or conveyors.
- (14) All occupations in warehouses, except office and clerical work.
- (15) Youth peddling activities.
- (16) Catching and cooping of poultry in preparation for transport or for market.

## Work times for 14- and 15-year-olds

**State Law** — A person commits an offense if that person permits a child 14 or 15 years of age who is employed by that person to work:

- (1) more than 8 hours in one day or more than 48 hours in one week;
- (2) between the hours of 10 p.m. and 5 a.m. on a day that is followed by a school day or between the hours of midnight and 5 a.m. on a day that is not followed by a school day if the child is enrolled in school;
- (3) between the hours of midnight and 5 a.m. on any day during the time school is recessed for the summer if the child is not enrolled in summer school.

**Federal Law** — The FLSA further regulates hours of employment for children:

- (1) may not work during school hours
- (2) may not work more than eight hours on a non-school day or 40 hours during a non-school week.
- (3) may not work more than three hours on a school day or 18 hours during a school week.
- (4) Children may work only between 7 a.m. and 7 p.m. during the school year. However, between June 1 and Labor Day, they may work between the hours of 7 a.m. and 9 p.m.

## Certificate of Age/Child Actors

The Texas Labor Code does not require a certificate of age. However, applications for certificates are available by phone by calling the 1-800 number above or from your local office of the Texas Workforce Commission.

- (1) A child who is at least 14 years of age may apply to the Texas Workforce Commission for a certificate of age.
- (2) TWC may authorize the employment of a child younger than 14 as an actor or performer in a motion picture or in a theatrical, radio or television production.

## Additional prohibited occupations that apply under state law:

- (1) occupations involved in sales and solicitation by a child under 18 years of age.
- (2) occupations in sexually oriented businesses by a child under 18 years of age.

## PENALTIES:

**State of Texas** — An offense under Chapter 51, Texas Labor Code, is a Class B misdemeanor, except for the offense of employing a child under 14 to sell or solicit, which is a Class A misdemeanor. If the Commission determines that a person who employs a child has violated this Act, or a rule adopted under this Act, the Commission may assess an administrative penalty against that person in an amount not to exceed \$10,000 for each violation. The attorney general may seek injunctive relief in district court against an employer who repeatedly violates the requirements established by this Act relating to the employment of children.

**Federal** — The FLSA prescribes a maximum administrative penalty of \$11,000 per violation and/or criminal prosecution and fines.

101 E. 15th Street • Austin, Texas 78778-0001 • (512) 463-2222  
Relay Texas: 800-735-2989 (TDD) 800-735-2988 (Voice)  
www.texasworkforce.org  
Equal Opportunity Employer / Services

**Training Plan Agreement**  
**Paid Work-Based Instruction**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School District \_\_\_\_\_ Campus Name \_\_\_\_\_

Training Objective \_\_\_\_\_ Business Name \_\_\_\_\_

Career Cluster \_\_\_\_\_ CTE Course Title<sup>1</sup> \_\_\_\_\_

Time Class Meets \_\_\_\_\_ PEIMS Code \_\_\_\_\_

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$ \_\_\_\_\_ per \_\_\_\_\_ for \_\_\_\_\_ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and extends through \_\_\_\_\_, \_\_\_\_\_.

There will be a probationary period of \_\_\_\_\_ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

**Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes \_\_\_\_ No \_\_\_\_**

**If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at [www.dol.gov/whd](http://www.dol.gov/whd).**

It is the policy of \_\_\_\_\_ School District and \_\_\_\_\_ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de \_\_\_\_\_ Distrito Escolar y \_\_\_\_\_ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

**Signature Approvals**

\_\_\_\_\_  
(Student) Date

\_\_\_\_\_  
(Training Sponsor) Date

\_\_\_\_\_  
(Parent or Guardian) Date

\_\_\_\_\_  
(CTE Teacher) Date

**Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.**

Revised: 11/2015

### Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.<sup>1</sup> The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

<b>Texas Essential Knowledge and Skills (TEKS) for Training Objective</b>	<b>Work-Based Instruction</b>	<b>Individualized Class Study</b>	<b>Specific Related Study Assignments</b>
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
<b>Advanced Occupationally Specific Knowledge and Skills</b>	<b>Work-Based Instruction</b>	<b>Individualized Class Study</b>	<b>Specific Related Study Assignments</b>
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

<sup>1</sup>A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.



**Training Plan Agreement**  
**Unpaid Work-Based Instruction**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School District \_\_\_\_\_ Campus Name \_\_\_\_\_

Training Objective \_\_\_\_\_ Business Name \_\_\_\_\_

Career Cluster \_\_\_\_\_ CTE Course Title<sup>1</sup> \_\_\_\_\_

Time Class Meets \_\_\_\_\_ PEIMS Code \_\_\_\_\_

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5 ) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

The training period begins the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and extends through \_\_\_\_\_, \_\_\_\_\_.

There will be a probationary period of \_\_\_\_\_ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes \_\_\_\_ No \_\_\_\_

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/whd>.

It is the policy of \_\_\_\_\_ School District not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de \_\_\_\_\_ Distrito Escolar no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

**Signature Approvals**

\_\_\_\_\_  
 (Student) Date

\_\_\_\_\_  
 (Training Sponsor) Date

\_\_\_\_\_  
 (Parent or Guardian) Date

\_\_\_\_\_  
 (CTE Teacher) Date

**Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.**

Revised: 1/2015



Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

<sup>1</sup>A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.  
Revised: 1/2015



**Age Restrictions** The Fair Labor Standards Act identifies 16 as the basic minimum age for employment. An individual at 16 years of age may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. Eighteen is identified as the minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

Further information may be found in Child Labor Bulletin 101 (WH-1330), —Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act. || Hazardous and Non-Hazardous Occupations *The Fair Labor Standards Act provides a minimum age of 18 years for nonagricultural occupations which the Secretary of Labor —shall find and declare || to be hazardous or detrimental to their health and well-being for individuals ages 16 and 17.*

There are seventeen hazardous occupations in effect that are applicable either on an industry basis or on an occupational basis.

Identified hazardous occupations (HO) are as follows:

- HO 1. Manufacturing and storing of explosives
- HO 2. Driving a motor vehicle and being an outside helper on a motor vehicle
- HO 3. Coal mining
- HO 4. Logging and sawmilling
- HO 5. Power-driven woodworking machines
- HO 6. Exposure to radioactive substances
- HO 7. Power-driven hoisting apparatus
- HO 8. Power-driven metal-forming, punching, and shearing machines
- HO 9. Mining, other than coal mining
- HO 10. Meat-packing or processing, including use of power-driven meat slicing machines
- HO 11. Power-driven bakery machines
- HO 12. Power-driven paper-product machines, including scrap paper balers and paper box compactors
- HO 13. Manufacturing brick, tile, and related products
- HO 14. Power-driven circular saws, band saws, and guillotine shears
- HO 15. Wrecking, demolition, and shipbreaking operations
- HO 16. Roofing operations and all work on or about a roof
- HO 17. Excavation operations

*Some of the hazardous occupations have limited exceptions that allow individuals 16 and 17 years old to perform specified tasks. Additional information may be located on the Department of Labor Web site; two helpful sites are the following:*

*What Jobs Can Youth Do?* <http://youthrules.dol.gov/jobs.htm>

*Prohibited Occupations for Non-Agricultural Employees*

<http://www.dol.gov/elaws/esa/flsa/docs/haznonag.asp>

# CTE TEKS / Curriculum Resources

Texas Essential Knowledge and Skills

[http://tea.texas.gov/Academics/College, Career, and Military Prep/Career and Technical Education/CTE Texas Essential Knowledge and Skills for 2017-2018/](http://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/Career_and_Technical_Education/CTE_Texas_Essential_Knowledge_and_Skills_for_2017-2018/)

Career and Technical Education - Curriculum Resources

[https://www.txcte.org/resource-index/?f\[0\]=sm\\_field\\_resource\\_type%3Alesson](https://www.txcte.org/resource-index/?f[0]=sm_field_resource_type%3Alesson)

<https://www.icevonline.com/>

County-District Number: 237904  
 District Name: WALLER ISD

C O N F I D E N T I A L  
 Texas Education Agency  
 2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 CAREER AND TECHNICAL EDUCATION

Region 04

INDICATOR	PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL	
										2015
<b>1. CTE STAAR® EOC PASSING RATE</b>										
(I) MATHEMATICS	65.0 - 100	81.6	202	248	122	152	39	68	0	
(II) SCIENCE	75.0 - 100	89.4	277	310	173	181	63	67	0	
(III) SOCIAL STUDIES	70.0 - 100	86.2	305	354	491	529	134	145	0	
(IV) ENGLISH LANGUAGE ARTS	60.0 - 100	63.9	636	639	374	558			0	
<b>2. CTE LEP STAAR® EOC PASSING RATE</b>										
(I) MATHEMATICS	65.0 - 100	66.7	32	48	14	21	3	5	0	
(II) SCIENCE	75.0 - 100	69.8	30	43	13	17	3	3	1	
(III) SOCIAL STUDIES	70.0 - 100	57.7	30	52	26	33	15	16	2	
(IV) ENGLISH LANGUAGE ARTS	60.0 - 100	29.3	39	133	17	64			3	
<b>3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE</b>										
(I) MATHEMATICS	65.0 - 100	80.7	151	187	69	92	23	35	0	
(II) SCIENCE	75.0 - 100	86.8	177	204	88	95	31	34	0	
(III) SOCIAL STUDIES	70.0 - 100	83.5	187	224	277	306	66	73	0	
(IV) ENGLISH LANGUAGE ARTS	60.0 - 100	60.5	331	647	203	324			0	
<b>4. CTE SPED STAAR® EOC PASSING RATE</b>										
(I) MATHEMATICS	65.0 - 100	58.8	10	17	1	7	1	5	NA SA	
(II) SCIENCE	75.0 - 100	55.6	10	18	3	6	2	4	NA SA	
(III) SOCIAL STUDIES	70.0 - 100	46.3	7	23	16	26	2	5	3	
(IV) ENGLISH LANGUAGE ARTS	60.0 - 100	10.9	5	46	3	21			4	
<b>5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)</b>										
	0 - 2.8	0.6	6	971	2	503	1	333	0	
<b>6. CTE GRADUATION RATE</b>										
	80.0 - 100	98.6	218	221	166	167	97	98	0	
<b>7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES</b>										
	STATE RATE	39.6	23	253					Report Only	
<b>8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES</b>										
	STATE RATE	31.9	198	713					Report Only	

Detailed information on the assignment of performance levels can be found in the '2017 PBMA's Manual' at <http://tea.texas.gov/dpm/PBMAManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

## Appendix: A – Career and Technical Education Nontraditional Courses (2013-2014 School Year)

The federal Carl D. Perkins law requires states to measure participation in nontraditional courses. Nontraditional courses are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The courses below were selected because, generally, they are occupationally specific courses in which the enrollment of one gender falls below 25 percent. Gender enrollments in the courses are reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

Nontraditional for Females	
PEIMS Number	Course
12700400	CAREER PORTALS (FIRST TIME TAKEN)
12701500	PROBLEMS AND SOLUTIONS
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000800	PROFESSIONAL STANDARDS IN AGRIBUSINESS
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001400	FOOD PROCESSING
13001600	RANGE ECOLOGY AND MANAGEMENT
13001800	PRINCIPLES AND ELEMENTS OF FLORAL DESIGN
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002500	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
13004200	PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004900	CONSTRUCTION MANAGEMENT
13005100	CONSTRUCTION TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005800	HEATING, VENTILATION, AND AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Nontraditional for Females (continued)	
PEIMS Number	Course
13006000	PIPING AND PLUMBING TECHNOLOGY
13008200	PRINCIPLES OF ARTS, AUDIO VISUAL TECHNOLOGY, AND COMMUNICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009900	PROFESSIONAL COMMUNICATIONS
13011300	TOUCH SYSTEM DATA ENTRY
13011800	GLOBAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13027200	PRINCIPLES OF INFORMATION TECHNOLOGY
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029500	FORENSIC SCIENCE
13029700	CORRECTIONAL SERVICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING

Nontraditional for Females (continued)	
PEIMS Number	Course
13033000	PRACTICUM IN MANUFACTURING
13034400	ENTREPRENEURSHIP
13036300	BIOTECHNOLOGY
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH AND DESIGN
13037210	SCIENTIFIC RESEARCH AND DESIGN II
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT

Nontraditional for Males	
PEIMS Number	Course
13000600	VETERINARY MEDICAL APPLICATIONS
13012000	VIRTUAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13016200	MONEY MATTERS
13016300	BANKING AND FINANCIAL SERVICES
13016600	ACCOUNTING I
13016700	ACCOUNTING II
13020400	HEALTH SCIENCE
13020500	PRACTICUM IN HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13024500	LIFETIME NUTRITION AND WELLNESS
13024600	COUNSELING AND MENTAL HEALTH
13024800	CHILD GUIDANCE
13025000	PRACTICUM IN HUMAN SERVICES
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II
N1302531	COSMETOLOGY MANICURIST SPECIALITY
N1302532	COSMETOLOGY SHAMPOO AND CONDITIONING SPECIALIST





**Acknowledgement of Receipt / Accountability**  
**Waller ISD CTE Policy and Procedure Manual**

*This form indicates that I have read the 2017-2018 Waller ISD Career & Technical Education Handbook. I agree to abide by the standards, policies, and procedures defined and/or referenced in the handbook.*

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Last Name (Printed)

First Name (Printed)

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Signature

Date