

# Section V

## Career and Technology Education

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### (1) Responsibility

- (1-1) List in the space provided below the name and phone number of the district personnel to whom all Career and Technology Education (CTE) coding questions should be directed:

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

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

- (1-2) CTE staff and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served. **In no case should attendance personnel be responsible for determining a student's CTE code.** CTE staff are also responsible for ensuring that attendance personnel are aware of changes in a student's services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At the end of each reporting period, CTE staff should verify the Student Detail Report for any coding errors.
- (1-6) Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.
- (1-4) Districts are responsible for ensuring that CTE contact hour funding eligibility is determined by meeting the following four criteria:
1. CTE courses must have a qualified/certified CTE teacher.
    - a. "A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B." (TEC Chapter 21.003 Certification Required)
    - b. The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
  2. CTE courses must have a course calendar documenting the number of average minutes per day in the CTE class, [see (4-4) and (5-7) of this section].
  3. A district must ensure that the appropriate resources, labs, and technology are provided to teach the knowledge and skills for the courses offered.
  4. To be eligible for career and technology CTE contact hours, a district must comply with TEA CTE program/cluster standards.
- (1-5) Local school districts may contract with other schools for CTE classes. (TEC Chapter 29.184)

- a. The board of trustees of a school district may contract with another school district or with a public or private postsecondary educational institution or trade or technical school that is regulated by this state, as designated in the state plan for career and technology education required under Section 29.182, to provide career and technology classes for students in the district.
  - b. A student who attends career and technology classes at another school under a contract authorized by Subsection (a) is included in the average daily attendance of the district in which the student is regularly enrolled.
- (1-6) This section addresses unique provisions for CTE. They must be applied in conjunction with the general rules in Section I, II, and III. If students are served by multiple programs, review and apply the provisions of each applicable program.

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**(2) Enrollment Procedure**

- (2-1) Student enrolls in school, and the student's class schedule is determined.
- (2-2) Appropriate CTE staff review the student's schedule and determine the correct CTE code.
- (2-3) The CTE code is recorded in the attendance accounting system by attendance personnel.
- (2-4) Changes in the student's schedule are reviewed. If CTE courses are added or dropped, the CTE code could change. Changes will occur most often at the beginning of a new semester. Districts operating block schedules may need to review student schedules more often, depending on the type of block schedule. The effective date of any change in a student's CTE code should be recorded in the attendance accounting system. The effective date is the date the student's schedule changed.
- (2-5) Students enrolled in a CTE course for the entire semester must be reported on the PEIMS 415 course completion record in order to be reported for CTE contact hours on the PEIMS 410 record for student attendance and weighted funding.

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**(3) Withdrawal Procedure**

- (3-1) Student withdraws from school, or student's class schedule changes, and the student is no longer enrolled in a given CTE class.
- (3-2) The effective date of withdrawal is recorded in the attendance accounting system, and eligible CTE days are no longer accumulated from that date forward for the class from which the student withdrew.

- (3-3) CTE contact hours may not be claimed when students receiving CTE services are placed in disciplinary settings [(i.e., In-School Suspension (ISS) or Disciplinary Alternative Education Program (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, the student must be removed from the PEIMS 410 record for CTE contact hours effective the first day of placement in the disciplinary setting. In other words, a district may place a student in a disciplinary setting for up to and including 5 consecutive days and continue to claim CTE contact hours even though no CTE services are provided to the student. Students may earn state 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.

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**(4) General Rules**

- (4-1) Each CTE course taught for contact hours must be included in the approved list of courses in Section 4, Code Table C022 of the PEIMS *Data Standards*. Courses with two or five asterisk service ID notations have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.

CTE courses not approved for weighted funding are reported as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.) 90% of a districts CTE allotment funding must be spent in support of courses with Program Intent Code 22; CTE courses with Program Intent Code 11 may receive support from the remaining 10% of a district's CTE allotment as well as other funding sources.

- (4-2) School districts may receive weighted funding for all approved CTE innovative courses for students in grades 9-12. To receive weighted funding, the district must have applied and received written approval from TEA or other authorized approval entity to offer the innovative course.

- (4-3) CTE student participation must be correctly coded on the PEIMS 110 record
- 0 - not enrolled in CTE course
  - 1 – enrolled as a CTE elective taker (6-12)
  - 2 – CTE coherent sequence participant (9-12) {Coherent sequence is defined as two or more CTE courses for three or more credits}
  - 3 – Tech-Prep participant (9-12)

- (4-4) Students who are enrolled in CTE courses approved for weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as either V1, V2, V3, V4, V5, or V6.

The CTE coding must equal the total number of one-hour approved CTE class periods in which the student is enrolled. (Successful completion of a course is **not** required to receive funding.) For example, a student enrolled in a one-credit CTE course should be coded V1. A student enrolled in three one-credit CTE courses should be coded V3. A student enrolled in a three-credit CTE course should be coded V3. For exceptions to this rule see (4-5) on block scheduling.

For CTE purposes, "one-hour" refers to a class period ranging in time from 45 minutes up to 89 minutes. Usually, a half-credit CTE course is taught for one class period for one semester. A two-credit CTE course would be taught for four 45-89 minute class periods for one-half of the year or two 45-89 minute class periods for the entire year.

- (4-5) Districts that operate block schedules in which class periods are not in one-hour increments should use the following chart when determining CTE codes for students.

Career and Technology Education Code	Average minutes per day in career and technology class
V1	45 - 89
V2	90 - 149
V3	150 - 180+

Each CTE class must be examined separately to determine the average minutes per day students attend that class. Average minutes per day must be computed by reviewing a complete cycle of classes. For example, if a class meets on even-numbered days of the month, a two-week cycle must be reviewed. One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on Tuesday and Thursday. Once average minutes are determined, the applicable code is assigned to each CTE class. Then all students attending that CTE class are assigned the corresponding CTE code.

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

- (4-6) Students may enroll simultaneously in as many CTE courses as their schedules permit. For funding purposes, however, students may receive no more than six contact hours per day [see (6-1) in Section IV].

- (4-7) "Career preparation" work-based learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See (5-7) for instructions on coding students enrolled in career preparation programs.

Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences. See (5-8 and 5-9) for contact hour eligibility.

All CTE courses that include a paid or unpaid WBL experience (out-of-school environment) must be coded with the \*\*\* (teacher) for Career Preparation and \*\*\*\* (student) WBL training station.

Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities. 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 instructional days of the student's employment date. A student participating in unpaid work-based experiences may be counted for contact hours on the first day of enrollment; a written training agreement must be completed and filed before the student begins participating in training at the work-based learning site.

For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student's enrollment date. If a student's employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. If a student's employment ends prior to the end of the school year, contact hours may be counted without interruption provided the student's paid work-based training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.

Teachers assigned to career preparation work-based learning experiences must visit each student training site at least six times each school year. Teachers must be provided time within their schedules to visit the training sites. Whether the district has 6-week or 9-week grading periods, at least one training site visit during each student grading period is required in order to earn contact hours for that reporting period. Districts with four 9-week grading periods are required to provide a minimum of 2 training site visits scheduled as needed in addition to the required visit each grading period.

Time spent at the 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 (5-2) Section III Subsection TAC 19.129.21(h)

- (4-8) CTE independent study instruction courses 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.

Written project plans must be on file in the students' folders for students participating in a CTE independent study course. A student in an independent study course may be counted for contact hours on the first day of enrollment, provided the student's project plans are on file in the student's folder within 15 instructional days of the student's enrollment date. A student whose project plans are not on file in their folder within this time period may be counted for contact hours beginning on the first day the project plans are filed.

CTE independent study courses provide a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher must meet in classroom instruction at least once each week for the purpose of project planning, reporting, evaluation, and supervision/coordination. Remaining class time must be utilized by the student to conduct school-based or work-based research, work with the project mentor or interdisciplinary team, analyze and interpret project data and information, and compile project presentation and evaluation results. A project progress evaluation for each student grading period is required in order to earn contact hours for that reporting period. A student may receive contact hours for a maximum of one unit of credit for a CTE independent study during the year.

- (4-9) School districts may contract with other entities to provide CTE instruction for students enrolled in district to receive high school credit. These contracts may be with another entity, such as a school district, a community college, the Texas State Technical College System, or a proprietary school. Proprietary school teachers must have a Texas teaching certificate for the teaching assignment. In all cases the home (sending) district must report the student's attendance when it is a high school only course. See (8-1) for quality control instructions.

Attendance in contracted CTE courses must be reported by the serving (receiving) district to the home district. The student will not be reported in the serving district's student attendance accounting records, regardless of the time spent in the serving district. All attendance will be kept in the home district's records and reported in the home district's Student Detail Report, Campus Summary Report, and District Summary Report [see (1-9) in Section I].

Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day. Therefore, if a student is enrolled in courses in the morning at the student's home district and 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.

- (4-10) Any CTE course may be taught as a Career and Technology Education for the Disabled (CTED) course, but only students with disabilities who are in grades 7-12 may enroll in CTED courses. **CTED classes must be self-contained and must serve special education students only.** CTED courses earn CTE contact hours for students in grades 7-12. For students enrolled in a CTED course, the Admission, Review and Dismissal (ARD) committee shall determine that services available through regular CTE are insufficient for the student to make satisfactory progress and shall ensure that the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.
- (4-11) In order for a student to earn CTE contact hours while also being served in special education homebound (01), hospital class (02), and/or state school (30), the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in special education homebound, hospital class, and/or state school and must be in addition to the hours served in any of these instructional arrangements [see (4-1) in Section IV]. TAC Chapter 74.26(d)
- (4-12) Students may earn CTE contact hours while they are being served in Pregnancy Related Services (PRS) Compensatory Education Home Instruction (CEHI) [see (4-9), (5-5), and (9-4) in Section IX].
- (4-13) Only students in grades 9-12 are eligible for contact hours, except for CTED courses [see (4-9)]. Students in grades below 9 are not eligible for contact hours even if they take a high school course.
- (4-14) If the school district/charter school and the college meet all Texas Administrative Code requirements for dual credit courses, students enrolled in a course

resulting in dual credit for both a college course and an approved secondary CTE course are eligible to be counted for CTE contact hour funding. Eligibility of the school district/charter school for secondary contact hour funding does not preclude the college from also being funded through post-secondary sources for the instruction. (See (5-10) in Section III, General Requirements; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C).

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**(5) Eligibility/Eligible Days Present**

- (5-1) CTE is designed to serve students in grades 6-12. Students in grades 7-8 can be reported only for contact hours in CTED courses [see (4-9) earlier in this section]. No other students in grades 7-8 may earn contact hours, even if they are enrolled in a grade 9-12 CTE course.
- (5-2) State approved CTE courses are listed in Section 4, Code Table C022 of the PEIMS *Data Standards*. **Courses with two or five asterisk service ID notations have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as a V1, V2, etc.**

Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE- Student). However, these courses will be reported on the student's PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that are not approved for weighted funding must be reported on the 415 Record in Submission 3. See the PEIMS *Data Standards*.

CTE courses not approved for weighted funding are reported as PEIMS Program Intent Code 11. (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.) 90% of a districts CTE allotment funding must be spent in support of courses with Program Intent Code 22; CTE courses with Program Intent Code 11 may receive support from the remaining 10% of a district's CTE allotment as well as other funding sources.

- (5-3) A student is **not** eligible to receive any CTE contact hours for participating one hour in a two-hour course or for one or two hours in a three-hour course.
- (5-4) In order for a student to earn CTE contact hours while also being served in special education homebound (01), hospital class (02), and/or state school (30), the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in special education homebound, hospital class, and/or state school [see (4-1) in Section IV].

In order for a Pregnancy Related Services (PRS) student to earn CTE contact hours while also being served in Compensatory Education Home Instruction (CEHI), the student must continue to receive the same amount and type of CTE service that she was receiving before being placed in CEHI. The CTE instruction that a PRS student receives at home would be **in addition** to the four hours necessary for CEHI. The teacher providing the CTE instruction must maintain a

log to verify all contact hours with PRS students [see (4-9), (5-5), and (9-4) in Section IX].

- (5-5) Effective dates for program changes may be recorded on a day when the student is absent. **However, controls must be in place to ensure that students do not generate ADA or special program contact hours on any day that a student is absent.**

In addition, for PEIMS reporting purposes, individual student records are not allowed for a student who was not in attendance during a reporting period. Procedures must be in place to ensure that "0-filled" PEIMS records are **not** created when effective dates for program changes are pre-posted.

- (5-6) Students reported in the Student Detail Report with an ADA eligibility code of 2 (eligible for half-day attendance) should **not** have full-day CTE attendance reported. The CTE days present must be reported as half days.

- (5-7) CTE Career Preparation eligibility requirements are below. Refer to (4-6) for General Rules and to the Glossary for definitions.

1. Each career preparation class utilizing the paid work-based learning delivery arrangement must consist of student participation in work-based 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. Students are expected to be enrolled the entire school year; however, in accordance with local district policy, students may enter or exit the course when extenuating circumstances require such changes.
2. The work-based training component, whether paid or unpaid, must address the TEKS for the course and provide the student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
3. Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.

- (5-8) Use the following chart to determine the CTE code for unpaid students in CTE "career preparation".

Classroom and/or Work-based Instruction	Units of Credit	Career and Technology Education Code
2 hours per day (average)	2	V2
3 hours per day (average)	3	V3

- (5-9) Use the following chart to determine the CTE code for **paid** students in CTE "career preparation".

Classroom Instruction	Work-based Instruction	Units of Credit	Career and Technology Education 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

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**(6) Contact Hours**

No matter what CTE code is assigned, the total number of eligible days present for that code must be recorded for each student for each six-week reporting period in the Student Detail Report. When computing the Campus Summary Report (Section II), contact hours for each CTE code must be recorded. The number of eligible days present for each CTE code is multiplied 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.

Career and Technology Education 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 education days present for each eligible student enrolled in a state-approved and state-funded CTE class. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technology code, by six-week reporting period.

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

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**(7) Documentation**

In order 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.

- (7-1) Adequate documentation of a student's **entry** into the program, **service** in the program, and **withdrawal** from the program must be available.
- (7-2) Documentation acceptable to establish (7-1) is as follows.

1. The CTE teacher's gradebook documenting the student's attendance and participation in the CTE class;
  2. The student's official grade report, indicating the grade obtained in the CTE course. Successful completion of the course is **not** required to receive funding;
  3. The student's official schedule change document, if the student changed schedules during the semester; and
  4. The student's withdrawal form and documentation of the student's schedule at the time of withdrawal, if the student withdraws from school during the semester.
  5. The student must be reported on the PEIMS 415 record when the student completes each semester of the course.
- (7-3) A current letter of approval to the district from TEA or authorized approval entity for magnet courses or innovative courses must be on file in order to obtain CTE funding for these courses.
- (7-4) The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

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**(8) Quality Control**

- (8-1) A student should be coded with the appropriate CTE code as soon as the student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit.
- (8-2) As soon as a student changes his or her schedule or withdraws from school, the student's CTE code should be revised.
- (8-3) At the beginning of each school year, the appropriate CTE staff should verify the Student Detail Report to ensure that initial coding of CTE students is correct.
- (8-4) At the end of each six-week reporting period, the appropriate CTE staff should verify the Student Detail Report to ensure that coding of CTE students is correct.
- (8-5) Students who are enrolled in CTE courses must be coded in the attendance accounting system as either V1, V2, V3, V4, V5, or V6 according to (4) *General Rules* and (5) *Eligibility/Eligible Days Present* earlier in this section. Districts operating traditional schedules must assign CTE codes equal to the total number of one-hour approved CTE class periods in which the student is enrolled. Districts operating block schedules must assign CTE codes according to the guidelines described in (4-4). Successful completion of a course is **not** required to receive funding. TAC 74.26 (d)
- (8-6) A student's CTE code must be changed in the attendance accounting system when the student's class schedule has changed. Controls must be established to ensure the code does not change prior to the date the service changed.

- (8-7) Students must be reported on the PEIMS 415 record for each semester of a CTE course to be eligible for CTE contact hours. This rule does not apply for students who did not complete the semester. Students who do not complete the course still receive contact hours for the time spent in a CTE course.

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**(9) Examples**

- (9-1) A student is enrolled in Preparation for Parenting for the first semester and in Individual and Family Life for the second semester.

*The CTE code for this student would be entered as V1 for both semesters in the attendance accounting system because each course is taught in a one-hour class period (each class is a 1/2-credit course).*

- (9-2) A student is enrolled in Preparation for Parenting and in Management for the first semester and in Individual and Family Life for the second semester.

*The CTE code for this student would be 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 one-hour CTE class periods (two 1/2-credit classes).*

- (9-3) An eighth grade student is enrolled in Introduction to World Agricultural Science and Technology (a grade 9-12 course) for the first semester.

*This student will not have a CTE code in the attendance accounting system because the student is in the eighth grade and cannot earn contact hours. The student may earn high school credit for successful completion of the grade 9-12 course. The course will be reported on the student's 170 Record on the Fall Snapshot date. See the PEIMS Data Standards.*

- (9-4) A student is enrolled in PL/Child Care and Guidance, Management, and Services I and in Personal Skill Development in Agriculture for the first semester and in PL/Child Care and Guidance, Management, and Services I for the second semester.

*The CTE code for this student would be entered as V3 for the first semester and V2 for the second semester in the attendance accounting system. The student is coded as V3 for the first semester because the student is enrolled in one CTE course that is taught for two one-hour class periods and one CTE course that is taught for a one-hour class period (one one-credit and one 1/2-credit class). The student would be coded as V2 for the second semester because PL/Child Care and Guidance, Management, and Services I (taught for two one-hour class periods) generates one (1) credit in the second semester.*

- (9-5) A student in the Trade and Industrial Education Career Preparation program 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., and is enrolled in the career preparation class during fourth period.

*The CTE code for this student would be 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 a minimum of 15 hours a week (one and one-half credits would be earned each semester).*

- (9-6) A student wants to take Business Computer Information Systems I. However, this class 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 Computer Information Systems I class, which is taught for two one-hour class periods.

*The home district should enter this student's CTE code as V2 in the attendance accounting system [see (4-8)].*

- (9-7) A student in the seventh grade is taking Introduction to Keyboarding.

*This student will not have a CTE code in the attendance accounting system. However, the course will be reported on the student's 170 Record on the Fall Snapshot date. See the PEIMS Data Standards.*

- (9-8) A student enrolled in Interior Design on the first day of school. After two weeks in this class the student decided to take Automotive Technician I, a two-hour CTE course, instead of Interior Design and a regular education elective.

*The CTE code for this student would be entered as V1 for the first two weeks of school and V2 for the remainder of the semester in the attendance accounting system. The student is coded as V1 for the first two weeks because the student is enrolled in one one-hour CTE class period (one 1/2-credit class). The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE class that is taught for two one-hour class periods (one one-credit class). Documentation of the student's schedule change should be maintained.*

- (9-9) A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Nutrition and Food Science in the first semester. This class meets for two hours on even-numbered days of the month.

*The CTE code for this student would be entered in the attendance accounting system as V1 for the first semester. To illustrate, over a two-week period this student will receive 10 hours of instruction in Nutrition and Food Science. One week the class will meet on Monday, Wednesday, and Friday, for a total of six hours, and the next week the class will meet on Tuesday and Thursday, for a total of four hours. This is the same amount of instruction a student on a traditional schedule (one hour each day) would receive. The student is coded as V1 for the first semester because the student is enrolled in one 1/2-credit career and technology class.*

- (9-10) A student is enrolled in Health Science Technology I (V1). The student develops a health impairment and the school obtains a physician's statement affirming that the health impairment will prevent him from attending school for at least four consecutive weeks.

*In order for a student to earn CTE contact hours while he is also being served in special education homebound, hospital class, and/or state school instructional*

*settings, he must continue to receive the same amount and type of CTE service that he was receiving before being placed in special education homebound, hospital class, and/or state school [see (4-1) in Section IV]. Upon returning to school, the student will earn CTE contact hours, provided he remains enrolled in the CTE course.*

- (9-11) A student is enrolled in 3 hours of high school credit courses, including a 1-hour CTE course. The student is also enrolled in a 2-hour CTE course provided by a college and meeting all secondary and postsecondary Texas Administrative Code requirements for dual credit.

*The district would receive 1 CTE contact hour for the high school CTE class plus 2 contact hours for the approved career and technology/college course taught for dual credit (V3). The high school student would also be eligible to be counted by the community college for state funding for post-secondary programs. The school district/charter school would be eligible for full ADA funding for the student provided there is a written dual credit agreement with the college (see (5-10) in Section III, General Requirements; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C).*

In the above example, contact hour funding would be contingent upon the college course corresponding to a secondary CTE course approved by the State Board of Education or approved as an innovative course for the district/charter school. Instruction must include 100% of the TEKS in the equivalent high school course plus include advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS.

- (9-12) 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?

*PRS students receiving CEHI services are to remain enrolled in CTE courses during the period of time that they are receiving CEHI services. However, unless the student is being served by a certified CTE teacher providing the same type and level of CTE instruction the student received at school, the student must be reported in the summer submission as ineligible for weighted CTE funding for the period of time that the student is receiving CEHI services. In the event that this situation occurred during the Fall Snapshot, the student must still be reported on the applicable CTE PEIMS records.*