

# Waller Independent School District

## Career and Technical Education Department

### Procedure Handbook

**2023-2024  
School Year**

**Waller**

**Independent School District**

2214 Waller Street, Waller, Texas 77484

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

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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; arts, a/v, and communications; 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, Bennie Mayes, at 2214 Waller Street, Waller, TX 77484, 936-931-3685 and/or the Section 504 Coordinator, Shawna Kelley, 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; artes, audio visual y comunicaciones; 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, Bennie Mayes, en 2214 Waller Street, Waller, TX 77484, 936-931-3685 y/o el Coordinador de la Sección 504, Shawna Kelley, en el 2214 Waller Street, Waller, TX 77484, 936-931-3685 .

# Waller ISD School Board and Administrative Teams

## Waller ISD School Board

President - Mr. William Warren  
Vice President - Mrs. Maria Herrera  
Secretary - Mr. Jeff Flukinger  
Member - Mr. Bryan Lowe  
Member - Mr. Ronald Campbell  
Member - Mr. David Kaminski

## Waller ISD Superintendent and Cabinet

Mr. Kevin Moran, Superintendent of Schools  
Mr. Bennie Mayes, Chief of Schools - Secondary  
Mrs. Angie Davis, Chief of Schools - Elementary  
Mrs. Kelly Baehren, Chief Academic Officer  
Ms. Audrey Ambridge, Chief Financial Officer  
Mrs. Rosa Ojeda, Chief Information Officer  
Mrs. Angie Campbell Pulido, Chief Human Resources Officer  
Mrs. Sarah Marcus, Chief Communications Officer

## Waller Independent School District Board Goals

**Goal 1:** WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (*Student Achievement*)

**Goal 2:** 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 3:** WISD will provide a safe, secure and respectful learning environment for students and staff. (*Safety*)

**Goal 4:** WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (*Human Resources*)

**Goal 5:** WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (*Environment*)

**Goal 6:** WISD will continue state and national leadership in the use of technology in all phases of the educational process. (*Technology*)

**Goal 7:** 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 8:** 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 9:** WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (*Enrichment Programs*)

**Goal 10:** 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.

Teacher	Subject Area	Campus
Barkley, Kaitlyn	Agriculture	WHS
Dilorio, Justin	Agriculture	WHS
LeBlanc, Chase	Agriculture	WHS
Stokley, Ralph	Agriculture	WHS
Garcia, Victor	Architecture	WHS
Novak, Colby	AV	WHS
Kenjura, Chris	Business	WHS
Shivers, Betsy	Business	WHS
Sullivan, Tyler	Business	WHS
Gardner, Kyle	Business	SJHS
Pendarvis, Mackenzie	Business / Hospitality	WJHS
Hester, Nacory	Computer Science	WHS
Fork, Andrew	Computer Science	SJHS
Johnston, Jeremy	Computer Science	WJHS
Crawford, Shane	Construction	WHS
	Construction	WHS
Loewe, Robin	Cosmetology	WHS
Perez, Yoana	Cosmetology	WHS
Rozell, Summer	Cosmetology	WHS
Coursey, Sunita	Cosmetology	WHS
Bowers, Heather	Culinary	WHS
Osburn, Tyler	Culinary	WHS
Seltzer, Melanie	Culinary	WHS
Geigley, Kellyn	Education/Hospitality	WHS
Bitting, Karyl	Forensic Science	WHS
Arellano, Abigail	Graphic Design	WHS
Henson, Natalie	Health Sci EMT/Pharm Tech	WHS
Green, Jasmine	Health Science	WHS
Ricken, Jeffery	Health Science	WHS
Scott, Amanda	Health Science	WHS



Escue, Tiffany	Health Science / Ultrasound	WHS
Mills, Linda	Health Science/CNA	WHS
Fitch, Carrie	Hospitality & Tourism	SJHS
Jones, Melynda	Human Services/Child Dev/Guide	WHS
Lussier, Jenna	Criminal Justice	WHS
	Manufacturing / HVAC	WHS
Gonzaga, Joey	Manufacturing / STEM / Arts & AV	WHS
Daigle, Kevin	Manufacturing / Welding	WHS
Geigley, Eric	Manufacturing / Welding	WHS
Loewe, Rodney	Manufacturing / Welding	WHS
Pelot, John	Manufacturing / Welding	WHS
Acosta, Alberto	Manufacturing / Welding	WHS
Diosdado, Carlos	Manufacturing / Welding	WHS
Rodriguez, Brandon	Real Estate / Business	WHS

## **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*

## CTE Courses Meeting High School Graduation Requirements

*Beginning with the 2017-2018 school year, several CTE courses meet English, Fine Arts, Mathematics, and Science high school graduation requirements. The sections below list the CTE courses by area.*

### English Language Arts High School Graduation Requirements

- Business English

### Fine Arts High School Graduation Requirements

- Floral Design

### Mathematics High School Graduation Requirements

- Accounting II
- Applied Mathematics for Technical Professionals
- Digital Electronics
- Engineering Mathematics
- Financial Mathematics
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Mathematics for Medical Professionals
- Manufacturing Engineering Technology II
- Statistics and Business Decision Making
- Robotics II

### Science High School Graduation Requirements

- Advanced Animal Science
- Advanced Plant and Soil Science
- Anatomy and Physiology
- Biotechnology I
- Biotechnology II
- Engineering Design and Problem Solving
- Engineering Science
- Food Science
- Forensic Science
- Medical Microbiology
- Pathophysiology
- Principles of Technology
- Scientific Research and Design

You can read more about these CTE courses in the [TEA CTE Master Course List](#), or browse through the CTE course list in the PDF viewer below. A copy of the TEA CTE Master Course List can be downloaded in the **Related Items** section below. Source: Texas Education Agency

## Career and Technical Education Course Offerings for Waller High School 2021-22

Agriculture, Food, and Natural Resources	Health Science
<ul style="list-style-type: none"> <li>● Professional Communications(½ credit) Prof Stand in Ag(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>● Advanced Floral Design (1 credit)</li> <li>● Livestock Production (1 credit)</li> <li>● Small Animal Management (½ credit)</li> <li>● Equine Science (½ credit)</li> <li>● Landscape Design and Mgmt (½ Credit) Turfgrass Mgmt (½ 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 &amp; Fab (2 credits)</li> <li>● Practicum in Agriculture (2 credits)</li> </ul>	<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> <li>● Practicum in Health Science - Certified Nurse Aide (2 credits)</li> <li>● Practicum in Health Science - Pharmacy Technician (2 credits)</li> <li>● Practicum in Health Science - Emergency Medical Technician (2 credits)</li> <li>● Practicum in Health Science - Ultrasound Tech (2 credits)</li> </ul>
Architecture and Construction	Human Services
<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>● Electrical Technology I (1 credit)</li> <li>● Electrical Technology II (2 credits)</li> <li>● HVAC - Heating, Ventilation, and Air Conditioning Tech I (1 credit)</li> <li>● Practicum in Construction Technology (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>● Dollars and Sense (½ credit)</li> <li>● Introduction to Cosmetology (1 credit)</li> <li>● Cosmetology I (2 credits)</li> <li>● Cosmetology II (2 credits)</li> </ul>
Arts, A/V Technology, and Communications	Education and Training
<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 “BB III”(2 credits)</li> <li>● Game Programming and Design (1 credit)</li> <li>● Digital Media (1 credit)</li> <li>● Graphic Design and Illustration (1 credit)</li> </ul>	<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>
Career Development	Hospitality and Tourism
<ul style="list-style-type: none"> <li>● Career Preparation I (2 credits)</li> <li>● Career Preparation II (3 credits)</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>
Law, Public Safety, Corrections	Manufacturing

<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> <li>• Correctional Services (1 credit)</li> <li>• Forensic Science (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Manufacturing (1 credit)</li> <li>• Principles of Applied Engineering (1 credit)</li> <li>• Robotics I (1 credit)</li> <li>• Robotics II (1 credit)</li> <li>• Introduction to Unmanned Aerial Flight (1 credit)</li> <li>• Practicum in Manufacturing - Robotics (2 credits)</li> <li>• Intro to Welding (1 credit)</li> <li>• Welding I (2 credits)</li> <li>• Welding II (2 credits)</li> <li>• Practicum in Manufacturing (2 credits)</li> </ul>
<b>STEM</b>	<b>Business, Marketing, and Finance</b>
<ul style="list-style-type: none"> <li>• Principles of Information Technology (1 credit)</li> <li>• Computer Science I (1 credit)</li> <li>• AP Computer Science Principles (1 credit)</li> <li>• Computer Science III (1 credit)</li> <li>• Independent Study Emerging Technologies (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Business, Marketing, &amp; Finance (1 credit)</li> <li>• Virtual Business (½ credit) Sports and Entertainment Marketing (½ credit)</li> <li>• Business Information Management I (1 credit)</li> <li>• Entrepreneurship (1 credit)</li> <li>• Money Matters (1 credit)</li> <li>• Retail Management (1 credit)</li> <li>• Accounting I (1 credit), Accounting II (1 credit)</li> <li>• Fundamentals of Real Estate (2 credits)</li> <li>• Practicum in Accounting (2 credits)</li> </ul>





CTE Programs of Study Alignment to Endorsements			
	Statewide Program of Study	Career Cluster	Endorsement
1	Agribusiness	Agriculture, Food and Natural Resources	Business & Industry
2	Animal Science	Agriculture, Food and Natural Resources	Business & Industry or STEM
3	Applied Agricultural Engineering	Agriculture, Food and Natural Resources	Business & Industry or STEM
4	Environmental and Natural Resources	Agriculture, Food and Natural Resources	Business & Industry
5	Food Science and Technology	Agriculture, Food and Natural Resources	Business & Industry or STEM
6	Plant Science	Agriculture, Food and Natural Resources	Business & Industry or STEM
7	Architectural Design	Architecture and Construction	Business & Industry or STEM
8	Carpentry	Architecture and Construction	Business & Industry
9	Construction Management and Inspection	Architecture and Construction	Business & Industry
10	Electrical	Architecture and Construction	Business & Industry or STEM
11	HVAC and Sheet Metal	Architecture and Construction	Business & Industry
12	Masonry	Architecture and Construction	Business & Industry
13	Plumbing and Pipefitting	Architecture and Construction	Business & Industry
14	Design and Multimedia Arts	Arts, Audio Visual Technology and Communication	Business & Industry
15	Digital Communications	Arts, Audio Visual Technology and Communication	Business & Industry
16	Accounting and Financial Services	Business, Marketing and Finance	Business & Industry
17	Business Management	Business, Marketing and Finance	Business & Industry
18	Entrepreneurship	Business, Marketing and Finance	Business & Industry
19	Marketing and Sales	Business, Marketing and Finance	Business & Industry
20	Early Learning	Education and Training	Public Service
21	Teaching and Training	Education and Training	Public Service
22	Oil and Gas Exploration and Production	Energy	Business & Industry or STEM
23	Refining and Chemical Processes	Energy	Business & Industry or STEM
24	Exercise Science and Wellness	Health Science	Public Service or STEM
25	Health Informatics	Health Science	Public Service or STEM
26	Healthcare Diagnostics	Health Science	Public Service or STEM
27	Healthcare Therapeutic	Health Science	Public Service or STEM
28	Medical Therapy	Health Science	Public Service or STEM
29	Nursing Science	Health Science	Public Service or STEM
30	Culinary Arts	Hospitality and Tourism	Business & Industry
31	Lodging and Resort Management	Hospitality and Tourism	Business & Industry
32	Travel, Tourism, and Attractions	Hospitality and Tourism	Business & Industry
33	Family and Community Services	Human Services	Public Service
34	Health and Wellness	Human Services	Public Service
35	Information Technology Support and Services	Information Technology	Business & Industry or STEM
36	Networking Systems	Information Technology	Business & Industry or STEM
37	Web Development	Information Technology	Business & Industry or STEM
38	Emergency Services	Law and Public Service	Public Service
39	Government and Public Administration	Law and Public Service	Public Service
40	Law Enforcement	Law and Public Service	Public Service
41	Legal Studies	Law and Public Service	Public Service
42	Advanced Manufacturing and Machinery Mechanics	Manufacturing	Business & Industry or STEM
43	Manufacturing Technology	Manufacturing	Business & Industry or STEM
44	Welding	Manufacturing	Business & Industry
45	Bio-Medical Science	Science, Technology, Engineering and Math	STEM or Public Service
46	Cybersecurity	Science, Technology, Engineering and Math	STEM or Business & Industry
47	Engineering	Science, Technology, Engineering and Math	STEM or Business & Industry
48	Programming and Software Development	Science, Technology, Engineering and Math	STEM or Business & Industry
49	Renewable Energy	Science, Technology, Engineering and Math	STEM or Business & Industry
50	Automotive	Transportation, Distribution and Logistics	Business & Industry
51	Aviation Maintenance	Transportation, Distribution and Logistics	Business & Industry
52	Diesel and Heavy Equipment	Transportation, Distribution and Logistics	Business & Industry
53	Distribution and Logistics	Transportation, Distribution and Logistics	Business & Industry
	Regional Programs of Study	Career Cluster	Endorsement
54	Printing & Imaging	Arts, Audio Visual Technology and Communication	Business & Industry
55	Retail Management	Business, Marketing and Finance	Business & Industry
56	Cosmetology and Personal Care Services	Human Services	Public Service
57	Industrial Maintenance	Manufacturing	Business & Industry
58	Geospatial Engineering and Land Surveying	Science, Technology, Engineering and Math	STEM or Business & Industry
59	Maritime	Transportation, Distribution and Logistics	Business & Industry
60	Aviation (Flight)	Transportation, Distribution and Logistics	STEM or Business & Industry
61	Drone (Unmanned Flight)	Transportation, Distribution and Logistics	STEM or Business & Industry

# Endorsements – Choices

## Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement\* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

## Students can choose from 5 endorsement areas

### Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Mathematics
- Science
- Computer Science
- Combination of no more than two of the categories listed above

### Business and Industry (one of the following or a combination of areas)

- Agriculture
- Arts
- Audio/Video
- Finance
- Marketing
- Food and Natural Resources
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Technology Applications
- Architecture and Construction
- Technology and Communications
- Business Management and Administration
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook

### Public Service (one of the following)

- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

### Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

### Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

\*Visit your school counselor to learn more about your options.  
Students may earn more than one endorsement.

ENDORSEMENTS

# 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.

**6. The new graduation rules include the following statement, “This section does not entitle a student to remain enrolled to earn more than 26 credits.” Does this mean that a student cannot earn more than 26 credits?**

No. This statement means that a student is not entitled to continue earning credits to earn endorsements indefinitely. A district may permit a student to earn more than 26 credits, but has the authority to deny a student’s request to continue earning credits beyond the 26 if the district determines that the student has sufficient credits to graduate with an endorsement.

**7. May a course satisfy both a foundation and an endorsement requirement?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

**8. Do districts have the authority to require Algebra II or other specific courses for all endorsements?**

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

**9. Who decides what constitutes a coherent sequence of courses?**

Each local school district has the authority to determine a coherent sequence of courses and identify courses within that sequence as advanced courses for the purposes of satisfying an endorsement requirement, provided that prerequisites are followed.

**10. In some endorsement options there doesn’t seem to be a clear sequence. Will the district determine the sequence in these cases?**

Yes. A school district determines the specific set of courses each student must complete to earn an endorsement, provided that prerequisites are followed and that the set of courses meets the requirements of the options listed for an endorsement in SBOE rule.

**11. Should planning be approached by picking an endorsement and then planning the courses necessary to obtain that particular endorsement, or should it be approached by first picking courses and then discovering which endorsement area the sequence fits (at a later time)?**

This is a local decision.

**12. Are students required to meet each of the options listed under an endorsement area, or they required to only meet one of the options?**

To earn an endorsement a student must complete any specific course requirements and one set of requirements identified in the endorsement rules. For example, to earn a business and industry endorsement, a student must complete the course requirements for CTE or the course requirements for English language arts electives, but not both.

**13. Under the endorsements for which CTE courses are an option, is there a list of “advanced CTE courses that are the third or higher course in a sequence”?**

There is not a list of such courses. A school district may define advanced CTE courses keeping in mind the requirement that the course be the third or higher course in a sequence.

**14. Can Career Preparation be used as the final course in a sequence for an endorsement for which there are CTE course options?**

No. Career Preparation may be used as one of the courses in the coherent sequence, but the final course must come from one of the career clusters listed in the rule.

**15. If a student takes two CTE courses in his/her final semester, each from a different endorsement area, which endorsement would the student earn?**

If a student takes two CTE courses that align with two different endorsement areas, the local school district must determine which course is part of the coherent sequence of courses for that student. The career cluster of that course would determine which endorsement the student earns. This is a local decision.

## **STEM**

**1. Can AP Physics I satisfy the physics requirement for the STEM endorsement?**

Yes. College Board Advanced Placement and International Baccalaureate courses may be substituted as appropriate for required courses.

**2. Can Principles of Technology satisfy the physics requirement in the STEM endorsement?**

Yes. Principles of Technology addresses all of the TEKS for physics and credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.

**3. The fifth option under the STEM endorsement says “a coherent sequence of three additional credits.” What does this mean?**

Students may earn a STEM endorsement by successfully completing Algebra II and three additional credits from no more than two of the following categories: the STEM CTE career cluster, computer science courses that may satisfy a STEM endorsement, mathematics courses beyond Algebra II, or science courses. The three additional credits must be a coherent sequence of courses as determined by the local district.

#### **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.

**2. Under the arts and humanities endorsement, if a student has taken English IV, can it count as part of the four English elective credits?**

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate Foundation High School Program with an endorsement.

**3. How many social studies courses are required for a student to earn an arts and humanities endorsement?**

The social studies option under arts and humanities requires that a student complete five credits in social studies.

### **Multidisciplinary Studies**

**Under the multidisciplinary studies endorsement, what courses will satisfy the requirement for “four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation”?**

Each local school district has the authority to identify advanced courses for the purposes of satisfying an endorsement requirement, provided that they meet the definition above.

**Waller ISD Career Cluster & Pathway/Programs of Study 2023-2024**

<b>Endorsement</b>	<b>Cluster</b>	<b>Program of Study</b>
<b>STEM</b>	<b>Science, Technology, Engineering and Mathematics</b>	Programming and Software Design
		Cybersecurity
		Math
		Science
<b>Business &amp; Industry</b>	<b>Ag., Food, and Natural Resources</b>	Plant Science
		Animal Science
		Applied Agricultural Engineering
		Agribusiness
	<b>Architecture and Construction</b>	Architectural Design
		Carpentry
	<b>Manufacturing</b>	Advanced Manufacturing and Machining (Robotics)*
		Welding
	<b>Business, Marketing, and Finance</b>	Accounting and Financial Services
		Entrepreneurship
	<b>Arts, A/V, and Communications</b>	Digital Communications
		Graphic Design and Multimedia
		Journalism
		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>		Healthcare Diagnostics
		Healthcare Therapeutic



	Human Services	Family and Community Services
		Cosmetology
Arts & Humanities	Fine Arts	Performing Arts
		Visual Arts
	Social Studies	History, Geography
	Languages other than English	Spanish, French
	English	English, Literature

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

\*Students in the Advanced Manufacturing and Machining (Robotics) Program of Study can meet the Business and Industry Endorsement and/or the STEM endorsement depending on math and science courses taken.

## **PERKINS V INFORMATION - FEDERAL 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?

## Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

The following requirements must be met in accordance with Perkins.

1. LEAs may apply for funding as single applicants if they are eligible for at least \$15,000 under this grant.
2. An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a \$15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA. An LEA policy that prevents a charter school from joining an SSA is not sufficient grounds for a waiver.
3. The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment).
4. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the development, implementation, and evaluation of CTE programs, and such individuals and entities should be effectively informed about and assisted in understanding the requirements of this Act, including CTE programs of study.

## Local Uses of Funds

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

- (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- (4) support integration of academic skills into career and technical education programs and programs of study to support
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

The six 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 six required uses of funds must be fulfilled for a district to receive Perkins funds.

### **Local Application Requirements**

Any eligible recipient must submit a local application to the eligible agency. Applicants must address the following elements in the application, as found in Section 134 (b) of the Perkins V Act:

- (1) a description of the results of the comprehensive needs assessment conducted under subsection(c).
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2).
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, provide one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)).
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education(as defined in section 8101 of the Elementary and Secondary Education Act of 1965).
- (5) a description of how the eligible recipient will—
  - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
  - (B) prepare CTE participants for non-traditional fields;
  - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

### **Comprehensive Local Needs Assessment**

To be eligible to receive financial assistance under this part, an eligible recipient shall--

- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a).
- (B) not less than once every 2 years, update such comprehensive local needs assessment.
- (C) The comprehensive local needs assessment is Special Collection 5600 and is available in eGrants.

### **Program-Specific Assurances**

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule SC5003, Part 2—Guidelines, Provisions and Assurances, and Certifications.

### **Allowable Activities and Use of Funds**

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

## Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Field trips for educational purposes that address specific CTE Texas Essential Knowledge and Skills (TEKS), that are course and/or program related. Field trips must be open to all students participating in the CTE course or program.

Field Trips will require a written justification form. To access the Field Trips Justification form, refer to the [Administering a Grant page](#). Grantees must keep field trip documentation locally.

## Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

- The advisory council includes parents, representatives of business and industry (including small businesses), and to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners; and
- The role of the advisory council is to participate in the design, implementation and evaluation of CTE programs by participating in the completion of the required comprehensive local needs assessment, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

## Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-State Travel will require a written justification form. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#). Grantee must keep out-of-state travel documentation locally.

## Permissive Use of Funds

Perkins funds may be used to purchase industry-based certification assessments only if the certification will be reported to the state as a performance measure for 5S1 postsecondary credential attainment for Perkins accountability as required by section 113 of Perkins V, 20 U.S.C. § 2323(c) or the certification assessments included on the list of industry-based certifications used for public school accountability.

Funds made available to an eligible recipient under this title may be used -

1. To support the implementation and sustainability of statewide and approved regional programs of study.
2. To involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of career and technical education programs by participating in the completion of the required comprehensive local needs assessment required under the

- Perkins V Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.
3. To provide career guidance and academic counseling, which may include information described in section 118 of the Perkins V Act, for students participating in CTE programs, that improves graduation rates and provides information on postsecondary career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.
  3. For local education and business (including small business) partnerships to provide:
    - a. Work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs.
    - b. Adjunct faculty arrangements for qualified industry professionals.
    - c. Industry experience for teachers and faculty.
  4. To provide programs for special populations.
  5. To promote and support career and technical student organizations (CTSOs).
  6. For mentoring and support services.
  7. For leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
  8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry.
  9. To develop and expand postsecondary program offerings at times and in formats, that are accessible for students, including working students, including through the use of distance education.
  10. To develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:
    - a. Articulation agreements between sub baccalaureate degree granting career and technical educational institutions and baccalaureate degree granting postsecondary institutions
    - b. Dual and concurrent enrollment programs
    - c. Academic and financial aid counseling for CTE students
    - d. Other initiatives as follows:
      - i. To encourage postsecondary education
      - ii. To overcome barriers to enrollment, including geographic and other barriers affecting rural students and special populations

12. For improving or developing new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, and high-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.
13. To develop and support small, personalized career-themed learning communities.
14. To provide CTE programs for adults and school dropouts to complete their secondary school education or upgrade their technical skills.
15. To provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.
16. To support training and activities (such as mentoring and outreach) in nontraditional fields.
17. To pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include the following:
  - a. Improving the initial preparation and professional development of CTE teachers, faculty, administrators, counselors, and support personnel; and
  - b. Establishing, enhancing, or supporting systems for the following:
    - i. Accountability data collection for Perkins;
    - ii. Reporting data required by Perkins;
  - c. Implement career and technical programs of study; and
18. To support other CTE activities that are consistent with the purpose of the Perkins V Act.

### **Examples of Allowable Uses of Perkins Funds**

1. Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program
2. Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use in the delivery of career development guidance and counseling
3. Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials
4. Purchase of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs
5. Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations
6. Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations
7. A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are



- receiving adequate services and occupational skill training. Remember that supplement vs supplant applies and so Perkins funding cannot be used where other funding has been previously used to pay for this service
8. Development and acquisition of curriculum materials that include the essential knowledge and skills established by the State Board of Education (SBOE) for CTE
  9. Purchase of new state of the art equipment or modification of equipment to meet current business and industry specifications
  10. Professional development for academic and CTE teachers to integrate academic and career and technical skills
  11. Supplemental accelerated instruction or providing support personnel including paraprofessionals to assist students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations
  12. Programs of study for secondary students that address all aspects of an industry in high-skill, high-wage, and high-demand occupations
  13. Acquisition of materials promoting nontraditional fields
  14. Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
  15. Activities for training sponsors from business and industry
  16. Support for the development and implementation of statewide or approved regional CTE programs of study (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students)
  17. Administrative costs (authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year)
  18. Allowable travel expenses including travel for professional development for both academic and CTE teachers providing instruction to students who are enrolled in CTE programs; travel for staff accompanying students attending CTE student leadership activities above the local district level; travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities
  19. Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable
  20. Recruitment and affirmative outreach activities to ensure access to quality CTE programs for students who are members of special populations
  21. Purchase of learning styles inventories and scoring costs, if applicable
  22. Work-based learning programs, i.e., internship, mentorships, , services and activities with community-based organizations, and apprenticeship programs
  23. Purchase of linguistically appropriate assessment and other CTE instructional and supportive materials for special populations and individuals with limited English proficiency

24. Services required in an individualized educational plan (IEP) developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act
25. Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs
26. Affiliation fees that an LEA or fiscal agent pays to affiliate eligible career and technical education (CTE) students with a related career and technical student organization (CTSO) provided that the fee benefits all CTE students who are eligible to participate in the organization.
27. Rental or lease of buildings or space in buildings
28. Debt service for lease purchases. Lease-purchase of a facility is allowed only for unique special education instruction or instructionally-related activities
29. Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities. LEAs must be careful not to supplant CTSO related travel costs if State funds have been used to pay for travel in the prior year.
30. Consumable supplies that directly support CTE instruction such as laboratory supplies may be purchased with Perkins funds. Perkins funds may not be used to purchase general office supplies such as paper, pencils, or tissue paper.

## Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Unallowable activities and unallowable use of funds for this grant may include but are not limited to the following:

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**PROGRAM GUIDELINES**

1. Cost of memberships in any civic or community organization
2. Hosting or sponsoring of conferences
3. Travel costs for officials such as executive director, superintendent, or board members
4. Construction, renovation, or remodeling of facilities
5. Food costs, except as specified in the Allowable Cost and Budgeting Guidance section of the [Administering a Grant](#) page
6. Alcoholic beverages
7. Payment for students who are employed by and receiving training from a private business or organization
8. Salaries and bonuses for classroom CTE teachers
9. Academic remediation for CTE students
10. Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
11. In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)
12. Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)

13. Individual career and technical student organization (CTSO) membership dues on behalf of individual CTE students
14. Furniture, except when the furniture is considered industry-specific instructional equipment
15. Motorized vehicles
16. Work-study programs
17. Payment with 2020–2021 Perkins funds for travel that occurs before July 1, 2020, or the stamp-in date of the application, whichever is later
18. Pre-payment or reimbursement with 2020–2021 Perkins funding for travel-related expenditures that occur after August 15, 2021
19. Membership fees in professional or social organizations for individual staff
20. Insurance coverage for students
21. Rental or lease of land
22. Debt service (lease-purchase)

## Program Evaluation

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

## 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 [Section 1 Overview](#), [Section 2 Audit Requirements](#), and [Section 3 General Attendance Requirements](#). If students are served by multiple programs, review and apply the provisions of each applicable program.

**Important:** See [Section 3 General Attendance Requirements](#) for general attendance requirements that apply to all program areas, including CTE.

### 5.1 Responsibility

In the spaces below, provide 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 four criteria:

1. Each CTE course must be taught by a qualified/certified teacher<sup>155</sup> as defined in [19 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 for English language arts and reading, science, mathematics, or fine arts.

**Note:** Certain teacher assignments may require an industry license which is regulated outside of TEA.

- When districts partner with technical or community colleges to offer dual credit, including locally articulated CTE courses, the postsecondary faculty must meet Southern Association of Colleges and Schools teacher requirements. Postsecondary faculty are

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<sup>155</sup> [TEC, §21.003](#)



not required to be certified by the State Board for Educator Certification when teaching secondary students under articulation agreements.

- 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 the [TEC, §21.003](#). Teachers with less than a bachelor's degree are not eligible to teach CTE courses that meet graduation requirements for English language arts and reading, science, mathematics, or fine arts.
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>156</sup> The teacher of record reported through TSDS Class Roster must be the teacher in the classroom responsible for teaching and learning, grades, and attendance.
  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.

**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 six through 12 are eligible to be served in CTE programs.

Eligibility for Contact Hours: [Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from 19 TAC Chapter 130 or 19 TAC Chapter 126 that grants high school credit. Students in grades seven and eight are eligible for weighted funding if they are enrolled in middle school career and technical education for the disabled courses (see 5.9 Career and Technical Education for the Disabled (CTED) Courses).] Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from 19 TAC Chapter 127, Subchapter B, or 19 TAC Chapter 130 that grants high school credit.

### 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/)]~~ TEDS, available at <https://tealprod.tea.state.tx.us/TWEDS/66/0/0/0/CodeTable/List/7999>, and designated with an H in the CTE column.

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<sup>156</sup> Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

[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.]

Your school district may receive state weighted funding for all CTE innovative courses approved by TEA for students in grades seven through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.<sup>157</sup> With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit. No application is required for a district or charter school to offer an approved innovative course. If your district wishes to submit a new innovative course, your district must follow the process for applying to TEA for approval to offer the new innovative course.

#### **Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)**

TEA-designated P-TECH campuses will generate funding in the amount of \$50[.00] per enrolled student (grades nine through 12 only). The campus must be designated by TEA and listed on the [Texas Education Standards](#) website. Campuses shall report the students enrolled on the TEA-designated P-TECH campus in [TSDS](#) PEIMS submissions 1 and 3 using the [TSDS](#) PEIMS indicator E1612.

#### **Funding students enrolled in a New Tech Network (NTN) school**

Campuses that have an active agreement with the NTN will generate funding in the amount of \$50[.00] per enrolled student (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed on the [Texas Education Data Standards](#) website. Campuses shall report the students enrolled on NTN campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1647.

#### **Funding students enrolled in advanced CTE Courses**

A district is eligible to receive funding in the amount of \$50 for each student FTE enrolled in two or more advanced CTE courses, identified as Level 3 or Level 4 in a statewide CTE program of study, for a total of three or more credits.

### *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 six 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 partial participation. See [5.13.15 Example 15](#).

See [3.6.9 Effective Dates for Program Changes](#) in [Section 3 General Attendance Requirements](#) 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.

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<sup>157</sup> [19 TAC §74.27](#)

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 01- Homebound, 02- Hospital Class, or 30- State Supported Living Center
- GEH program
- 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](#).

For information about CEHI and CTE, see [9.13 PRS and Career and Technical Education \(CTE\)](#) and [9.17.4 Example 4](#). For requirements related to the CEHI teacher's log, see [9.15 Documentation](#).

## 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 on 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>158</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. Eligible CTE days are no longer accumulated from that date forward for the course from which the student withdrew.

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 DAEP) for more than five consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After five consecutive days without CTE services being provided, district personnel must remove the student from the TSDS PEIMS ~~[42401 record]~~ Special Programs Reporting Period Attendance Extension eligible days present 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 five 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~~ Special Programs Reporting Period Attendance Extension. (See the ~~[TSDS PEIMS Data Standards]~~ TSDS Web-Enabled Data Standards [TWEDS] 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
90–134	V2
135–180+	V3

<sup>158</sup> [TEC, §25.112\(c\)](#)



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~~ CTE eligible days present on the 42401 Special Programs Reporting Period Attendance Extension.

### 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 two-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 45 minutes per day (V1) and a CTE course that averages 135 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 the total number of eligible days present for that code for each student for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report ([2.3.2 Campus Summary Reports](#)), 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 six-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 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 LEA 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>159</sup> is for paid or unpaid experiences. ~~[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.]~~ The classroom component must address all the TEKS for the course. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry.

<sup>159</sup> [19 TAC §127.14](#) and [§127.15](#)

- 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 participate in paid Career Preparation learning experiences.
- Students unemployed or without an unpaid work-based learning experience 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.

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 credit or 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.]~~ Each practicum course using a work-based learning instructional arrangement must consist of student participation in training aligned with the student's program of study 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.]~~ In a practicum instructional arrangement, related classroom instruction must average one class period per week during the school year.

- 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** a practicum learning experience.

Combination of Classroom Instruction and Work-Based Instruction (Work Site or Lab Based)	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 work-based 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/CTE\\_Career\\_Preparation\\_and\\_Practicum\\_Courses/](http://tea.texas.gov/CTE_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>160</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 Project-Based Research

A Project-Based Research course<sup>161</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 Project-Based Research course. Your district may count a student in a Project-Based Research 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 Project-Based Research 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 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 seven through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades seven through 12.~~

~~**Note:** CTED courses must be taught by a teacher qualified and certified to teach CTE courses. See [19 TAC 5130, 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 ARD committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.]~~

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<sup>160</sup> [TEC, §21.404](#)

<sup>161</sup> [19 TAC 5127.12](#)

## ~~[5.10]~~ **5.9 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>162</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]~~ **5.9.1 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]~~ **5.9.2 Student Absences and Contracted CTE Courses**

Students absent at the time attendance is taken are counted as absent for the entire day. Students present at the time attendance is taken are counted as 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.

### ~~[5.10.3]~~ **5.9.3 Dual Credit CTE Courses**

If your school district and a college offer a dual credit CTE course that meets all 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]~~ **5.10 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 one year from the date that grades are posted to students' academic achievement records; see [2.3.5 Additional](#)

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<sup>162</sup> [TEC, §29.184](#)





[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 TSDS PEIMS 43415 ~~(record)~~ Course Transcript Extension when the student completes each semester of a course.

## ~~[5.12]~~ 5.11 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)~~ in the district's student information system. 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 six-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]~~ 43415 Course Transcript Extension for each semester of a CTE course for the student to be eligible for CTE contact hours. However, ~~[a] the TSDS PEIMS 43415 (record)~~ Course Transcript Extension 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:~~

- ~~▲ drops a CTE course after the fall snapshot date during the first semester or~~
- ~~drops a CTE course at any point during the second semester.]~~ does not complete a CTE course. 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]~~ 42401 Special Programs Reporting Period Attendance Extension. Also, the student should not have a 43415 ~~(record)~~ Course Transcript Extension for the audited CTE course.

## ~~[5.13]~~ 5.12 Examples

### ~~[5.13.1]~~ 5.12.1 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] 5.12.2 Example 2**

A student is enrolled in the course Principles of Architecture for 45 minutes per day for the first semester and Principles of Applied Engineering 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] 5.12.3 Example 3**

A student is enrolled in Principles of Health Science for 55 minutes per day and Medical Terminology for 55 minutes per day for the first semester and 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 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] 5.12.4 Example 4**

A grade eight student is enrolled in Principles of Transportation Systems (a grade 9–12 course) for the first semester.

*This student will have a V1 CTE code in the ~~attendance accounting system~~ TSDS PEIMS 42410 Record and can earn contact hours. The student may 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] 5.12.5 Example 5**

A student is enrolled in Child Guidance for 174 minutes per day and 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 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 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] 5.12.6 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 one-hour Career Preparation CTE class period and works an average of at least 15 hours a week.*

**[5.13.7] 5.12.7 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 one-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] 5.12.8 Example 8**

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

*[This student will have a CTE code in the attendance accounting system and district personnel will report the course on the student's 40170 Record on the fall snapshot date (see the TSDS PEIMS Data Standards).] This student will have a V1 CTE code in the TSDS PEIMS 42410 Record and can earn contact hours. The student may earn high school credit for successful completion of the grade 9–12 course.*

**[5.13.9] 5.12.9 Example 9**

A student enrolls in Interior Design I, a one-hour CTE course, on the first day of school. After two weeks in the course, the student decides to take Health Science Theory/Health Science Clinical, a two-hour CTE course, instead of Interior Design I.

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

**[5.13.10] 5.12.10 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, the student receives 450 minutes of instruction in Advanced Animal Science over a two-week period. 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]~~ 5.12.11 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 four 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]~~ 5.12.12 Example 12

A student is enrolled in three hours of high school credit courses, including a one-hour CTE course. The student is also enrolled in a two-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 one CTE contact hour for the high school CTE course plus two 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 TEA and your district. Instruction must include 100 percent 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]~~ 5.12.13 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.

~~[5.13.14]~~ 5.12.14 Example 14

~~Is an~~ ~~(An)~~ eighth grade student who is enrolled in a Principles of Law, Public Safety, Corrections, and Security course ~~[is]~~ eligible to generate contact hour funding~~[-]~~?

*Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from Chapter 130 or ~~(Chapter 126)~~ Chapter 127, Subchapter B, of the TEKS. (See the TSDS ~~(PEIMS Data Standards)~~ TEDS for instructions on completing the TSDS PEIMS 40100 ~~(record)~~ Student Extension for CTE students.)*

~~[5.13.15]~~ 5.12.15 Example 15

A student is enrolled in Welding I, a two-credit course. The course is scheduled to meet each school day during the school's fourth and fifth periods. Each class period is 50 minutes (100 total minutes per day). Because of a schedule conflict, this student is only able to attend the Welding I class during fifth period. How many CTE contact hours can be claimed for this student?

*Zero. A student is not eligible to receive any CTE contact hours for partial participation in a CTE course (5.2.3 Earning CTE Contact Hours).*

# NEW CTE CODING DEFINITIONS “AUTO CODING”



## Who is included in the new CTE data?

- **CTE Indicators**
  - Moving from district self-reported data through PEIMS to auto-calculate function using certified PEIMS course completion data
  - Using Perkins V definitions of CTE Concentrator & Completer
  - LEA and state baseline data

Texas Auto-Coding CTE Indicator A New Method to Code CTE Students		
Perkins IV	VS	Perkins V
District Self Reported Through PEIMS - Element C142 CAREER-AND-TECHNICAL-ED-IND-CD	Data Source	Auto-Calculated Using <u>Existing</u> Certified PEIMS Course Completion Data and Business Logic
<ul style="list-style-type: none"> <li>• Greater District Workload</li> <li>• Two or More Districts Report the Same Student Differently</li> <li>• Not Equitable Across the State</li> <li>• Based on Student Intent</li> </ul>	Problems  Benefits	<ul style="list-style-type: none"> <li>• District Workload Reduction</li> <li>• More Accurate Coding</li> <li>• Equitable Across Districts</li> <li>• Based on Course Completion</li> </ul>
Not CTE	<b>Code 4:</b> A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.	
CTE Participants	<b>Code 5:</b> A student completing one, but not two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for two or more credits (the student does not have to pass or receive credit).	
CTE Explorers	<b>Code E:</b> A student completing and passing two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for at least 2 credits, not within the same program of study, and not a participant, concentrator or completer.	
CTE Concentrators	<b>Code 6:</b> A student completing and passing two or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for at least 2 credits within the same program of study and not a Completer.	
CTE Completers	<b>Code 7:</b> A student completing and passing three or more high-school CTE courses as defined by 19 TAC Chapter 126 (C), 127 (B) or 130, for 4 or more credits within a program of study, including one level 3 or level 4 course from within the same program of study.	

## LINK TO TEA APPROVED INDUSTRY BASED CERTIFICATIONS FOR A-F ACCOUNTABILITY

[https://tea.texas.gov/sites/default/files/2019-2020%20Industry-based%20Certification%20List%20for%20Public%20School%20Accountability\\_2020.pdf](https://tea.texas.gov/sites/default/files/2019-2020%20Industry-based%20Certification%20List%20for%20Public%20School%20Accountability_2020.pdf)

### 2019 Accountability—CTE Courses Aligned with Industry-Based Certifications

Code	Course Title	Course Abbreviation
N1300262	Introduction to Process Technology	INTRPT
N1300426	Pipefitting Technology II	PIPETEC2
N1302803	Internetworking Technologies I (Cisco)	INTNET1
N1302804	Internetworking Technologies II (Cisco)	INTNET2
N1302810	Principles of Cybersecurity	CYBRSEC
N1302812	Introduction to C# Programming Applications	INTCPA
N1303742	Introduction to Engineering Design	IED
13000600	Veterinary Medical Applications	VETMEDAP
13000610	Veterinary Medical Applications/Agricultural Laboratory and Field Experience	VETMEDLAB
13001100	Energy and Natural Resources Technology	ENGNRT
13001110	Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ENGNRTLAB
13001200	Advanced Energy and Natural Resource Technology	ADENRT
13001210	Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience	ADENRTLAB
13004220	Principles of Construction	PRINCON
13004600	Architectural Design I	ARCHDSN1
13004700	Architectural Design II	ARCHDSN2
13005000	Construction Management II	CONSMGT2
13005100	Construction Technology I	CONTECH1
13005200	Construction Technology II	CONTECH2
13005250	Practicum in Construction Technology (First Time Taken)	PRACCT1
13005260	Practicum in Construction Technology (Second Time Taken)	PRACCT2
13005300	Mill and Cabinetmaking Technology	MACTECH
13005500	Building Maintenance Technology II	BUILDMA2
13005600	Electrical Technology I	ELECTEC1
13005700	Electrical Technology II	ELECTEC2
13005800	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I	HVACREF1
13005900	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	HVACREF2
13006000	Plumbing Technology I	PLTECH1
13006100	Plumbing Technology II	PLTECH2
13006200	Practicum in Construction Management (First Time Taken)	PRACCM1
13006205	Practicum in Construction Management/Extended Practicum in Construction Management (First Time Taken)	EXPRCM1
13006210	Practicum in Construction Management (Second Time Taken)	PRACCM2
13006215	Practicum in Construction Management/Extended Practicum in Construction Management (Second Time Taken)	EXPRCM2
13006300	Masonry Technology I	MASTECH1
13006400	Masonry Technology II	MASTECH2



## 2019 Accountability—CTE Courses Aligned with Industry-Based Certifications

Code	Course Title	Course Abbreviation
13011400	Business Information Management I	BUSIM1
13011500	Business Information Management II	BUSIM2
13011510	Business Information Management II/Business Lab	BUSMLAB2
13012200	Practicum in Business Management (First Time Taken)	PRACBM
13012205	Practicum in Business Management/Extended Practicum in Business Management (First Time Taken)	EXPRBM
13012210	Practicum in Business Management (Second Time Taken)	PRACBM2
13012215	Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken)	EXPRBM2
13014400	Instructional Practices	INPRAC
13014500	Practicum in Education and Training	PRACEDT1
13016600	Accounting I	ACCOUNT1
13016700	Accounting II	ACCOUNT2
13020400	Health Science Theory	HLTHSCI
13020410	Health Science Theory/Health Science Clinical	HLSCLIN
13020500	Practicum in Health Science (First Time Taken)	PRACHLS1
13020505	Practicum in Health Science/Extended Practicum in Health Science (First Time Taken)	EXPRHLS1
13020510	Practicum in Health Science (Second Time Taken)	PRACHLS2
13020515	Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken)	EXPRHLS2
13020950	Pharmacology	PHARMC
13024800	Child Guidance	CHILDGUI
13025000	Practicum in Human Services (First Time Taken)	PRACHUS1
13025005	Practicum in Human Services/Extended Practicum in Human Services (First Time Taken)	EXPRHUS1
13025010	Practicum in Human Services (Second Time Taken)	PRACHUS2
13025015	Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken)	EXPRHUS2
13025300	Cosmetology II	COSMET2
13025310	Cosmetology II/Cosmetology II Lab Innovative	COSLAB2
13027300	Computer Maintenance	COMPMTN
13027310	Computer Maintenance/Computer Maintenance Lab	COMMTLAB
13027400	Networking	NETWRK
13027410	Networking/Networking Lab	NETWRLAB
13027500	Computer Technician Practicum (First Time Taken)	COMPT1
13027505	Computer Technician Practicum/Extended Computer Technician Practicum (First Time Taken)	EXCOMPT1
13027510	Computer Technician Practicum (Second Time Taken)	COMPT2
13027515	Computer Technician Practicum/Extended Computer Technician Practicum (Second Time Taken)	EXCOMPT2
13027700	Computer Programming II	COMPPRO2

## 2019 Accountability—CTE Courses Aligned with Industry-Based Certifications

Code	Course Title	Course Abbreviation
13028000	Practicum in Information Technology (First Time Taken)	PRACIT1
13028005	Practicum in Information Technology/Extended Practicum in Information Technology (First Time Taken)	EXPRIT1
13028010	Practicum in Information Technology (Second Time Taken)	PRACIT2
13028015	Practicum in Information Technology/Extended Practicum in Information Technology (Second Time Taken)	EXPRIT2
13030100	Practicum in Law, Public Safety, Corrections and Security	PRACLPS1
13032300	Welding I	WELD1
13032400	Welding II	WELD2
13032410	Welding II/Welding II Lab	WELDLAB2
13032600	Precision Metal Manufacturing II	PREMMAN2
13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab	PRMMLAB2
13032900	Manufacturing Engineering Technology I	MANENGT1
13032950	Manufacturing Engineering Technology II	MANENGT2
13033000	Practicum in Manufacturing	PRACMAN1
13033005	Practicum in Manufacturing/Extended Practicum in Manufacturing (First Time Taken)	EXPRMAN1
13033010	Practicum in Manufacturing (Second Time Taken)	PRACMAN2
13033015	Practicum in Manufacturing/Extended Practicum in Manufacturing (Second Time Taken)	EXPRMAN2
13036500	Engineering Design and Presentation I	ENGDSPR1
13036900	Solid State Electronics	SOSTELEC
13037400	Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	PRCSTEM1
13037410	Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	PRCSTEM2
13037405	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken)	EXPRSTEM1
13037415	Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken)	EXPRSTEM2
13037600	Digital Electronics	DIGELC
13039600	Automotive Technology I: Maintenance and Light Repair	AUTOTEC1
13039700	Automotive Technology II: Automotive Service	AUTOTEC2
13039710	Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory	AUTOLAB2
13039800	Collision Repair	COLLISR
13039810	Collision Repair/Advanced Transportation Systems Laboratory	COLLRLAB
13039900	Paint and Refinishing	PAINTREF
13039910	Paint and Refinishing/Advanced Transportation Systems Laboratory	PTREFLAB





**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 -->	12/6	1/13	1/18			TOTAL EACH LINE
PER DIEM	0.00	0.00	0.00	0.00	0.00	\$0.00
Miles Driven @ \$.54/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	\$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



# **Travel**

## **Rules and Guidelines**

### **Waller Independent School District**

REV. 3/2018

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## Getting Ready

So you are about to take a trip. Planning is essential to a successful trip. Most of the problems you will encounter or deal with on a trip are due to miscommunication. If people know what is expected of them and if they know what is coming next, things will go smoothly. This is not to say you will not encounter problems but what we are trying to do is minimize the occurrence of problems.

### Step 1.

Learn as much as you can about your destination. Is this a place that is familiar with student travel? Most places you will travel to will have an agenda of activities. Make sure you check the agenda thoroughly before you mention the trip to the students. Look for down time between events. How long will they have to play before they are needed somewhere? Determine what means of transportation will be best suited for your group. Check to see if meals are provided. If they are at what times and can we make special arrangements to meet a student's needs? If meals are not provided find out the locations of eating establishments and the cost of these per student. Will you need transportation to these establishments? What type of housing will be used? Will you need an administrator present? Trips will most likely involve an administrator if the number of students exceeds twenty-five or special circumstances exist. Once you have thoroughly studied the event and all the factors that go with the trip, you are ready for step two.

### Step 2:

Explain the concept of the trip to the appropriate activity administrator. Have a brief conference with them about the trip. Address any concerns that come up during the discussion. Once all concerns have been addressed you will need to develop a final itinerary. This will include all departure and arrival times, names and numbers of all hotels or housing that your group will be using during the trip. You will also need to have a firm grasp on the means of transport. You will have to set the criteria for the number of students participating in the trip. Develop a financial plan to cover trip costs. In other words, where will the money come from to pay for the trip? We will have a section later in this handbook dealing with funding sources. You are now ready for step three.



### Step 3:

Pick up the travel documents from your campus bookkeeper. We will have a section in this handbook outlining the necessary forms. Once you have turned in the forms and have gained administrative approval, you are ready to meet with your students. Be very careful of planning a trip and bringing it to the student's attention without having all the details worked out beforehand. If the trip is a go with the kids and you have administrative approval, financing, educational purpose, accommodations, transportation, and a complete itinerary, you are ready to send a letter to the parents with details outlining the trip.

### Step 4: *\*\*\*All trips may not require a parent meeting.*

Meet with the parents. You will by this time have all the details worked out and you will be able to confidently answer all their questions. They will ask many questions about all aspects of the trip. They will ask if chaperones are needed on the trip. First rule of thumb is that help is never refused. You will be able to present to them the guidelines and expectations for chaperones that are located in this handbook. If they want to help and can adhere to the guidelines given to them, you should then welcome the help. This should be an organizational meeting to provide information and generate interest. If you have a set group of kids that you know will be traveling, such as dance team or cheerleading, then you can combine the parent meeting in step 4 with the next parent meeting. If the parents ask questions that you cannot answer, state that and get an answer back to them as soon as possible. Make sure that you hand out a complete itinerary at this meeting.

### Step: 5

You should now have all the necessary paper work for each student attending the trip. Now you are ready to book your trip. Send in all paperwork associated with the trip. Provide a list of students attending the trip to the attendance office and the activities principal. E-mailing the teachers with a list of students attending the trip is a good idea. It lets them know up front who will be out of their class that day. If for some unknown reason a student does not attend the trip at the last minute make sure you let the attendance office, activities principal and the teachers know of this change.

### Step 6:

Meet with the kids. Explain the trip rules to them again. They can never hear them too often. If you feel it is necessary, have an assistant principal come speak to them before you leave on the trip. Go over departure dates and provide a packing list for the students. This meeting should take place at least two weeks before traveling, allowing the parents time to get all the needed supplies. The rules you will need to go over with the students are provided in the trip rules section.

## The Sponsor's Role

These are things that the sponsors should be doing throughout the trip.

The sponsor has many roles:

1. Coordinate all information on the trip.
2. Set arrival and departure time, meeting times, and curfew times.
3. Set rooming lists. Make these lists out yourself do not let the kids set the rooming list. See Hotel rules.
4. Provide information to the students while traveling. It is easier to meet with them when you have them as one large group. Information is easier to give before they need it, rather than after the fact.
5. Enforce all curfew times. The sponsor should be the last to bed. Make sure all students are in their rooms and secured.
6. Coordinate chaperones and their duty assignments.
7. Enforce all trip rules.
8. The sponsor should be active at all times.
9. The sponsor should hold a chaperone instructional meeting.
10. Have a list of all kids taking prescription medication. If possible have spare prescriptions with you.
11. Have the signed release forms with you at all times.

## The Chaperone's Role

1. To assist the sponsor by getting information to the kids
2. Assist with room checks. When doing room checks, first check the room at the time of check in. Inventory all hotel items in the room. Make sure the hotel complimentary bar is locked and secure. Inform students of curfew and wake up times. Pass on any other relevant information.
3. Do a baggage check and room check before departing the hotel.
4. Tape doors and do room checks at curfew times. Mark the time you checked the room in pen on the tape.
5. Do room checks at wake up times.
6. Coordinate with the sponsor to set coverage times for the hotel at night.
7. Helping search baggage before departure and before returning.
8. The Chaperone's role is only to report infractions of the rules to the sponsor not to enforce or to deliver punishment.
9. Remember discipline is between the student, parent, sponsor, and administrator.
10. When searching bags prior to departure you will look for illegal substances such as alcohol, tobacco and drugs. Searching is optional and is at the sponsor's discretion.
11. Containers that have been opened and resealed should be checked.

12. Look for other items that could be used in tandem with illegal substances such as matches, lighters, rolling papers.
13. If you see prescription drugs, alert the sponsor. They will check to see if that person is on a prescription list.

## **Administrator's Role**

The administrator will be present on a trip, which has twenty-five or more students traveling with one sponsor, or if special circumstances are present. The role is one of advisor. He or she will be present to clarify school policy and hand out school discipline if it is needed. If an administrator is not traveling with you and something happens that violates the school code of conduct or the travel policy, or in the event a student is harmed in anyway, an administrator should be notified immediately.

## **Trip Rules**

1. There will be no boys in girls' rooms or girls in boys' rooms for any reason, unless in the presence of a sponsor or principal. Any student violating this policy will be sent home.
2. Students will not be allowed outside of their rooms after curfew unless accompanied by a sponsor or principal. Students will be given a telephone number to call in case of emergency. Any student violating this policy will be sent home.
3. The possession or use of any tobacco product, alcohol product, drugs, chemicals, inhalants, or any other intoxicants or mood-altering drugs is prohibited. Any student violating this policy will be sent home and referred to authorities, as well as his/her campus administrator.
4. Any property damage will be paid for by the students involved and they will be sent home at the parent's expense.
5. Students are not to leave an assigned area for any reason or get into any vehicle other than school designated transportation.
6. Any student in violation of local, state or federal laws will be turned over to law enforcement authorities. If the student is returned to the trip sponsor she/he will be sent home at the parent's expense and reported to his/her campus administrator for school discipline.
7. Any student who excessively violates trip rules and/ or sponsor directions will be sent home at the parent's expense.
8. Students must follow all rules in the Waller ISD Code of Conduct.
9. If a student must be sent home for any reason, the parent/guardian agrees to pay the full cost of the students return trip to the specific Waller ISD campus.

## General Trip Guidelines for Students

1. Keep a copy of the itinerary with you at all times. Be punctual. Wear a watch. It is not fair for the rest of the group to ever have to wait for you.
2. Most of you will be carrying money and valuables. Be aware that these can disappear at any time. Be careful! Do not leave luggage, purses, and bags in an unsecured area.
3. Directors, chaperones, sponsors are always in charge. These adults are present to help you have a fun safe trip. They are not present to wait on you. Be polite and respectful at all times. Follow instructions from the adults as they are given. It will make it a more enjoyable trip for all involved.
4. Stay in a group. Everywhere you go, always have at least one person with you and make sure your sponsor knows your destination.
5. Please report to a chaperone or sponsor if you start to feel ill.
6. If you are taking some prescription medicine make sure the sponsor knows this and that they have some spare medicine to last in case you lose your supply of the medicine.
7. Get some sleep. On a trip of any length, it is crucial for you to get as much rest as possible.
8. Go with the flow. Many things might happen that you do not like, but keeping a positive attitude is better for all.

## Transportation

### School Bus:

If your group is traveling by school bus, you will need to fill out a bus request form. Please fill out the form completely and turn it to the principal's office for approval. If the bus request is approved, the principal will return it to you with his/her signature. You will then submit this to transportation. If you are going on an overnight trip you must make travel arrangements for the driver. This means you must provide for his/her lodging and food on the trip. Remember you must have a financial source available to pay for the bus in full. Example would be an activity account or a budget, which has a provision for travel. This includes mileage, driver pay, and expenses.

### Charter Bus:

The district has means to rent charter buses – please contact your principal in the event a charter bus is needed.

## **Finances**

**Rule number one is make sure you have money in an activity fund or budget. Any travel expenditures must be well documented and pre-approved by the appropriate administrator.**

**A. Employee Mileage Reimbursement**

Reimbursement for mileage must be documented on a Waller ISD travel form and must be submitted with a map after the employee returns.

**B. Club Sponsors / Members**

Any travel expenditures incurred by a club sponsor and members must be in compliance with the district's travel policy.

Clubs may pay for a sponsor's hotel, fees, etc., but may not directly reimburse an employee. If the club is to reimburse an employee, a check from the club should be issued to Waller ISD along with the completed travel payment request form.

**C. Approval for travel must be received prior to the trip. A travel request form should be submitted and approved by the appropriate budget manager.**

**D. Travel advances for per diem will be allowed for overnight travel. If the advance is requested, the amount of the advance should be indicated on the travel request form.**

**E. Prepayment of expenses such as hotel, airfare or conference fees can be arranged prior to travel. A check request should be completed, approved, and sent to accounts payable at least TWO WEEKS in advance.**

**F. The district is not allowed to pay expenses of any kind for an employee's spouse or children.**

- G. The district will reimburse automobile mileage at a rate that is no higher than the rate established by the Internal Revenue Service. In no case will the cost exceed the cost of airfare. Toll road fees are reimbursed without a receipt but date and time must be specified on the payment voucher.
  
- H. The employee may request a per diem allowance. The per diem rate is \$46.00 a day. If per diem is requested, the travel form should indicate the appropriate amount based on time leaving and returning. The breakdown of per diem is \$11.00 for breakfast, \$12.00 for lunch and \$23.00 for dinner.
  
- I. Telephone calls for personal reasons are not reimbursable. Business calls are reimbursable provided the call is identified on the bill.
  
- J. The district will be not responsible for such items as, miscellaneous incidentals, entertainment, valet services, in-room movies, alcohol or other personal expenses.
  
- K. If Uber or Taxis are required, please keep appropriate receipt and it may be turned in upon returning for reimbursement.

#### Travel - Day Trips

Day trips are defined as those trips where an overnight stay is not required. Therefore, an out of town trip would be classified as a day trip if the employee is not required to remain out of town overnight. Travel policies for day trips are the same as those for overnight with the following exceptions.

1. No travel advances will be approved for day trips.
2. Meals reimbursed for day trips are taxable wages in accordance with IRS guidelines. It is the employee's option to be reimbursed for meals connected with a day trip.

## Hotel Rules

1. Keep your room neat and clean at all times.
2. All pay items (Movies, Room Service, etc.) are off limits.
3. Chaperones may enter a student room at any time.

4. Any suspicious activity will be investigated immediately.
5. Curfew will be strictly adhered to.
6. The hotel will have other guests, so be courteous and quiet.
7. Do not congregate in hallways.
8. All rooms will be taped at curfew and only opened in the morning by a sponsor or chaperone.
9. The sponsor will give out one key per room and keep one key to each room.

## Check List of Forms

1. The first form you will need is a Student Travel Request form. This form is necessary for day trips as well as overnight trips. It then must be turned into the principal for approval. On the form, it will ask how the trip is to be funded. Make sure you have funding before you request a trip.
2. You must also pick up an Itinerary form this must be submitted with the Student Travel Request form. It also must be filled out for day trips and overnight trips.
3. If you will need district transportation, charter, or school bus, you will need to fill out the bus request form this also should be submitted with the itinerary and the student travel request form. Once approved, this form will be returned to you and you will need to send the request to transportation.
4. Before you leave you will need to have each student attending the trip fill out a release form. You will need to give a copy of these completed release forms to the principal. Keep the original with you at all times while you are on the trip. This form allows a hospital to treat the student without the parent being present.
5. You will need to fill out an extra-curricular list form to the attendance office. This allows attendance to mark the correct attendance code. Please also turn a second copy of this list into the principal. Please do this at least a week in advance and update any changes before you go.

## Procedures for Day Trips

1. You will follow the same procedures that people on overnight trips will follow but disregard the overnight procedures.

## Tips for Sponsors

1. Preplanning is key. Get all the information to the parents and students.
2. When on the trip speak to the students prior to releasing them. It is easier to go over rules and agendas before they break up.

3. Make sure they know and understand the rules. You can never say them too often.
4. Make sure they have an itinerary in their hands at all times. Make sure the itinerary has a number where the sponsor can be reached. Make sure they have your cell phone number and hotel number. In case anything happens they can get in touch with you.
5. Meet with chaperones prior to the trip. Make sure they understand their role and the itinerary. They should understand the trip as well as you understand the trip.
6. Complete the rooming lists in advance. Do not let the students do the rooming list on their own.
7. Sponsors should keep a key to every room.
8. Before you speak to the students have all the answers ready and do not waiver about the agenda. If they ask you a question you do not know the answer to tell them that and get back with the group with a definite answer.
9. Remember the person ultimately responsible on this trip is you! Follow up on everything.
10. Count heads at every gathering. Schedule meet up times during the day to count heads and give information.
11. Call the hotel in advance and ask them to block all your rooms together in one area.
12. Ask the hotel to turn off phones and the pay per view channels. Student will still be able to call room to room but not outside of the hotel.
13. Have a parent phone tree set up to notify one or two parents of any delays etc. They can notify other parents.
14. Remember that the District will not pay for entertainment other than what is planned for and approved in advance. (movies, other meals not planned for, etc)

### **Student Travel Information**

#### **1.0 Student Travel - General Instructions**

- 1.1 All WISD student travel should be in compliance with District Policies.



## **2.0 Overnight Trips by Students**

1. All individuals and groups representing the WISD in competition requiring an overnight trip must receive advance written approval from the school principal. If trips are required out-of-state, written approval from the Superintendent is required.
2. Each student and parent/guardian will be required to sign the supporting documents that will include a liability waiver, comments regarding conduct requirements, adequacy of chaperones, and other appropriate data.
3. The principal/director's office should be provided with a list of all students, teacher/sponsors, parents etc. as well as the itinerary.
4. Parent/guardian expenses cannot be borne by the school district.

## **3.0 Meal Allowance for Student Related Trips (In-State)**

1. Students and sponsors/coaches (WISD employees) taking a single day trip will be provided a maximum of \$5.00 for breakfast, \$7.00 for lunch, and up to \$10.00 for dinner, unless otherwise authorized. No receipts will be required.
2. Students taking a trip requiring an overnight stay will be provided a maximum of \$5.00 for breakfast, \$7.00 for lunch, and up to \$10.00 for dinner, unless otherwise authorized. No receipts will be required.
3. Sponsors/coaches (WISD employees) accompanying students on an overnight trip should refer to the state Per Diem for meal allowances. No receipts will be required.

## **4.0 Meal Allowance for Student Related Trips (Out-of-State)**

1. Students taking a trip requiring an overnight stay out-of-state will be provided a maximum of \$30.00 per day. No receipts are required.
2. Sponsors/coaches (WISD employees) accompanying students on an overnight trip out-of-state should refer to the state per diem for meal allowances. No receipts will be required.

## **5.0 Approval Required**

1. Student travel paid from an activity fund budget requires principal's approval only.
2. Student travel paid from departmental or a district budget requires the approval of the administrator having budgetary authority.

## **6.0 Advances for Student Travel**

1. Advances for Student Travel should be processed using the appropriate Student Travel and Expense Report Form for registration, lodging, meal expenses, rental expense, and miscellaneous expenses accompanied by a Check Request. Sponsor/coaches should obtain proper original receipts for above items including parking and gasoline and submit to their principal or the appropriate administrator upon return, who will forward to the Business Office for back up of advanced check. Receipts are not required for meals.
2. Attach a list of student attendees to the Student Travel Request form along with number of meals needed.
3. Literature showing the amount of registration should accompany the Check Request.
4. Sales Tax Exemption forms and letter for lodging and vehicle rental will accompany the advanced check to the sponsor/coach to avoid being charged the sales tax.

### **Cash Advance for Meals for Students and Sponsors/Coaches**

When time allows, a check request with proper approval should be sent to the Business Office to process in the regularly scheduled check run. A breakdown of all meals, and a list of students and sponsors/coaches attending must be attached for proper support. The check request should be made payable to one of the sponsors/coaches traveling so that the sponsor/coach can go to the bank to cash the check rather than the principal of the school.

If the school has to pay the advance from activity funds, because there was not enough time for a district check to be cut, then a check request to the school for reimbursement is allowed. A copy of the front and back of the cancelled activity fund check must accompany the direct pay along with the breakdown of all meals, and a list of the students and coaches that attended.

### **Cash Advance for Lodging for Students and Sponsors/Coaches**

When time allows, a check request with proper approval should be sent to the Business Office to process in the regularly scheduled check run. A breakdown with the number of rooms, room rates, and a list of students and sponsor/coaches traveling must be attached for proper support. The check should be made payable to the hotel, when possible.

If the school has issued a check to pay for the lodging out of activity funds, because there was not enough time for a district check to be cut, a check to the school for reimbursement is allowed. A copy of the front and back of the cancelled activity fund check must accompany the check request along with a

copy of the receipt from the hotel and a list of students and sponsor/coaches traveling. The check request requires the approval of the administrator having budgetary authority over that organization's budget. After proper approval is acquired, the direct pay should be sent to the Business Office for processing.

**7.0 Reimbursement to Sponsors/Coaches or Reimbursement to WISD from Sponsors/Coaches from Advances for Student Travel**

1. After the competition, submit documentation to include a list of attendees, original receipts for lodging, car rental, gasoline and other miscellaneous expenses as backup documentation for money previously advanced. Forward the documentation along with the completed expense report/student travel request to your principal or the appropriate department administrator for approval who will then forward to the Business Office.
2. If the sponsor/coach had expenses exceeding the amount of the advance, a Check Request must accompany the above documentation for the sponsor/coach to be issued a reimbursement.
3. If the expenses were less than the money previously advanced, either cash or a personal check from the employee payable to WISD must accompany the above documentation within **ten (10) days** of the trip.

## WALLER ISD TRAVEL CARD PROCEDURES

The purpose of the travel card program is to establish a more efficient, cost-effective method of disbursing travel funds to employees. Rather than issuing a check to a hotel, we will assign a Commerce Visa travel card to the traveler for the estimated expenses. The travel card can only be used for hotel and parking expenses. It does not include hotel incidentals, food or gas purchases. Waller ISD will continue to issue a check for the travelers' per diem, and will reimburse travelers for their mileage after returning from their trip. If any of these expenses are charged on the card, the employee will be responsible for reimbursing the district.

If used to its potential, the travel card program should make hotel expenses more efficient, and result in a reduction in the volume of checks.

### PROCEDURES

- Each campus or department secretary will need to issue a PO to encumber the funds needed for hotel expenses prior to travel.
- An Out of District Travel Form must be completed and approved by the campus principal or department chief/director prior to travel.
- The campus or department secretary must contact the Business Office and reserve a travel card prior to travel. The card must be checked out and picked up from the Business Office.
- Once the traveler returns from their trip, the card will need to be returned to the Business Office immediately.
- All detailed *original* receipts must be attached to the hotel PO and sent to Accounts Payable within 3 business days upon the traveler's return.
- Accounts Payable will reconcile the statement received from Commerce to ensure all charges are accurate. The PO will be closed, and the Commerce Visa bill will be paid using the account # provided on the PO.

Reminder: The District is state tax exempt; therefore, travelers need to take a Hotel Occupancy Certificate to the hotel at time of registration to ensure that state tax is not included in the hotel charges.

I have read and understand the above procedures and will ensure that all procedures are followed correctly.

\_\_\_\_\_  
Traveler's Signature

\_\_\_\_\_  
Date

### **Activity Funds**

- **Please see the Activity Funds Handbook posted on the Business Department's webpage within My WISD Employee Portal**
- **The Bookkeeper - Frances Merchant will work with you on activity accounts.**

### **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. ABSOLUTELY NO SOLE SOURCE ALLOWED.**
- **Any purchases or travel reimbursements for CTE will go through the CTE Admin Assistant - Amanda Thiel and CTE Coordinator Kelley Lowes**
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# 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 apprenticeship 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

LLCL-70 (0913)

**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

<https://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/>



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

*This form indicates that I have read the 2022-2023 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)

---

Signature

Date