Career & Technical Education

Review Of Attendance Accounting Provisions and Data Reporting Requirements

Workshop 91928 | March 21st, 2019

Diana Pérez, PEIMS Specialist
Region One Education Service Center
Overview

SAAH
PEIMS
Data Validation
Reviews/Audits
ACCOUNTABILITY
CTE
ALLOTMENT
Campus
Summaries

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But first….why is CTE coding important?

• Affects State and Federal funding – weighted funding and Perkins Funding
• Impacts PBMAS – Performance Based Monitoring
• Ensures accurate PEIMS Codes for CTE classes
• Impacts CTE Program Effectiveness Report (PER)
• Tied to 4 year plans – Helps to track program growth
• Impacts local data-driven decision-making!!!
Section 5 Career and Technical Education (CTE)
This section addresses unique attendance accounting provisions for CTE. They must be applied in conjunction with the general rules in Sections 1, 2, and 3. If students are served by multiple programs, review and apply the provisions of each applicable program.

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

5.1 Responsibility

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

Name: ____________________________
Phone Number: ___________________

5.2 Eligibility and Eligible Days Present

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

1. Each CTE course must be taught by a qualified/certified teacher as defined in 19 Texas Administrative Code (TAC) Chapter 231, Subchapter E, with the exceptions described in the following three paragraphs.
   - This requirement does not apply to an open-enrollment charter school unless the school’s charter states that a CTE course must be taught by a qualified/certified CTE teacher. It also does not apply to a district of innovation to the extent the district’s innovation plan allows the use of uncertified teachers in CTE classes. Teachers with less than a Bachelor’s degree are not eligible to teach CTE courses that meet graduation requirements 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 the Texas Education Agency (TEA).

Website to SAAH:
http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student__Attendance_Accounting_Handbook/

5.1 Responsibility
5.2 Eligibility and Eligible Days Present
5.3 Enrollment Procedures
5.4 Withdrawal Procedures
5.5 CTE (Contact-Hour) Codes
5.6 Computing Contact Hours
5.7 Career Preparation and Practicum Learning Experiences
5.8 Project-Based Research
5.9 CTE for the Disabled (CTED) Courses
5.10 Contracting with Other Entities to Provide CTE Instruction
5.11 Documentation
5.12 Quality Control
5.13 Examples
5.2 – Eligibility and Eligible Days Present

For contact hour funding, district must:

• Ensure each CTE course has qualified/certified teacher

• Exceptions: 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. 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.
5.2 – Eligibility and Eligible Days Present

• Report teacher of record for each CTE course (except dual credit course taught off-campus)
• Keep documentation showing average minutes/day for course
• Have appropriate resources to teach course TEKS
• Offer at least one coherent sequence in at least three different clusters
5.2 – Eligibility and Eligible Days Present

• 5.2.1 – Eligibility of Students for Funding
  • grades 6 - 12 are eligible to be served in CTE programs.
  • BUT ONLY grades 9 - 12 are eligible for CTE contact hours, except for grades 7 and 8 who are eligible for and enrolled in CTE for the disabled courses

• 5.2.2 – Eligibility of Courses for Funding
  • Courses must be approved by TEA
  • List of TEA-approved CTE courses in TSDS PEIMS Data Standards (code table C022)
  • must maintain documentation of local board approval to offer any TEA-approved innovative course. (No application required)
5.2.3 Earning CTE Contact Hours

• student may enroll simultaneously in as many CTE courses as schedule permits. For funding purposes, the student may receive no more than 6 contact hours per day (that includes hours spent in Special Education Special Education setting....see Section 4.15).

• A student is **not** eligible to receive any CTE contact hours for partial participation. Ex: participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course.
5.3 Enrollment Procedures

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 as often as necessary to update CTE code with effective date being the date the student’s schedule changed.
5.4 Withdrawal Procedures

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

Reminders:

• CTE contact hours must not be claimed when a student receiving CTE services is placed in a disciplinary setting (for example, ISS or DAEP for more than 5 consecutive days if the same amount and type of CTE services are not provided by a CTE teacher.

• After 5 consecutive days without CTE services being provided, district personnel must remove the student from receiving CTE contact hours effective the first day of placement in the disciplinary setting.
4.7.2.10 Homebound: Career and Technical Education (CTE) Funding Requirements

Situations where CTE Contact Hours must not be Claimed:

• For a student who receives homebound services to earn CTE contact hours, 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 homebound instructional setting. CTE teachers must maintain a log to verify all contact hours with students.

• Includes Special Education Homebound, General Education Homebound, PRS CEHI

• If student is not receiving the services, then district personnel must stop the CTE contact hours for that student
5.5 CTE (Contact-Hour) Codes

Important:
CTE Courses are assigned V-codes based on the number of minutes the course meets per day.
This will be used to calculate total contact hours!!!

$$$$$$ affects funding $$$$$$

<table>
<thead>
<tr>
<th>CTE Course’s Average Minutes per Day</th>
<th>V-Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>45–89</td>
<td>V1</td>
</tr>
<tr>
<td>90–149</td>
<td>V2</td>
</tr>
<tr>
<td>150–180+</td>
<td>V3</td>
</tr>
</tbody>
</table>

*Each CTE course must be reviewed separately to determine the average minutes per day students attend that course.
*Three contact hours is the maximum for a single course.
Example: This course meets for 50 minutes every day.

What V-Code should it get?
5.5 CTE (Contact-Hour) Codes

• student who is enrolled in CTE courses approved for state weighted funding will have a corresponding V-Code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes.

• For students enrolled in more than one CTE course, V-Codes are combined

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<td>V3</td>
</tr>
</tbody>
</table>

Examples:
• A student enrolled in three separate 45-minute would be assigned V3 (V1 + V1 + V1 = V3)
• A student enrolled in a CTE course that averages 50 minutes per day (V1) and a CTE course that averages 150 minutes per day (V3) would be a V4 (V1+V3 = V4).
This student is enrolled in Parenting Ed that meets for an average of 45 minutes per day. What is the V-code for this course?

She is also enrolled in Human Growth that meets for an average of 90 minutes per day. What is the V-code for this course?

How many contact hour V-codes does she account for?

What is the maximum number of contact hours that a student can account for?
5.6 – Computing Student Contact Hours

A student’s V-Code is used to calculate contact hours

Contact hours = Eligible days present x contact-hour multiplier

• Reminder: 6-hour daily limit for funding

<table>
<thead>
<tr>
<th>CTE Code</th>
<th>Contact-Hour Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>1.0</td>
</tr>
<tr>
<td>V2</td>
<td>2.0</td>
</tr>
<tr>
<td>V3</td>
<td>3.0</td>
</tr>
<tr>
<td>V4</td>
<td>4.0</td>
</tr>
<tr>
<td>V5</td>
<td>5.0</td>
</tr>
<tr>
<td>V6</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Contact Hours = CTE Days x Contact-Hour Multiplier
What would be the total CTE contact hours for this student? She was present for all 180 school days.

Contact hours = Eligible days present x contact-hour multiplier

<table>
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</tr>
</thead>
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<tr>
<td>V3</td>
<td>3.0</td>
</tr>
<tr>
<td>V4</td>
<td>4.0</td>
</tr>
<tr>
<td>V5</td>
<td>5.0</td>
</tr>
<tr>
<td>V6</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Contact Hours = CTE Days x Contact-Hour Multiplier

540 = 180 x 3
5.7 – Career Preparation and Practicum Experiences

• Career Preparation
  • Classroom instruction + time at training site for entire school year
  • Paid

• Practicum
  • Classroom instruction + time at training site or in lab for entire school year
  • Specific to a cluster
  • Paid or unpaid
  • Training plan not required if student participating in unpaid practicum with teacher of record providing the training
5.8 – Project-Based Research

• Classroom instruction and supervised research
  • Equivalent to average of five periods per week
  • Student and teacher meet at least once per week

• Cooperatively planned

• Student may be counted for contact hours on first day of enrollment if written project plan is in place within 15 days
5.9 – Career and Technical Education for the Disabled (CTED) Courses

• students with disabilities who are in Grades 7–12
• must be taught by a teacher qualified and certified to teach CTE courses
• Classes must be self-contained and serve only special education students
• Requires ARD committee approval
5.10 Contracting with Other Entities to Provide CTE Instruction

• May be a school district, a community or technical college, or a career school.

• The serving (receiving) district must report attendance in contracted CTE courses to the home district.

• If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding.
5.12 Quality Control

• As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, district personnel should code the student with the appropriate CTE coding on the TSDS PEIMS 42401 record.

• As soon as the student changes his or her schedule or withdraws from school, district personnel should revise the student’s CTE coding. Your district must establish controls to ensure the CTE code does not change before the date the service changes.

• At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the coding of CTE students is correct.
Nontraditional Schools – Section 10

• Nontraditional settings include:
  • Alternative education programs (AEPs)
  • Juvenile justice alternative education programs (JJAEPs)
  • Disciplinary alternative education programs (DAEPs)
  • Education programs for incarcerated youth
Nontraditional Programs – Section 11
11.6.2 – OFSDP Student Eligibility

• Student eligible to participate if:
  • The student:
    • Is at risk of dropping out of school,
    • Is attending an online dropout recovery education program, as defined by the TEC, §29.081 (e-2)20,
    • Is attending a school with an approved innovative campus plan,
    • Is attending a school with an approved Early College High School Program, or
    • Will be denied credit for one or more classes because of attendance requirements and
  • The student and the student’s parent agree in writing to the student’s participation
Nontraditional Programs – Section 11
11.6.4 – Attendance Accounting and FSP Funding for OFSDP participation through an Online Dropout Recovery Education Program

• TEC 29.081 Internet online program –

• (d) For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age:

• (e) A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered:
  • (1) at a campus; or
  • (2) through the use of an Internet online program that leads to a high school diploma and prepares the student to enter the workforce.

• (f) The commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance for funding purposes.

• MUST take at least one CTE course aligned with industry-based certification
Non-Traditional CTE Classes:

12.2 Texas Virtual School Network (TxVSN)
   • catalog of supplemental online courses for grade 9 through 12
   • full-time virtual TxVSN Online Schools (OLS) for grades 3-12

12.4 On-Campus Online Courses Not Provided through the TxVSN and 12.5 Self-Paced Computer Courses
   • may be considered for purposes of computing a student’s CTE contact hours
     provided that:
     • a teacher who is appropriately qualified/certified to teach the course, as defined in 19 TAC Chapter 231, must be present in the room to answer questions and otherwise assist the student.
     • the student must be regularly scheduled for and attending the online course; that is, the course must not be designed to operate on a “drop-in” basis.
     • All other requirements specified in Section 5 Career and Technical Education (CTE) must be met.
PEIMS Fall Submission (Snapshot Date)

- **E0031 CAREER-AND-TECHNICAL-ED-IND-CD** - indicates whether the student is enrolled in a state-approved career and technical education course as an elective, or as a participant in the district's career and technical coherent sequence of courses.

- **Code 0** – not enrolled in a CTE course

- **Code 1** – grades 6-12 taking a CTE course as of the fall snapshot date (last Friday in October) (aka “a guest”)

- **Code 2** – grades 9-12 grades participating in a coherent sequence of courses that must
  - have a 4-year plan of study to take 2 or more CTE courses *(in the same sequence)* for 3 or more credits as of the fall snapshot date (last Friday in October)
  - and are enrolled in or have completed a semester of CTE course(s), which are part of their CTE coherent sequence of courses as of the fall snapshot date (last Friday in October)

- All CTE courses are considered, regardless of course funding weight.

- Ensure all eligible CTE course sections
  - Flagged CTE
  - Assigned valid PEIMS Service-ID from C022 code table
  - Assigned Population-Serviced-Code = 05 Career and Technology

- 1\textsuperscript{st} Submission Due Early December / 2\textsuperscript{nd} Resubmission Due Early January

Where to find the Chart: [https://www.texasstudentdatasystem.org/TSDS/TEDS/1819A/TEDS-PEIMS_Section_8.2_-Data_Submission_Requirements_by_Category/](https://www.texasstudentdatasystem.org/TSDS/TEDS/1819A/TEDS-PEIMS_Section_8.2_-Data_Submission_Requirements_by_Category/)

Then click ‘Section 8.2.4: Student Category’, page 65
Determining the correct CTE code?

It starts with “The Plan”...

• **A 4-year plan of study**, developed individually for each student, showing their PLANS or GOALS for their 4 years of high school – some include the first 2 years of college

• **Must be in place by the 9th grade for every student** (Note: Every student will have a plan. Some of those plans will meet the definition of a “coherent sequences of courses”)

• **Each student’s plan is based on their personal data** –
  • career assessment data
  • student/teacher/counselor interview data
  • Parent/guardian input and approval
  • Post secondary plan
  • Grades
  • Graduation Requirements
PEIMS CTE Service IDs

2018-2019 TEDS - ESCs & LEAs Using TSDS PEIMS Only

This page serves as a central location for TEDS standards and information for ESCs and LEAs using TSDS PEIMS Only. The links below provide the complete TEDS for the PEIMS collections.

Where to find the codes: https://www.texasstudentdatasystem.org/TSDS/TEDS/1819A/PEIMS_Data_Standards/

All CTE courses begin with 127, N127, 130, or N130.
Do you have a CTE Service ID to Courses Crosswalk?

CTE Course catalog with Courses Offered under each 16 Career Cluster

- Local Course Name
- Local Course #
- Grade Placement:
- Prerequisites
- Credits
- Campuses offered
- PEIMS Service ID equivalent
- PEIMS Service ID abbreviation (will show on transcript)
- Description of Course
- Cluster Sequence of Courses to take

PEIMS Fall Submission Reports

- PDM1-120-009 Disaggregation of PEIMS Student Data
- PDM1-122-001 CTE Students by Sex and Ethnicity and Courses
- PDM1-122-002 CTE Courses
- PDM1-122-003 Students by CTE Indicator Code and Grade
- PDM1-122-004 CTE Roster by CTE Indicator Code

Texas Education Agency
PDM-122-003
v19.1.1

TSDS PEIMS STUDENTS BY CAREER AND TECHNICAL INDICATOR CODE AND GRADE
LEA-level Data
Campuses: All
2018 - 2019 Fall Collection, Accepted Submission

<table>
<thead>
<tr>
<th>Grade</th>
<th>CTE Indicator Code</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<th>%</th>
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<tbody>
<tr>
<td></td>
<td>1. Enrolled CTE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,142</td>
<td>1,775</td>
<td>813</td>
<td>366</td>
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<td></td>
<td>2. Coheret Seq Crs</td>
<td>0</td>
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<td>9</td>
<td>232</td>
<td>1,460</td>
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<td></td>
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<td>9</td>
<td>2,151</td>
<td>2,008</td>
<td>2,103</td>
<td>2,117</td>
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<tr>
<td>Percent</td>
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<td>0.0</td>
<td>0.0</td>
<td>25.7</td>
<td>24.0</td>
<td>25.1</td>
<td>25.3</td>
<td>100.0</td>
<td></td>
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PEIMS Summer Submission (all year)

- E0031 CAREER-AND-TECHNICAL-ED-IND-CD
- **Code 0** – not enrolled in a CTE course
- **Code 1** – must have completed a CTE course during the course of the school year. (a “guest”)
- **Code 2** – Participant In A Coherent Sequence Of Courses and must have either been enrolled in a CTE course during the school year, or have already completed at least one CTE course which is part of their CTE coherent course sequence.
- Reflects 6th-12th grade students’ **end of year status**.
- Ensure all eligible CTE course sections
  - Flagged CTE
  - Assigned valid PEIMS Service-ID from C022 code table
  - Assigned Population-Serviced-Code = 05 Career and Technology

Where to find the Chart: [https://www.texasstudentdatasystem.org/TSDS/TEDS/1819A/TEDS-PEIMS_Section_8_2_-_Data_Submission_Requirements_by_Category/](https://www.texasstudentdatasystem.org/TSDS/TEDS/1819A/TEDS-PEIMS_Section_8_2_-_Data_Submission_Requirements_by_Category/)
Then click ‘Section 8.2.4: Student Category’, page 66
Those pesky V codes again....
The correct V-Code to each CTE Course 
....determines the Student’s combined CTE V-Code.
Each student’s total eligible days Present in that V-Code 
.........will be will be **part of each student's CTE attendance record.**

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<td>5.0</td>
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<tr>
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<td>6.0</td>
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Contact Hours = CTE Days x Contact-Hour Multiplier
PEIMS Summer Submission

Course Completion Records for CTE scenarios

Student is placed Special Education Homebound (or General Ed Homebound or pregnancy-related services (PRS) compensatory education home instruction (CEHI) program ) and there is a teacher providing CTE work from the CTE teacher of record.

CTE Contact Hours: Turned off since they started in that setting

CTE Course Credit: Can still receive CTE Course Credit. Student should still be working on assignments from the CTE teacher while confined. The CTE teacher should be grading the work when it is turned in by the homebound teacher.
PEIMS Summer Submission

Course Completion Records for CTE scenarios

A substitute teacher has been assigned and they do not hold the necessary certification to teach the CTE course

CTE Contact Hours: student continues to earn contact hours for that course for no more than 30 consecutive school days.

CTE Course Credit: Can still receive CTE Course Credit
PEIMS Summer Submission

Course Completion Records for CTE scenarios

A teacher is assigned to a course that is not a qualified/certified teacher to teach CTE course

CTE Contact Hours: No contact hours can be earned
CTE Course Credit: “Teacher certification does not impact the award of credit, but the student must successfully complete the course to be eligible for credit. Districts may also award proportionate credit, e.g. one-half credit for a one credit course, to a student who has successfully completed one semester of a two semester course.”

-As per Jessica Snyder, Director, Curriculum Standards TEA
PEIMS Summer Submission

Course Completion Records for CTE

Student is placed in a DAEP (or ISS) for more than 5 consecutive days and there is a facilitator providing work from the CTE teacher of record.

CTE Contact Hours: Turned off since they started in that setting
CTE Course Credit: Can still receive CTE Course Credit. 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.
PEIMS Summer Submission

- PDM3-130-001 Superintendent’s Report of Student Attendance
- PDM3-130-002 Superintendent’s Report of CTE Eligible Days
- PDM3-130-005 Comparison of Current and Prior Year Attendance
- PDM3-130-008 Superintendent’s Summary Report of Student Attendance
- PDM3-130-011 Flex Attendance – Superintendent’s Report of Student Attendance
- PDM3-130-012 Flex Attendance - Superintendents Report of CTE Eligible Days
- PDM3-130-013 Flex Attendance - Superintendent’s Report by Special Program
- PDM3-130-014 Flex Attendance - Superintendent’s Summary Report of Student Attendance
- PDM3-131-003 Roster of Homebound, Hospital Class, & State School Students Earning CTE Contact Hours
- PDM3-131-007 Roster of 7th & 8th Grade Students Generating More Than One CTE Hour Per Day
- PDM3-131-008 Roster of Students Reporting More Than Three Excess Contact Hours Per Day
- PDM3-133-002 Students Completing Courses with Dual/Advanced Technical Credit

© 2019, Region One Education Service Center
<table>
<thead>
<tr>
<th>Summary Totals By Six-week Reporting Period</th>
<th>Six-week 1</th>
<th>Six-week 2</th>
<th>Six-week 3</th>
<th>Six-week 4</th>
<th>Six-week 5</th>
<th>Six-week 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Days Taught (LEA Maximum)</td>
<td>25</td>
<td>29</td>
<td>30</td>
<td>33</td>
<td>34</td>
<td>29</td>
<td>180</td>
</tr>
<tr>
<td>B. Days Membership</td>
<td>46,592.5</td>
<td>46,923.0</td>
<td>52,142.5</td>
<td>61,437.5</td>
<td>62,990.5</td>
<td>51,741.5</td>
<td>321,827.5</td>
</tr>
<tr>
<td>C. Total Days Absent</td>
<td>1,383.5</td>
<td>2,080.5</td>
<td>2,463.5</td>
<td>3,582.0</td>
<td>3,568.0</td>
<td>2,611.5</td>
<td>15,689.0</td>
</tr>
<tr>
<td>D. Total Days Present</td>
<td>45,209.0</td>
<td>44,842.5</td>
<td>49,979.0</td>
<td>57,855.5</td>
<td>59,422.5</td>
<td>49,130.0</td>
<td>306,138.5</td>
</tr>
<tr>
<td>E. Total Ineligible Days</td>
<td>527.0</td>
<td>522.5</td>
<td>553.0</td>
<td>622.5</td>
<td>660.5</td>
<td>530.5</td>
<td>3,416.0</td>
</tr>
<tr>
<td>F. Total Eligible Days</td>
<td>44,682.0</td>
<td>44,320.0</td>
<td>49,126.0</td>
<td>57,233.0</td>
<td>58,762.0</td>
<td>48,599.5</td>
<td>302,722.5</td>
</tr>
<tr>
<td>G. Elig Days Bilingual/ESL</td>
<td>3,747.0</td>
<td>4,138.0</td>
<td>4,540.0</td>
<td>5,473.0</td>
<td>5,633.0</td>
<td>4,734.0</td>
<td>28,265.0</td>
</tr>
<tr>
<td>H. Elig Days Preg Rel Serv</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>I. Elig Days SpecEd Main</td>
<td>144.5</td>
<td>220.5</td>
<td>401.0</td>
<td>623.5</td>
<td>675.5</td>
<td>596.5</td>
<td>2,681.5</td>
</tr>
<tr>
<td>J. Billing/ESL Refined ADA</td>
<td>149.9</td>
<td>165.5</td>
<td>162.1</td>
<td>165.9</td>
<td>165.7</td>
<td>169.1</td>
<td>163.0</td>
</tr>
<tr>
<td>K. SpecEd Main Refined ADA</td>
<td>5.8</td>
<td>8.8</td>
<td>14.3</td>
<td>18.9</td>
<td>19.9</td>
<td>21.3</td>
<td>14.8</td>
</tr>
<tr>
<td>L. Preg Related Serv FTE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>M. Career &amp; Technical Ed FTE</td>
<td>118.0</td>
<td>114.9</td>
<td>114.4</td>
<td>126.2</td>
<td>126.2</td>
<td>126.3</td>
<td>121.0</td>
</tr>
<tr>
<td>N. Special Education FTE</td>
<td>64.8</td>
<td>62.0</td>
<td>60.1</td>
<td>56.5</td>
<td>58.5</td>
<td>58.3</td>
<td>60.0</td>
</tr>
<tr>
<td>O. Regular Program Ref ADA</td>
<td>1,604.5</td>
<td>1,595.8</td>
<td>1,579.9</td>
<td>1,551.8</td>
<td>1,543.8</td>
<td>1,551.0</td>
<td>1,571.1</td>
</tr>
<tr>
<td>P. Total Refined ADA</td>
<td>1,787.3</td>
<td>1,772.7</td>
<td>1,754.4</td>
<td>1,734.5</td>
<td>1,728.5</td>
<td>1,735.7</td>
<td>1,752.2</td>
</tr>
<tr>
<td>Q. Percent in Attendance</td>
<td>97.0%</td>
<td>95.6%</td>
<td>95.3%</td>
<td>94.2%</td>
<td>94.3%</td>
<td>95.0%</td>
<td>95.1%</td>
</tr>
</tbody>
</table>
# Life Cycle of the CTE Code

<table>
<thead>
<tr>
<th></th>
<th>Preliminary STARR Pre-Code file</th>
<th>Fall Snapshot</th>
<th>First Fall Submission</th>
<th>Actual STAAR EOC Assessment</th>
<th>Final Fall Submission</th>
<th>Spring STAAR Assessment</th>
<th>Summer Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s CTE Code 1 or 2</td>
<td>✓ Current Status</td>
<td>✓ Last Friday in October</td>
<td>✓ Last Friday in October</td>
<td>✓ Current Status</td>
<td>✓ Last Friday in October</td>
<td>✓ Current Status</td>
<td>✓ As of the end of the year</td>
</tr>
<tr>
<td>Student’s CTE Contact Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

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Data Integrity Checks – Master Schedule

✓ Courses meant to be CTE but has incorrect Service ID ex: (Example: Principles of Technology and Principles of Information Technology are VERY different courses!)
✓ CTE courses without Contact Hours
✓ CTE courses but Contact Hours is something else than 1, 2, or 3
✓ Courses not meant to be CTE but has CTE Service ID and or has CTE Contact Hour code
✓ Any computer online, credit by exam courses flagged CTE
✓ Any CTE courses flagged with a Non-Campus Based Code other than 00. Exceptions: ex Dual Credit courses taught by staff outside District
✓ CTE Courses marked as Ungraded by mistake
✓ CTE Courses that are non-scheduled and plugged manually (are they generating contact hours?)
✓ CTE courses that are period length less than 45 minutes
✓ Review PEIMS reports to make sure CTE courses are being picked up by SIS and Submission files
✓ Verify Course Credits against C022
Data Integrity Checks – Student’s CTE Code

✓ Students not in HS and have a CTE code 2
✓ Students not in MS or HS and have a CTE code 1 or 2
✓ Students placed in ISS or DAEP for than 5 days. Are they generating CTE contact hours?
✓ Any student not CTE code 1 or 2 (code 3 went away)
✓ Do you have any students with Contact Hours 0 but are enrolled in CTE (and they are not homebound or in middle school)
✓ Do you have any Students coded homebound or Hospital Code and are generating CTE contact hours in the same six weeks?
✓ Students not in HS and CTE contact hours is greater an 0, why? If middle school coded with V-Code contact hours are they with appropriate teacher?
✓ Do you have any students with an overwrite flag for CTE Contact Hours?
✓ Have a plan for your district and involve all parties involved.
Six Weeks Campus Summary

- Campus Summary Reports are a six-week snapshot of the student population on your campus.
  - required TEA documentation that needs to be generated, reviewed, and signed by the principal each six-weeks.
- Total Refined ADA = number of students who were present on an average day during the six-week.
  
  \[
  \text{Eligible Days Present} \div \text{Days Taught}
  \]

<table>
<thead>
<tr>
<th>Cycle 1 Reporting Period</th>
<th>Dates Covered 08/27/2018 - 10/04/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Number of Days Taught</td>
<td>Grade 6</td>
</tr>
<tr>
<td>B Tot Days Membership</td>
<td>0.00</td>
</tr>
<tr>
<td>C Tot Days Absent</td>
<td>0.00</td>
</tr>
<tr>
<td>D Tot Days Present</td>
<td>0.00</td>
</tr>
<tr>
<td>E Ineligible Days Present</td>
<td>0.00</td>
</tr>
<tr>
<td>F Total Eligible Days Present</td>
<td>0.00</td>
</tr>
<tr>
<td>G Eligible Days Bilingual/ESL</td>
<td>0.00</td>
</tr>
<tr>
<td>H Eligible Days Prg Related Services</td>
<td>0.00</td>
</tr>
<tr>
<td>I Eligible Days Sp. Ed. Mainstream</td>
<td>0.00</td>
</tr>
<tr>
<td>Q Percent Attendance</td>
<td>0.00%</td>
</tr>
<tr>
<td>All Grades</td>
<td>Total</td>
</tr>
<tr>
<td>J Refined ADA - Bilingual/ESL (G/A)</td>
<td>0.00</td>
</tr>
<tr>
<td>K Refined ADA - Sp. Ed. Mainstream (I/A)</td>
<td>0.00</td>
</tr>
<tr>
<td>M Career &amp; Technology FTE (T / (G / A))</td>
<td>0.00</td>
</tr>
<tr>
<td>N Special Education FTE (U / (G / A))</td>
<td>0.00</td>
</tr>
<tr>
<td>O Regular Program Refined ADA (P - R)</td>
<td>0.00</td>
</tr>
<tr>
<td>P Refined ADA (F/A)</td>
<td>558.14</td>
</tr>
<tr>
<td>R Total Special Program FTE (M + N)</td>
<td>69.41</td>
</tr>
<tr>
<td>S Prg Related Services ADA (H/A)</td>
<td>0.00</td>
</tr>
<tr>
<td>T Career &amp; Technology Contact Hours Total - Table II</td>
<td>8,442.00</td>
</tr>
<tr>
<td>U Special Education Contact Hours Total - Table III</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### Six Weeks CTE FTEs

#### Table II

**Campus Summary Report - Student Career & Technology Contact Hours by Semester**

<table>
<thead>
<tr>
<th></th>
<th>1st Six Weeks</th>
<th>2nd Six Weeks</th>
<th>3rd Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug. 27 - Oct. 04</td>
<td>Oct. 08 - Nov. 09</td>
<td>Nov. 12 - Dec. 21</td>
</tr>
<tr>
<td>Career &amp; Tech Code</td>
<td>Number of Days by CTE Code</td>
<td>Contact Hour Value</td>
<td>Total Eligible Contact Hours</td>
</tr>
<tr>
<td>V1</td>
<td>5,701.00</td>
<td>1</td>
<td>5,701.00</td>
</tr>
<tr>
<td>V2</td>
<td>1,215.00</td>
<td>2</td>
<td>2,430.00</td>
</tr>
<tr>
<td>V3</td>
<td>29.00</td>
<td>3</td>
<td>87.00</td>
</tr>
<tr>
<td>V4</td>
<td>56.00</td>
<td>4</td>
<td>224.00</td>
</tr>
<tr>
<td>V5</td>
<td>0.00</td>
<td>5</td>
<td>0.00</td>
</tr>
<tr>
<td>V6</td>
<td>0.00</td>
<td>6</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>7,001.00</td>
<td></td>
<td><strong>8,442.00</strong></td>
</tr>
</tbody>
</table>
Tips for Data Accuracy - Trend Analysis

• Use ADA and FTE figures to compare data to prior reporting periods/prior years

• Anomaly? Check ineligible days first.

• Build a simple spreadsheet. (See sample provided)
  • Enter your ADA and FTE figures and create a column with a formula that will show the % increase or decrease from the prior period.

• May discover unexpected changes in your regular and special program enrollment.

• 3rd party Software/Applications: ex: OnDataSuite®
Career and Technical Education Allotment

• See attached “TEA - Estimating CTE Allotment.pdf” handout
  https://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Career__and_Technology_Education_Allotment/

• School districts are eligible to receive weighted* funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. * Districts receive 35% more funding for CTE students than for regular students.

• In addition to this weighted funding, school districts are also eligible to receive $50 for each FTE student enrolled in two or more advanced CTE courses* for three or more credits. * A list of CTE advanced courses can be found at
  https://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Career__and_Technology_Education_Allotment/
<table>
<thead>
<tr>
<th>Cycle 1 Reporting Period</th>
<th>Dates Covered 08/27/2018 - 10/04/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Number of Days Taught - 29</td>
<td>Total</td>
</tr>
<tr>
<td>B Tot Days Membership - All Students</td>
<td>4,086.00</td>
</tr>
<tr>
<td>C Tot Days Absent - All Students</td>
<td>120.00</td>
</tr>
<tr>
<td>D Tot Days Present - All Students (B-C)</td>
<td>3,966.00</td>
</tr>
<tr>
<td>E Ineligible Days Present</td>
<td>0.00</td>
</tr>
<tr>
<td>F Total Eligible Days Present (D-E)</td>
<td>3,966.00</td>
</tr>
<tr>
<td>G Eligible Days Bilingual/ESL</td>
<td>203.00</td>
</tr>
<tr>
<td>H Eligible Days Pg Related Services</td>
<td>0.00</td>
</tr>
<tr>
<td>I Eligible Days Sp. Ed. Mainstream</td>
<td>210.00</td>
</tr>
<tr>
<td>Q Percent Attendance</td>
<td>97.06%</td>
</tr>
</tbody>
</table>

All Grades Total

J Refined ADA - Bilingual/ESL (G/A) | 25.17 |
K Refined ADA - Sp. Ed. Mainstream (I/A) | 7.74 |

M Career & Technology FTE (T / 6 * A) | 48.52 |

N Special Education FTE (U / 6 * A) | 20.89 |
O Regular Program Refined ADA (P - R) | 489.73 |
P Refined ADA (F/A) | 559.14 |
R Total Special Program FTE (M + N) | 69.41 |
S Preg Related Services ADA (H / A) | 0.00 |

T Career & Technology Contact Hours Total - Table II | 8,442.00 |

U Special Education Contact Hours Total - Table III | 3,635.03 |
### Six Weeks Career and Technical Education

**FTEs**

Elig Days X Contact Hour Multiplier = CTE Contact Hours

Ex: 1,215 X 2 = 2,430

FTE = Total Contact Hours
Number of Days Taught X 6

Ex: 13.966 = 2,430
29 X 6

This is done for every V-Code and for every six weeks.
CTE Weighted Funding:

The Average of all 6 Six Weeks CTE FTE = Final CTE FTE

.........Final CTE FTE X district’s adjusted allotment X 1.35

121 X $6,182 X 1.35 = $1,009,829 CTE Weighted Funding

Summary of Finances link: https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx

See Excel Workbook: Estimating CTE FTEs
Accountability: Student Assessment Data Validation

• Performance-Based Monitoring Division TEA
• Annual data validation analyses over student assessment data
• **Indicator #14** - Discrepancy between PEIMS CTE Status and STAAR EOC Answer Documents Submitted -
• Sources: Test Administrations: Fall 2017 and Spring 2018 & PEIMS Collections: Fall 2017

Calculation

\[
\frac{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS but not coded with CTE Indicator Code "2" or "3" on the STAAR EOC answer documents}}{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS and tested on STAAR EOC}}
\]

• TSDS PEIMS CTE status should be reported by districts based on the CTE Indicator Code Fall Snapshot Decision Chart
• STAAR CTE status should be reported by districts with CTE program information that reflects a student’s CTE status at the time of testing.

http://tea.texas.gov/pbm/DVMManuals.aspx
Accountability: CCMR Domain 1

Industry-Based CTE Courses:
https://tea.texas.gov/2018AccountabilityDevelopment/
ESC1 CTE Contact:

Ed Garcia
edgarcia@esc1.net
(956) 984-6243

Region One CTE Department Website:
http://www.esc1.net/Page/1686

ESC1 PEIMS Contacts:

Diana Pérez
dperez@esc1.net
956-984-6096

Sergio Saenz
sesaenz@esc1.net
956-984-6090

Region One PEIMS Department Website:
http://www.esc1.net/Page/1691