

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: Deanna Burt & Jennifer Walzel

Phone Number: 855-467-0030

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** teacher¹⁵⁶ 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).

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

¹⁵⁶ Texas Education Code (TEC), [§21.003](#)

Postsecondary faculty are 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 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 college¹⁵⁷. The teacher of record reported through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
 3. Your district must maintain documentation showing the average minutes per day for each CTE course, as specified in [5.11 Documentation](#) (see [5.6 Computing Contact Hours](#)).
 4. Your district must ensure that the appropriate resources, laboratories, equipment, and technology are provided to teach the Texas Essential Knowledge and Skills (TEKS) for the courses offered.
 5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of CTE courses in at least three different Career Clusters¹⁵⁸.

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

5.2.1 Eligibility of Students for Funding

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

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

5.2.2 Eligibility of Courses for Funding

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

¹⁵⁷ Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

¹⁵⁸ A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters is available on the following TEA web page. <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>

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 the TEA for students in grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.¹⁵⁹ 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 the TEA for approval to offer the new innovative course.

5.2.3 Earning CTE Contact Hours

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

A student is **not** eligible to receive any CTE contact hours for partial participation. See Example 5.13.15 Example 15

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

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

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

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

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

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

¹⁵⁹ 19 TAC [§74.27](#)

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 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.¹⁶⁰

¹⁶⁰ TEC, [§25.112\(c\)](#)

5.4 Withdrawal Procedures

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

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

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

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

5.5 CTE (Contact-Hour) Codes

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

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

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

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

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

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

5.5.1 Special Instructions for Districts Operating Block Schedules

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

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

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

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

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

5.6 Computing Contact Hours

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

Use the following chart when computing CTE contact hours.

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

CTE Code	Contact-Hour Multiplier
V6	6.00

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

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

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

5.7 Career Preparation and Practicum Learning Experiences

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

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

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

5.7.1 Career Preparation Eligibility Requirements

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

- The Career Preparation course¹⁶¹ is for **paid** experience only. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

¹⁶¹ 19 TAC [§127.13](#) and [§127.14](#)

- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the Career Preparation learning experiences.
- Students unemployed for more than 15 consecutive school days are not eligible for contact hours.
- Your district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

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

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 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. A practicum course **spans the entire year**. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- In a **paid** practicum instructional arrangement, related classroom instruction must average one class period each day for every school week.
- A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a **paid** component.
- Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an unpaid learning experience.

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

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

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

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 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/

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.¹⁶² 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.

¹⁶² TEC, [§21.404](#)

5.8 Project-Based Research

A Project-Based Research course¹⁶³ 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 7 through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades 7 through 12.

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

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

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

5.10 Contracting with Other Entities to Provide CTE Instruction

Your school district may contract with another entity to provide CTE instruction for students enrolled in the district to receive high school credit.¹⁶⁴ 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.)

¹⁶³ [19 TAC §127.12](#)

¹⁶⁴ TEC, [§29.184](#)

5.10.1 Attendance Reporting Requirements

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

5.10.2 Student Absences and Contracted CTE Courses

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

5.10.3 Dual Credit CTE Courses

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

5.11 Documentation

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

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

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

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

5.12 Quality Control

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

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

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

- 1) drops a CTE course **after** the fall snapshot date during the first semester or
- 2) drops a CTE course at any point during the second semester.

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

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

5.13 Examples

5.13.1 Example 1

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

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

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

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

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

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

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

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

5.13.2 Example 2

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

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

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

5.13.4 Example 4

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

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

5.13.5 Example 5

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

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

5.13.6 Example 6

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

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

5.13.7 Example 7

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

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

5.13.8 Example 8

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

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

5.13.9 Example 9

A student enrolled in Interior Design I, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science Theory/Health Science Clinical, a 2-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 2 weeks of school and as V2 for the remainder of the semester. The student is coded as V1 for the first 2 weeks because the student is enrolled in one 1-hour CTE class period. The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE course that is taught for two 1-hour class periods. Your district should maintain documentation of the student's schedule change.

5.13.10 Example 10

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

The CTE code for this student is entered in the attendance accounting system as V1. To illustrate, over a 2-week period, the student receives 450 minutes of instruction in Advanced Animal Science. One week

the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of classroom time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).

5.13.11 Example 11

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

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

5.13.12 Example 12

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

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

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

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

5.13.13 Example 13

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

A PRS student receiving CEHI services is to remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless a certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school, your district must report the student in the summer submission as ineligible for weighted CTE funding for the period of time

that the student is receiving CEHI services. If this situation occurs during the fall snapshot, your district still must report the student on the applicable CTE TSDS PEIMS records.

5.13.14 Example 14

An 8th grade student, not enrolled in a CTED course, but is enrolled in a Principles of Law, Public Safety, Corrections, and Security course is not eligible to generate contact hour funding.

Only students in grades 9 through 12 are eligible for CTE contact hours, except for students in grades 7 and 8 who are eligible for and enrolled in career and technical education for the disabled courses. The student in the example would not be included in the 42401 record. (See the TSDS PEIMS Data Standards for instructions on completing that record and the TSDS PEIMS 40100 record for CTE students.)

5.13.15 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 4th and 5th periods. Each class period is 50 minutes (100 total minutes/day). Because of a schedule conflict this student is only able to attend the Welding I class during 5th 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).