

Texas Education Agency

**2009-2010
Student Attendance Accounting Handbook
Version 2**

August 13, 2009

Section 5 Career and Technical Education

This section addresses unique attendance accounting provisions for career and technical education (CTE). They must be applied in conjunction with the general rules in Section 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 career and technical education (CTE) coding questions should be directed:

Name: _____

Phone Number: _____

5.2 Eligibility and Eligible Days Present

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

1. Each CTE course **must** be taught by a **qualified/certified** CTE teacher.
 - a. A person may **not be employed as a teacher**, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by your school district **unless the person holds an appropriate certificate** or permit issued as provided by the TEC, Chapter 21, Subchapter B.⁹⁷
 - b. The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
 - c. Any CTE teacher who is the teacher of record and provides direct instruction to students in any CTE course that satisfies a core academic graduation requirement must meet the NCLB highly qualified teacher requirements.
 - d. When districts partner with technical or community colleges to offer dual credit, including local or statewide articulated CTE courses, the postsecondary faculty must meet SACS teacher requirements. Postsecondary faculty are not required to obtain SBEC certification when teaching secondary students under articulation agreements. Proprietary school teachers must have an SBEC Texas teaching certificate for the teaching assignment.

⁹⁷ TEC, §21.003

2. CTE courses must have a course calendar documenting the number of average minutes per day in the CTE class (see **5.5.2 PEIMS 410 Record** and **5.6 Computing Contact Hours** of this section).
3. Your district must ensure that the appropriate resources, laboratories, and technology are provided to teach the Texas Essential Knowledge and Skills (TEKS) for the courses offered.
4. To be eligible for CTE contact hour funding, your district must offer three or more programs of study in at least three different clusters.

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 CTED courses (see **5.9 CTED Classes**). Students in Grades below 9 are not eligible for contact hours even if they take a high school course.

5.2.2 Eligibility of Courses for Funding

Your school district may receive state weighted funding for all CTE innovative courses approved by the Texas Education Agency (TEA) for students in Grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board or SBDM Committee approval to offer any TEA-approved innovative course.⁹⁸ For a new innovative course that has not been approved by the TEA, your district must follow the process for applying to the TEA for approval to offer the new innovative course.

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.**

If your district offers instruction in CTE courses that are not approved for the additional state CTE funding weight, district personnel should not report a student served in these courses on the 410 record (CTE- Student). However, personnel should report these courses on the student's PEIMS 170 record on the fall snapshot date. District personnel must report a student enrolled in Grade 9 through 12 courses that are not approved for weighted funding 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 your district's CTE state 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 your district's CTE state allotment as well as other funding sources.

⁹⁸ (19 TAC §74.27)

5.2.3 Earning 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 **4.11 Contact Hours**).

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

See **3.6.8 Effective Dates for Program Changes** in Section 3 for important information on making program changes in student attendance records.

5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program

For a student to earn CTE contact hours while also being served in a special education homebound (01), hospital class (02), and/or state school (30) instructional arrangement/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, and/or state school instructional arrangement/setting (see **4.6 Instructional Arrangement/Setting Codes**).

5.2.3.2 Earning CTE Contact Hours While Receiving PRS

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 must be **in addition to** the 4 hours necessary for CEHI. The teacher providing the CTE instruction must maintain a log to verify all contact hours with PRS students. (See **9.15 PRS and Career and Technical Education** and **9.19.4 Example 4** in Section 9. See **9.17 Documentation** for requirements related to the homebound instructor's log.)

5.2.4 Career Preparation Eligibility Requirements

CTE career preparation eligibility requirements are as follows. Refer to **5.7 Career Preparation Learning Experiences** for general rules and to the glossary for definitions.

- The career preparation training component, whether paid or unpaid, must address 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 class using the **paid** work-based learning delivery arrangement must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- A student must be a minimum age of 16 to enroll in career preparation learning experiences that have a **paid** career preparation component.

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

Use the following chart to determine the CTE code for students participating in **unpaid** CTE career preparation.

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

5.3 Enrollment Procedures

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

1. A student enrolls in school, and the student's class schedule is determined.
2. Appropriate CTE staff 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 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 may need to review student schedules more often, depending on the type of block schedule.

Attendance personnel 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 PEIMS 415 course completion record to be reported for CTE contact hours on the PEIMS 410 record for student attendance and weighted funding.

5.3.1 Determining the Number of Students to Enroll in a Class

In determining the number of students to enroll in any class, your school district must consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.⁹⁹

5.4 Withdrawal Procedures

The procedures for withdrawing a student from CTE classes 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 class.
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 class from which the student withdrew.

CTE contact hours may **not** be claimed when a student receiving CTE services is placed in a disciplinary setting (e.g., 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, district personnel must remove the student from the PEIMS 410 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 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 Coding to Be Used on the PEIMS 101 and 410 Records

This subsection explains the coding to use on PEIMS 101 and 410 records.

5.5.1 PEIMS 101 Record

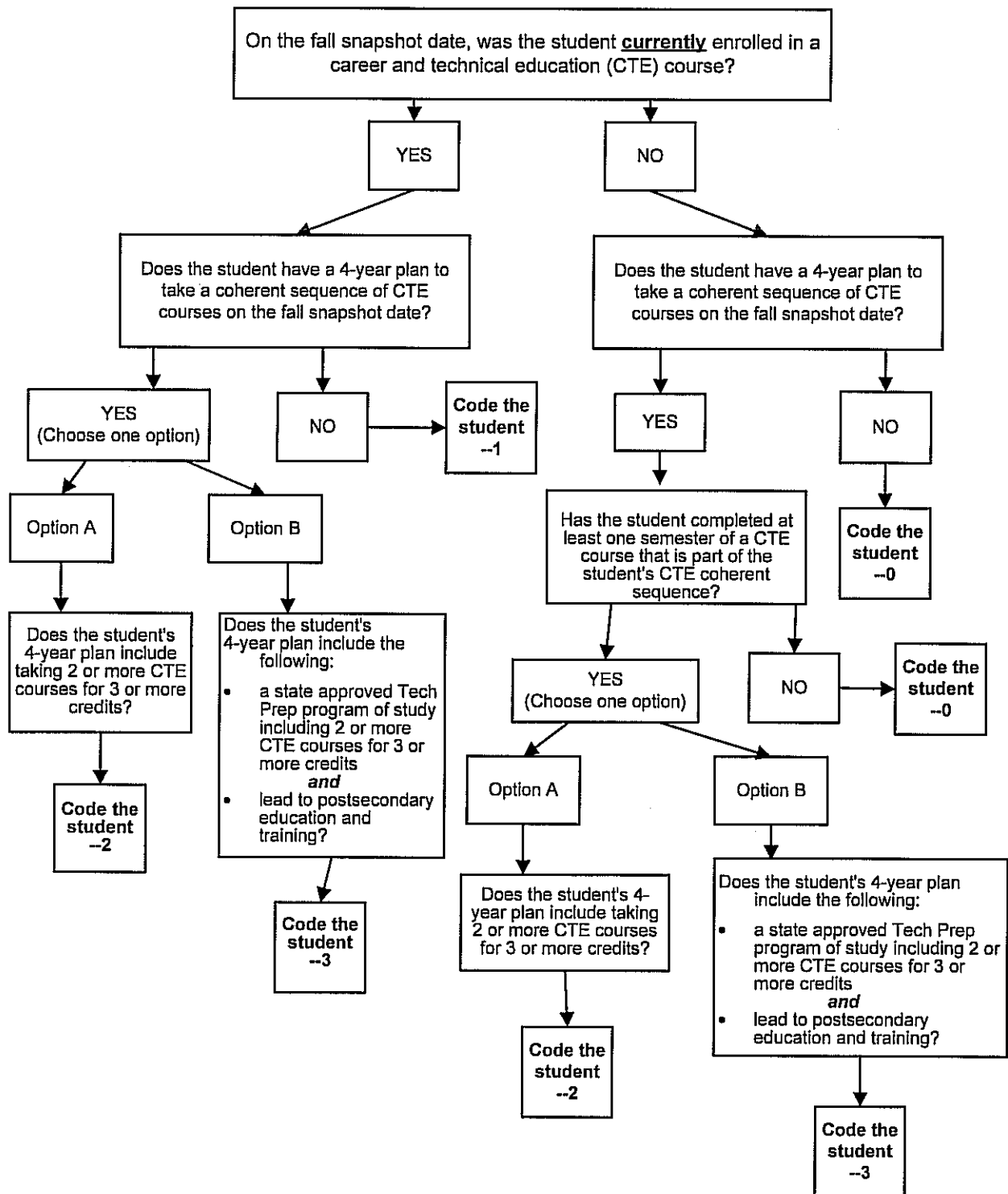
Your district must code CTE student participation correctly on the PEIMS 101 record in the fall and summer reporting, as shown in the following chart.

Description of Student's CTE Participation	Code to Be Used on PEIMS 101 Record
not enrolled in a CTE course	0
enrolled in one CTE course (a CTE participant, 6–12)	1
CTE coherent sequence taker (CTE concentrator, 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)	2
Tech-Prep program participant (9–12)	3

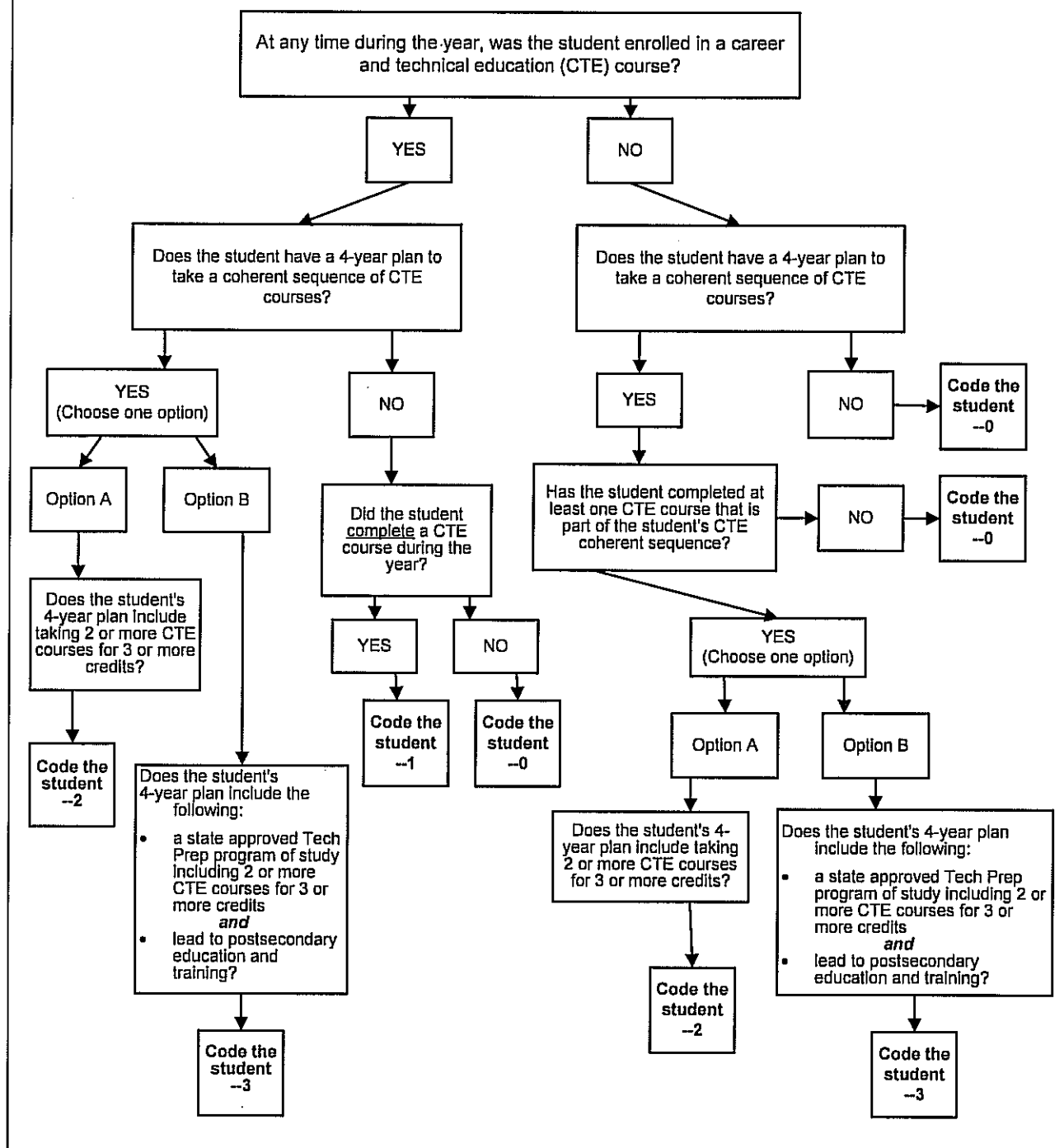
⁹⁹ TEC, §25.112(c)

Use the following fall and summer decision charts to determine appropriate coding for CTE student participation.

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



Career and Technical Education Indicator Code Summer Decision Chart (E0031)



5.5.2 PEIMS 410 Record

A student who is enrolled in CTE courses approved for state 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 number in the code that is used (V1, V2, V3, V4, V5, or V6) must equal the total number of 1-hour approved CTE class periods in which the student is enrolled. (A student's successful completion of a course is **not** required to generate contact hours.)

Examples:

District personnel should code a student enrolled in —

- a one-credit CTE course as V1.
- three one-credit CTE courses as V3.
- a three-credit CTE course as V3.

Note: For exceptions to this rule see **5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules**, on block scheduling.

For CTE purposes, the descriptor **"1-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.

5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules

If your district operates block schedules in which class periods are not in 1-hour increments, use the following chart to determine the CTE codes to use for coding students.

CTE Code	Average Minutes per Day in CTE Class
V1	45–89
V2	90–149
V3	150–180+

Each CTE class must be reviewed 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, district personnel must review a 2-week cycle. (One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on Tuesday and Thursday.) District personnel divide the total number of CTE minutes for the class, for a complete cycle of classes, by the total number of instructional days during the cycle.

Once district personnel have determined average minutes, they assign the applicable code to each CTE class. They then assign all students attending that CTE class 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 class separately when determining the average minutes per day for the class.

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. Three contact hours is the maximum your district can claim for a course.

5.6 Computing Contact Hours

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

Use the following chart when computing CTE contact hours.

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

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE class. 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 x contact hour multiplier.

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

5.7 Career Preparation Learning Experiences

Career preparation learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. See **5.2.4 Career Preparation Eligibility Requirements** for instructions on coding students enrolled in career preparation training.

The local education agency and the training sponsor must plan and supervise career preparation instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

CTE innovative career preparation courses that include a **paid** or **unpaid** training experience (in an out-of-school environment) **must** be coded with the *** (teacher) Career Preparation code and **** (student) training station code.

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 General Requirements for Eligibility for Attendance/Foundation School Program (FSP) Funding**.

5.7.1 Date on Which Students May Earn Contact Hours

Written training agreements, which can be found at www.tea.state.tx.us/cte/curriculum, **must be on file** for students participating in either **paid or unpaid** career preparation 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** career preparation experiences may be counted for contact hours on the first day of enrollment, provided a written training agreement is completed and on file before the student begins participating in training at the site.

5.7.2 Additional Requirements for Students Participating in Paid Career Preparation Experiences

For a student participating in **paid** career preparation 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 sixteenth instructional day after enrollment, the student may be placed at an unpaid training site. 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** career preparation training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.

5.7.3 Required Site Visits by Teachers

Teachers assigned to career preparation learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. The teacher of record must be provided time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher's planning and preparation period.¹⁰⁰ Whether your school district has 6-week or 9-week grading periods, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

5.8 CTE Independent Study

CTE independent study 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 a student's folder for a student participating in a CTE independent study course. Your district may count a student in an independent study course 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 his or her 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 for instruction at least once each week for the purpose of project planning, reporting,

¹⁰⁰ TEC, §21.404

evaluation, and 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, and compile a project presentation and evaluation results. A project progress evaluation for each student grading period is required for the student to earn contact hours for that reporting period.

5.9 CTED Classes

Any CTE class may be taught as a Career and Technical Education for the Disabled (CTED) class, but only students with disabilities who are in Grades 7 through 12 may enroll in CTED classes. CTED classes generate CTE contact hours for students in Grades 7 through 12. **CTED classes must be self-contained and must serve only special education students.**

For a student to be enrolled in a CTED class, an admission, review, and dismissal (ARD) 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.¹⁰¹ The entity may be a school district, a community or technical college, or a proprietary school. In all cases, the home (sending) district must report the student's attendance when the course is a high-school-credit-only course (i.e., not a dual-credit course). See **5.12 Quality Control** for quality control instructions.

5.10.1 Attendance Reporting Requirements

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

5.10.2 Student Absences and Contracted CTE Courses

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

¹⁰¹ TEC, §29.184

5.10.3 Dual Credit CTE Courses

If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources. **Important:** See **11.3 Dual Credit (High School and College/University)** in Section 3; 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 gradebook documenting the student's attendance and participation in the CTE class;
- The student's official grade report, indicating the grade obtained in the CTE course (successful completion of the course is **not** required to generate contact hours);
- The student's official schedule change document, if the student changed schedules during the semester; and
- 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.

The student must be reported on the PEIMS 415 record when the student completes each semester of the course.

5.12 Quality Control

As soon as a student is enrolled in a state-approved and state-funded CTE class for which the student is eligible for state credit, district personnel should code the student with the appropriate CTE code. As soon as the student changes his or her schedule or withdraws from school, district personnel should revise the student's CTE code. 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 should verify the Student Detail Report to ensure that the coding of CTE students is correct.

District personnel must report a student on the PEIMS 415 record for each semester of a CTE course for the student to be eligible for CTE contact hours. This rule does not apply for a student who did not complete the semester. A student who did not complete the CTE class still receives contact hours for the time spent in the class.

5.13 Examples

5.13.1 Example 1

A student is enrolled in the course Architectural Graphics for the first semester and in Engineering Graphics for the second semester.

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

5.13.2 Example 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 as V1 for the second semester. The student is coded as V2 for the first semester because the student is enrolled in two 1-hour CTE class periods (two half-credit classes).

5.13.3 Example 3

A Grade 8 student is enrolled in Introduction to World Agricultural Science and Technology (a Grade 9–12 course) for the first semester.

This student will not be coded in the attendance accounting system because the student is in Grade 8 and 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 170 Record on the fall snapshot date. See the PEIMS Data Standards.

5.13.4 Example 4

A student is enrolled in Child Care and Guidance, Management, and Services I and in Personal Skill Development in Agriculture for the first semester and in Child Care and Guidance, Management, and Services I for the second semester.

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

5.13.5 Example 5

A student in career preparation training 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 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 1-hour career preparation CTE class period and works a minimum of 15 hours a week.

5.13.6 Example 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 a 1-hour class period.

*The home district should enter this student's CTE code as V1 in the attendance accounting system (see **5.10 Contracting With Other Entities to Provide CTE Instruction**).*

5.13.7 Example 7

A student in Grade 7 is taking Introduction to Keyboarding.

This student will not have a CTE code in the attendance accounting system. However, district personnel will report the course on the student's 170 Record on the fall snapshot date. See the PEIMS Data Standards.

5.13.8 Example 8

A student enrolled in Interior Design on the first day of school. After 2 weeks in the class, the student decided to take Automotive Technician I, a 2-hour CTE class, instead of Interior Design.

The CTE code for this student would be 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 (one half-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 1-hour class periods (a two-credit class). Your district should maintain documentation of the student's schedule change.

5.13.9 Example 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 2 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 2-week period the 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 6 hours, and the next week the class will meet on Tuesday and Thursday, for a total of 4 hours. This is the same amount of instruction a student on a traditional schedule (1 hour each day) would receive. The student is coded as V1 for the first semester because the student is enrolled in one half-credit CTE class.

5.13.10 Example 10

A student is enrolled in Health Science Technology I (V1). The student develops a physical impairment, and the school obtains a physician's statement affirming that the physical impairment will prevent him from attending school for at least 4 weeks.

*For a student to earn CTE contact hours while he is also being served in the special education homebound, hospital class, and/or state school instructional arrangement/setting, he must continue to receive the same amount and type of CTE service that he was receiving before being placed in the special education homebound, hospital class, and/or state school instructional arrangement/setting (see **4.6 Instructional Arrangement/Setting Codes**). On returning to school, the student will earn CTE contact hours, provided he remains enrolled in the CTE course.*

5.13.11 Example 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 TAC requirements for dual credit courses.

*Your school district or charter school would receive 1 CTE contact hour for the high school CTE class plus 2 contact hours for the approved career and technical/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 postsecondary programs. Your school district or charter school would be eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college (see **3.2.4 Dual Credit (High School and College/University)** in Section 3; 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 on the college course's corresponding to a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district or 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.

5.13.12 Example 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?

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 occurred during the fall snapshot, your district still must report the student on the applicable CTE PEIMS records.