

2020-2021

Career and Technical Education Teacher Handbook

This document is subject to updates, as needed, to reflect current practices, Board policies, and district regulations. Updates to this handbook will be published electronically, with the current edition marked by date.

<u>SECTION ONE: General Information</u>	3
<u>Statements of Nondiscrimination</u>	3
<u>Pflugerville ISD Vision, Mission, and Objectives</u>	4
<u>Pflugerville ISD CTE High-Quality Program Framework</u>	4
<u>Contacts</u>	5
<u>SECTION TWO: Standards-aligned and Integrated Curriculum</u>	6
<u>Texas Essential Knowledge and Skills (TEKS)</u>	6
<u>Curriculum Resources</u>	7
<u>PfISD Curriculum Management Plan</u>	7
<u>SECTION THREE: Sequencing and Articulation</u>	8
<u>Programs of Study</u>	8
<u>Industry-based Credentials</u>	11
<u>College Credit</u>	12
<u>SECTION FOUR: Prepared and Effective Program Staff</u>	12
<u>Teacher Certification</u>	12
<u>District-wide Professional Learning Communities</u>	13
<u>Leadership Development</u>	13
<u>Professional Organizations</u>	14
<u>Conferences and Workshops</u>	15
<u>The Education Service Center</u>	15
<u>Online Learning Platforms</u>	15
<u>Funding and Travel for Professional Learning</u>	16
<u>SECTION FIVE: Access and Equity</u>	17
<u>Marketing Programs</u>	17
<u>CTE Student Ambassador Program</u>	17
<u>Eighth Grade Invasion</u>	18
<u>Student Recruitment and Participation</u>	18
<u>SECTION SIX: Facilities, Equipment, Technology, Materials</u>	19
<u>Safety</u>	19
<u>Funding Sources</u>	19
<u>Perkins (244)</u>	19
<u>Donations and Grants</u>	20

<u>State/Local (199)</u>	20
<u>Activity Funds and Student Fees</u>	21
<u>Program Budgets</u>	22
<u>Process for non-adoption purchases</u>	24
<u>Process for adoption purchases (in response to a TEA Proclamation)</u>	24
<u>Inventory</u>	25
<u>Equipment Maintenance, Repairs, and Disposition</u>	26
<u>SECTION SEVEN-Business and Community Partnerships</u>	27
<u>Industry Leadership Councils</u>	27
<u>Partner Engagement and Activities</u>	28
<u>SECTION EIGHT-Student Career Development and Work-based Learning</u>	28
<u>Role of CTE Teacher, Campus Supports</u>	28
<u>Field trips/Site Visits</u>	28
<u>REAL World Pflugerville: Career Connections event</u>	29
<u>Career Preparation, Practicum and Project-based Research Courses</u>	29
<u>Resources</u>	30
<u>SECTION NINE-CTSOs</u>	30
<u>Approved CTOSs</u>	31
<u>Role of Teacher Advisor</u>	31
<u>Membership and Dues</u>	32
<u>District Policies</u>	33
<u>Funding and Travel</u>	34
<u>SECTION TEN-Data and Program Improvement</u>	35
<u>Results Driven Accountability (formerly Performance Based Monitoring Analysis System)</u>	35
<u>Public Education Information Management System (PEIMS)</u>	36
<u>Program Evaluations</u>	37
<u>Local Comprehensive Needs Assessment (CLNA)</u>	37
<u>Reporting Data for Perkins</u>	38
EXHIBIT #1: Special Travel Considerations	40
EXHIBIT #2: Travel Forms and Travel Request Types	41
EXHIBIT #3: Travel Form Submission	41

SECTION ONE: General Information

PfISD students in grades 6-12 are eligible to be served in Career and Technical Education (CTE) programs throughout the District.

Statements of Nondiscrimination

Public Notifications of Nondiscrimination in Career and Technical Education Programs

PfISD offers career and technical education programs of study in 11 of the 13 Texas career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, prerequisite mastery, and class space availability.

Participation:

It is the policy of PfISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Employment:

It is the policy of PfISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

PfISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Office of Student Affairs; hutcherson.hill@pfisd.net, 512.594.0154, and/or the Section 504 Coordinator; Shannon.white@pfisd.net, 512.594.0184.

Notificación Pública de No Discriminación en Programas de Educación Técnica y Vocacional

PfISD ofrece programas de estudio profesional y de educación técnica en 11 de los 13 grupos de carrera de Texas. La admisión a estos programas se basa en el interés y la aptitud, la adecuación a la edad, el dominio de los requisitos previos y la disponibilidad del espacio de clase.

Participación:

Es norma de PfISD no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Empleo:

Es norma de PfISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

PfISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Office of Student Affairs at hutcherson.hill@pfisd.net, 512.594.0154 y/o el Coordinador de la Sección 504 en Shannon.white@pfisd.net, 512.594.0184.

[Pflugerville ISD Vision, Mission, and Objectives](#)

Pflugerville ISD. . . Passionately Serving the Best Interests of Students

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

- We will create and implement relevant, engaging, and innovative learning experiences.
- Meet the social and emotional needs of students to facilitate engagement.
- PfISD employees will be supported, devoted, and committed to their role in the best interests of students.
- PfISD will collaborate with all stakeholders to maximize and optimize financial resources.
- Innovative, accessible, and equitable facilities will be designed, built, renovated, and maintained through collaborative teams.
- Engage in innovative and inclusive messaging and partnerships to connect all communities.

[Pflugerville ISD CTE High-Quality Program Framework](#)

[The PfISD CTE HQ Program Framework](#) was adopted in July 2019 following a months-long collaborative process that engaged CTE teachers, campus administrators and counselors, district administrators, business/industry partners, postsecondary education partners, parents and students. This framework is based on the Association of Career and Technical Education’s (ACTE) “Quality CTE Program of Study Framework”, 2018 version. There are 12 elements and 92 criteria, based on best practice and multiple years of research by the national CTE association. This framework guides the development, support and improvement of CTE programs in the District; all CTE program decisions are made in alignment to the framework.

To learn more about each element click on the text in the table below.

 Standards-Aligned and Integrated Curriculum	 Sequencing and Articulation	 Student Assessment
 Prepared and Effective Program Staff	 Engaging Instruction	 Access and Equity
 Facilities, Equipment, Technology, and Materials	 Business and Community Partnerships	 Student Career Development
 Career and Technical Student Organizations	 Work-Based Learning	 Data and Program Improvement

ContactsDistrict CTE district leadership team

Cara Schwartz	Executive Director of Special Programs	512-594-0068
Traci Hendrix	Director, Career & Technical Education	512-594-0118
Latasha Wilson	Coordinator, Career & Technical Education	512-594-0166
Jackie Yekpabo	Coordinator, P-TECH	512-594-0114
Carol Greene	Accounting Specialist, Career & Technical Education	512-594-0117

Campus CTE Department Chairs

These teacher leaders are the first line of support and information for CTE teachers.

Amber Ham	Connally High School, Department Chair	512-594-0916
Brian Westerfield	Hendrickson High School, Department Chair	512-594-1100
Chris Riola	Pflugerville High School, Department Chair	512-594-0584
Lawrence Vinklarek	Weiss High School, Department Chair	512-594-1538

Campus CTE Principals

These campus leaders offer support and conduct T-TESS evaluations.

Paula Gamble	Connally High School	512-594-0818
Clarissa Alvarado	Hendrickson High School	512-594-1117
Crystal Keck	Pflugerville High School	512-594-0512
Laura Brown	Weiss High School	512-594-1419

SECTION TWO: Standards-aligned and Integrated Curriculum

Texas Essential Knowledge and Skills (TEKS)

Texas organizes curriculum in two categories:

- **Foundation**-English, math, science, social studies
- **Enrichment**-Career and Technical Education (CTE), Fine Arts, Health Education, Languages other than English (LOTE), Physical Education (PE), Technology Applications

The standards, Texas Essential Knowledge and Skills (TEKS), undergo regular [review and revision](#). Posted in the “TEKS and Instructional Materials Working Document” is a revision schedule, subject to change. The State Board of Education (SBOE) adopts the TEKS following committee recommendations and public comment.

Latest CTE TEKS review and revision-2015, implementation began in 2017-2018

Career and Technical Education TEKS are found in two chapters of the Texas Administrative Code (TAC), [Chapter 127, Career Development](#), and [Chapter 130, Career and Technical Education](#) (by career cluster).

Note: As a result of the 86th legislative session, HB 963 passed which moved Technology Applications (TA) courses, grades 9-12, into CTE. The applicable courses have been moved into Chapter 130 and appear in Arts, A/V, Information Technology, and STEM clusters.

The TEKS do:

- Reflect what every student should know and be able to do, including how students show proficiency
- Form a foundation for continued education (K-12 and beyond)

The TEKS do not:

- Provide a complete scope/sequence, course outline, or all the knowledge/skill students could have
- Dictate how standards are taught, limit instructional choices or curricular resources

THE TEKS ARE NOT OPTIONAL

All CTE TEKS include:

A. General requirements-grade level recommendation, prerequisites, credit structure

Note: If a prerequisite is required the text will say simply “prerequisite”, if the prerequisite is recommended but not required the text will say “recommended prerequisite.”

B. Introduction

1. Alignment to academic standards, technical knowledge and skills for employability/continued education
2. Summary of the career cluster
3. Summary of the course
4. Statement of extended learning (Career Technical Student Organizations, CTSOs, are co-curricular)
5. Definition of “including” and “such as”

C. Learning objectives and outcomes

1. Knowledge and skills (broad concepts or skills to learn)
 - a. All courses begin with professional standards and employability skills

2. Student expectations (demonstration of learning: analyze, describe, etc.)

Note: It is important not to separate the knowledge and skill statements from the student expectations noted within the TEKS.

Curriculum Resources

Texas CTE has a [resource center](#) that includes helpful features for teachers, administrators, and counselors. Curriculum and lesson planning resources available include:

- [Browse TEKS](#) for lesson plans, live binders, etc.
- Browse Resources (linked on home page, organized by career cluster)
- [Resource Index](#) (filter by cluster, file type, grade range, material type, content type, special populations)
- [Career Cluster Pages](#) (may include: Scope/Sequence, Lesson Plans, Programs of Study, Course Pages)

Texas Gateway offers teachers an [online clearinghouse](#) of resources, professional learning and a portal for saving and organizing instructional resources.

PfISD Curriculum Management Plan

PfISD has a Curriculum Management Plan by which all content is organized, reviewed and revised. Curriculum is defined in district policy EG (Local) as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate grade levels or in the appropriate courses in the District schools. The curriculum shall reflect an understanding of the growth, development, and needs of learners, the expectations of the community, state laws, and State Board rules.

Curriculum Development PfISD curriculum development is guided by the Understanding by Design framework (Wiggins & McTighe, 2012). The Pflugerville Independent School District instructional design is based upon the conceptual framework designed by Fenwick English, 1996. The three elements of quality control; which include the written, taught, and assessed curriculum, are aligned to ensure a cohesive instructional program.

Course [curriculum documents](#) include:

- Scope and sequence
- Course-at-a-Glance (core content refers to this as a Year-at-a-Glance)
- Unit maps
 - Unpacked TEKS
 - Big Ideas and Essential Questions
 - Unit Mastery Criteria and Learning Progression
 - English Language Proficiency Standards (ELPS)
 - Connections to Other Content
 - Assessment
 - Instructional Strategies
 - Extensions
 - Additional Supports for Differentiated Instruction (ASDI)
 - Resources
 - Feedback

Engaging Instruction Instruction is defined as the curriculum plus teaching. All teachers are expected to teach and assess the written curriculum, and the taught curriculum will align to the written and

assessed curriculum. Responsive teaching, to the individual needs of each learner, will include instructional strategies such as sheltered instruction, inclusive practices, and instructional accommodations. Teachers are also encouraged to integrate technology into the curriculum and instruction. Technology Integration Specialists, Instructional Coaches, and teacher leaders work together to support teachers in designing lessons that include the integration of technology.

SECTION THREE: Sequencing and Articulation

Programs of Study

Programs of study (POS) are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential.

To emphasize technical skill attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. CTE concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE completers are students who have completed three or more courses for four or more credits, with at least one advanced course within a program of study. An advanced course is a course from level three or four.

Perkins V, the federal legislation supporting career and technical education, describes a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, region, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

TEA POS Documents The [Texas Education Agency \(TEA\) Division of College, Career, and Military Preparation \(CCMP\)](#) Implementation of the approved programs of study will begin with the 2020-2021 school year. Implementation considerations:

[Return to Table of Contents](#)

- Course sequences within the programs of study will be used for federal reporting of CTE concentrators
 - New federal definition of concentrator: completion of 2 or more courses (for 2 or more credits) within a program of study
 - Proposed state definition of completed: completion of 3 or more courses for 4 or more credits, including one level 3 or level 4 course
- Perkins funds can only be used to support statewide or state approved regional programs of study

In addition to the development of programs of study, the career clusters have been updated as follows; clusters not listed have no changes.

Cluster	Change
Business Management and Administration	Combine with Finance and Marketing

Government and Public Administration	Combine with Law, Public Safety, Corrections and Security
Finance	Combine with Business and Marketing
Law, Public Safety, Corrections and Security	Combine with Government and Public Administration
Marketing	Combine with Business and Finance
STEM	Programs placed within industry sectors, various clusters
	Add Energy cluster

Pflugerville ISD CTE Programs of Study

The following table outlines the current programs; not all programs are available on every campus. In accordance with the [District student transfer policy](#), program transfers to participate in a CTE program of choice may be available.

The 2020-2021, and beyond, PfISD CTE programs of study will be announced once TEA finalizes the statewide programs of study. Any impact to students' ability to complete existing programs will be carefully reviewed; individual solutions will be developed to allow each student to complete the program of study that best aligns with their career goals while meeting state graduation requirements, including endorsement attainment.

Career Cluster	Program of Study	Campus(es)	Notes
 Agriculture, Food & Natural Resources	Animal Science	Hendrickson Pflugerville Weiss	Hendrickson offers a veterinary clinical internship and students may earn a Certified Veterinary Assistant, Level One certification.
	Applied Agricultural Engineering (Mechanics)	Hendrickson Weiss	
	Plant Science	Hendrickson Pflugerville	Students may earn a Texas State Floral Association Floral Design, Level One, Level Two or Pesticide Applicator License certification.
 Architecture & Construction	Carpentry (Construction Technology)	Connally Hendrickson Pflugerville	Students may earn an OSHA safety certification. Students will collaboratively build a structure to include multiple trades.
 Arts, A/V Technology & Communications	Digital Communications	Connally Hendrickson Pflugerville Weiss	Students may earn a relevant Adobe Certified Associate software certification. Students in the A/V Film program may also intern at the Pfield for sporting events.
	Design & Multimedia Arts (Game Design/ Animation)	Connally Hendrickson Pflugerville	Students may earn a relevant Adobe Certified Associate software certification.
	Accounting and Financial Services (Accounting)	Connally Hendrickson Pflugerville	Students may earn Quickbooks Certified User certification.

 Business, Marketing & Finance		Weiss	
	Business Management (General Management)	Connally Hendrickson Weiss	Students may earn Microsoft Office Specialist certification(s).
	Marketing and Sales (Marketing)	Hendrickson Weiss	Students may qualify to earn an Entrepreneurship and Small Business certification.
 Education & Training	Teaching and Training	Connally Hendrickson Pflugerville Weiss	Students may qualify to earn an Education Aide I certification and intern at PfISD elementary schools.
 Health Science	Healthcare Therapeutic (Diagnostic and Therapeutic Services)	Connally Hendrickson* Pflugerville Weiss	Students may job shadow in hospital rotations and may earn a Certified Clinical Medical Assistant certification. Students will have an opportunity to earn CPR BLS certification. Students may opt to participate in the *EMT Academy, held at Hendrickson High School (requires its own transportation to HHS).
 Hospitality & Tourism	Culinary Arts	Connally	Students may cater district and community events outside of regular school hours.
 Human Services	Family and Community Services (Early Childhood and Family/Community Services)	Connally Hendrickson Pflugerville Weiss	
 Information Technology	Information Technology Support and Services (Network Systems)	Hendrickson	Students may qualify to earn a Microsoft Technology Associate Windows Operating System Fundamentals or CompTIA A+ certification.
	Networking Systems (Web and Digital Communication)		Students may qualify to earn a Microsoft Technology Associate Windows Operating System Fundamentals, CompTIA A+ or CompTIA Network+ certification.

 <p>Law and Public Safety</p>	Emergency Services – Firefighter	Connally Hendrickson* Pflugerville Weiss	In the 2020-2021 school year only Firefighter 1 is available to 12 th grade students without EMT training. Firefighter 1 is available for 11 th grade students with EMT training. In 2021-2022 Firefighter 2 will be available to students who successfully complete Firefighter 1 in 20-21. 12 th grade students will not be able to enroll in Firefighter 1 beginning with the 21-22 school year. Students from each campus may participate and must provide their own transportation to *Hendrickson High School. Students may qualify to earn an Emergency Medical Technician-Basic and Basic Structure Fire Protection Certification
 <p>Science, Technology, Engineering & Mathematics</p>	Biomedical Science (Biomedical Research/Development)	Weiss	Students may qualify for College Board AP+PLTW recognition. Students may also have an opportunity to earn CPR BLS certification.
	Cybersecurity	Hendrickson	Students may qualify for CompTIA A+ and CompTIA Network+ Certifications
	Engineering	Connally Hendrickson Pflugerville Weiss	Students may qualify for College Board AP+PLTW recognition and AutoDesk Certified User Inventor certification.
	Programming and Software	Connally Hendrickson Pflugerville Weiss	
 <p>Transportation, Distribution & Logistics</p>	Automotive	Pflugerville	Students may earn Automotive Service Excellence (ASE) industry certification, in addition to the Safety and Pollution Prevention certificate.

Industry-based Credentials

Accountability The Texas Education Agency evaluates public schools and districts in accordance with state and federal requirements. There are three domains within the current A-F [state accountability system](#), and at the high school level, industry-based certifications (IBCs) are part of the Student Achievement domain within the College, Career and Military Ready (CCMR) component. Students who earn an IBC will award the campus one point in the CCMR component.

A [list of state accountability system IBCs](#), maintained by TEA, includes details like the primary career cluster, certification title, program of study and occupation alignment, occupation median salary, program of study average salary and expiration date from the list. CTE reports IBC results locally and at the state and federal levels, annually.

District Expectation Pflugerville ISD CTE programs will provide opportunities for participating students to earn an IBC relevant to their program of study, if applicable; IBCs align to programs based on industry valuation of certifications for employment. Students may participate in first attempt certification testing at no-, or little cost until available funds are exhausted. CTE funds are not available for retests.

CTE teachers will work with Industry Leadership Councils (ILCs) to determine which IBC(s) is appropriate for the respective program of study. For programs with an identified IBC, every teacher of the aligned course will provide the certification opportunity to students. An IBC Readiness Guide (located in the PfISD CTE Google Team Drive, Industry Based Credentials/IBC Readiness Guide folder) is available for each IBC and provided to students and parents/guardians. Teachers will use this tool to determine student readiness for successful completion of the certification exam. CTE will provide preparation materials and teacher training for each IBC.

CTE teachers will maintain valid certification in the IBC matched to their program(s) of study, as appropriate. The CTE district leadership team will provide district CTE financial support for each CTE teacher to prepare and earn the appropriate industry-based certification. Campus and district administrators will receive an annual report detailing IBC results, at the course level, including certification status of CTE teachers.

Industry-based Certification process:

Responsible Person	Task	Deadline/Date
Teacher Team	Develop IBC Readiness Guides (benchmarks, scores, testing timeline, prep materials)	Prior to start of school year
Teacher	Share IBC Readiness Guides with students, parents/guardians.	Within 3 weeks of course start date
Teacher	Provide direct instruction and preparation materials, administer benchmark assessments and provide learning supports as needed	In accordance with IBC Readiness Guidelines, throughout course
Student	Use appropriate preparation materials, participate during instruction, benchmark assessments and utilize necessary supports for success	Throughout course
Teacher	Report to CTE district leadership team: number of students prepared for certification testing	By end of the 3 rd grading period
Teacher	Report to CTE district leadership team:	By 3 rd Friday in May

	Certification testing results, in EduThings	
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College Credit

There are two ways to earn college credit through career and technical education programs.

Articulated credit is credit earned in a high school CTE course that matches an equivalent college course.

Each year PfISD and [Austin Community College \(ACC\)](#) create a list of articulated courses; teachers can access the list in the PfISD CTE Google Team Drive/College Credit folder. College credit for articulated courses, “credit-in-escrow,” does not automatically transcript on the college record. A student must:

1. be a 9th or 10th grade student (ACC does not award articulated credit to 11th or 12th grade students),
2. enroll in the course through the [CATEMA](#) system (ACC’s student management system),
3. complete the articulated course and college end-of-course exam with the appropriate scores, and
4. complete an ACC course within 24 months of high school graduation or obtain college credit through the ACC dual credit program.

The HS CTE teacher will recommend the student in CATEMA, if the course and EOC are successfully completed, an articulation indicator will be marked on the high school transcript. When students successfully complete an ACC course (noted above in #3) the credit will then post to the college transcript.

CTE teachers of articulated courses must attend [annual training](#) with Austin Community College and upon assignment to an articulated course for the first time must submit college transcripts (unofficial) and a resume for ACC to determine qualification for the course.

Dual credit is a measure of the College, Career, and Military Readiness (CCMR) component of the state A-F Accountability System by which CTE may contribute to the campus and district ratings. Currently, a student may complete dual credit courses on their own at Austin Community College, during school breaks (like summer). It is the intention of PfISD CTE to offer dual credit courses through programs of study; additional information coming as this opportunity develops. Teachers interested in teaching [ACC dual credit](#) should contact the CTE district leadership team.

Additional resources related to ACC articulation and dual credit are [here](#).

SECTION FOUR: Prepared and Effective Program Staff

Teacher Certification

Initial Certification

To become a certified teacher in Texas a candidate must meet the following requirements:

1. Hold a bachelor’s degree from a Texas Higher Education Coordinating Board (THECB) [accredited](#) college or university. **Note:** Health Science and Trades/Industrial Education certifications are exempt from the bachelor’s degree requirement
2. Complete an [approved Educator Preparation Program](#) (either through [university program](#) or [alternative certification program](#)), depending upon whether a degree is already held. [Financial assistance](#) may be available.
3. Pass the appropriate certification exams
4. Submit a State application
5. Complete fingerprinting

Renewing Teacher Certification

From the [TEA Texas Educator/Certification/Renewing Certification website](#)-

“If you hold a standard educator certificate you must renew it every five years. Continuing professional education (CPE) is required to renew a standard certificate. Your certificate will be set to inactive status if you do not renew by the expiration date. CPE hours are required, even if your certificate has already been set to inactive status. Completion of exams does not renew certificates.

- Classroom teachers must complete 150 CPE hours.
 - No more than 150 CPE hours are required, even if you hold multiple classroom certificate areas.
- If you hold an administrative and/or student services certificate, you must complete 200 CPE hours.
 - No more than 200 CPE hours are required, even if you hold multiple certificates, such as: classroom, administrative and student services certificates.”

For a list of TEA approved CPE providers click [here](#).

Additional Certification

Certified Texas teachers may add classroom certification areas by completing the appropriate examination. Some CTE certification areas require verified work experience and may require appropriate industry licensure. Please refer to the [TEA website](#) for more information.

District-wide Professional Learning Communities

Often a CTE teacher is a “singleton” on the campus, being the only teacher of that course/program of study. This can make collaboration with other teachers more challenging, but there is great value in learning and working with peer content and teaching experts. The PfISD CTE district leadership team encourages teachers to build relationships with job-alike teachers across the District through virtual Professional Learning Communities (PLCs). Each career cluster has a subfolder in the “PLCs” folder of the PfISD CTE Google Team Drive for teachers to connect and share content and ideas. **Note:** If a teacher does not have access to the PfISD CTE Google Team Drive please reach out to the CTE Coordinator for access.

Teachers will participate in PLCs on their campus and collaborate with academic/core content PLCs regularly.

Leadership Development

It is the goal of the PfISD CTE district leadership team to help CTE teachers develop their leadership goals in accordance with their career aspirations.

CTE Management Teachers interested in learning more about the management of CTE programs are encouraged to contact the CTE district leadership team to discuss opportunities for professional learning. There are [fellowship](#) opportunities with organizations like the [Association of Career and Technical Education](#) (ACTE), whereby teachers can gain advanced knowledge of policy, network with other CTE educators across the nation, and develop leadership skills. Additional opportunities may exist within other CTE teacher professional organizations, in which membership is highly recommended.

CTE Department Chairs at each high school campus serve as a liaison with campus administration and district leadership. CTE Department Chairs receive a stipend for their efforts; the amount determined by the campus administration team. To learn more about the CTE Department Chair role, and the selection process, from a campus perspective please contact the campus CTE administrator.

Campus expectations vary but may include:

- Assist with master schedule creation
- Facilitate on-campus CTE professional learning
- Serve on Campus Leadership Team (CLT)
- Organize CTE participation in campus course fair and other events
- Lead CTE team meetings
- Participate on hiring committee
- Cover ARD meetings when other CTE teachers are not available
- Supervise CTE classes when substitutes are not available
- Manage campus CTE social media accounts
- Review lesson plans, support curriculum document and pedagogy development
- Document team goals, in alignment with campus goals

CTE leadership expectations, in addition to items mentioned above, are:

- Share district CTE news, reports and updates with team
- Serve as first-line reviewer and approver of travel and purchase requests
- Assist teachers with compliance tasks
- Lead campus and district CTE activities and events
- Participate in district CTE department meetings
- Provide instructional support to teachers, as needed/requested

Professional Organizations are important contributors and support systems for CTE programs and educators; teachers are highly encouraged to join an appropriate professional organization. These entities usually provide advocacy support for CTE, liability insurance options, professional learning opportunities, and a professional network of colleagues that offer ideas and support.

The PfISD CTE district leadership team highly encourages all CTE teachers to join and actively participate in a CTE professional organization; **CTE will fund annual membership** for teachers to join one of the following approved organizations.

[Career and Technical Association of Texas \(CTAT\)](#)

[Family and Consumer Sciences Teachers Association of Texas \(FCSTAT\)](#)

[Hospitality Educators Association of Texas \(HEAT\)](#)

[Texas Health Occupations Association \(THOA\)](#)

[Texas Industrial Vocational Association \(TIVA\)](#)

[Vocational Agriculture Teachers Association of Texas \(VATAT\)](#)

Conferences and Workshops

Teachers are highly encouraged to take advantage of the training and networking opportunities available. Most of the [Texas CTE teacher professional organizations](#) provide a summer and/or winter conference option; please refer to the organization's professional development webpage for more information. For assistance identifying a relevant conference, contact the PfISD CTE Coordinator. Out of state travel is not permitted unless special circumstances exist; campus principal, Area Executive Director, CTE Director, Executive Director of Special Programs, Superintendent, and Board of Trustees, must provide approval.

The Education Service Center (ESC) Region 13 team provides various workshops for teachers throughout the year. Some workshops are specific to CTE content while a great majority of the available training relates to general education topics like special education, pedagogy, English learners, and more. Teachers can find all available workshops through Region 13's [e-campus](#) catalog; workshop title, workshop ID, T-TESS Domain, T-TESS Dimension, date, facilitator/trainer name, or category are catalog search categories commonly used.

Region 13 workshops to consider (availability varies):

CTE Classroom Management, 20 CPE credit online course with 2 books
 3-Day Explicit Instruction Institute, 3 day 18 CPE credit in-person course with 1 book
 Academic Conversations, 1 day 6 CPE credit in-person course with 1 book
 Accommodate Special Populations with Digital Resources, 1 day 6 CPE credit in-person course
 Formative Assessment: Uncover Your Students' Learning, 3 CPE credit online course
 Jumpstarting Your Classroom: 1 day 6 CPE credit in-person course
 Unit Organizers: A Curriculum Road Map for Students, 1 day 6 CPE credit in-person course
 Strategies that Advance ELs' Academic & Linguistic Success, 1 day 6 CPE credit in-person course (part one)
 Questioning Strategies: Creating Questions that Increase Engagement, 3 CPE credit online course

Online Learning Platforms Outside resources available for CTE teachers; recommended platforms, while not an exhaustive list, are:

- [Texas Gateway: Texas Courses](#) (CTE specific and general education/safety topics)
- [Texas A&M Agrilife Extension](#) (online modules for special populations topics)
- [MyCourseRoom](#) (free online learning on variety of education and industry topics)

Externships

Externships provide opportunity for teachers to gain industry specific knowledge and skill. These experiences may be paid or unpaid and often occur during the summer. Partnering businesses host one or more teachers, with a specific learning objective for a span of time, usually 3-5 days. Teachers then use their learning to develop lessons for the classroom/lab that embed industry practice. The PfISD CTE district leadership team is developing a network of partners willing to provide externships; to participate in an externship interested teachers should contact the CTE district leadership team. The externship provider list will be available in the PfISD CTE Google Team Drive/Professional Learning folder upon completion. In order to receive supplemental pay for an externship a teacher is required to obtain pre-approval by the CTE district leadership team.

Funding and Travel for Professional Learning

The PflSD CTE district leadership team is pleased to provide district funds to support professional learning, in alignment with the High-quality Program Framework, through conferences and workshops. CTE allocates district funding for professional learning on an as-available basis and it may not be possible to approve all requests. CTE may support, with available funds, substitute coverage, lodging, parking, event registration, meals and transportation. Leisure activities and excursions are not eligible for CTE funding. The following information is relevant to professional learning travel, without students.

District purchasing cards are available for some travel related expenses. **Early planning is essential and requires submission of all required documentation at least six weeks prior to travel.** The District p-card cannot be used for all travel related expenses, see the table below for details.

Expense	P-card eligible?	Note
hotel reservation	yes	all costs/associated documentation due at least 6 weeks before travel
staff meals	no	staff meals are reimbursed after travel event
parking	no	parking is reimbursed with receipt (valet is only reimbursed if self-parking is not available)

CTE Travel Request Form Pre-approval is required for all professional learning activities, even if travel is not required (exception: in-district campus sponsored professional learning (PL) activities). The CTE Travel Request form is located in the PflSD CTE Google Team Drive, Travel folder.

- form must be filled out in its entirety and signed by principal indicating approval
- form, and supporting documents, should be submitted to CTE Coordinator
- forms must be submitted at least six weeks prior to 1st related activity date with the [CTE Travel Checklist](#)

Supporting Documents type of documents required depend on travel requirements; minimum documentation:

- registration form
- outline/agenda/learning outcomes (including dates, cost, location)
- confirmation of lodging reservation (if necessary), if not using district purchasing card (p-card)

Registration Teachers should not submit registration for an event until the CTE district leadership team grants approval via email notice; CTE district funds will not reimburse any registration completed without pre-approval. The CTE Accounting Specialist will assist with the registration process for approved events; teachers should fill in the registration form and email it to the CTE Accounting Specialist without submitting it to the host organization.

Lodging, Meals, and Transportation Teachers should make every effort to travel with colleagues when attending the same professional learning activity. Sharing rooms is not required; however, when teachers are willing to travel and lodge together CTE can fund more opportunities. The most efficient and cost-effective methods of travel will be approved; a request may be approved with modifications.

To determine appropriate lodging and meal rates for work-related travel teachers should refer to the [U.S. General Services Administration \(GSA\) per diem website](#). Enter the zip code or city/state to which

travel will occur and select “lodging rates” and/or “meals and incidentals” then look to the column representing the month of travel (lodging) or type of meal. Meal reimbursement at GSA rate occurs after travel is completed and all paperwork has been submitted to CTE Accounting Specialist.

Tips for Travel Arrangements

1. When booking lodging reservations stay below the rate identified in the GSA listing. (exceptions may apply)
2. Reserve a hotel room at the conference hotel as soon as the room block opens. Do not wait for event registration to open before making a hotel reservation.
 - a. If the travel is not approved the teacher is responsible for canceling the lodging reservation; CTE will not reimburse for late cancellations.
 - b. Do not use third party vendors (Trivago, Travelocity, etc.); direct hotel reservations are required.
 - c. When traveling within Texas, provide a [tax exemption form](#) to hotel staff upon check-in and verify no state tax appears on the hotel folio. Upon return, submit the hotel folio to the CTE Accounting Specialist.
3. If airfare is the most efficient mode of travel, the CTE Accounting Specialist will assist teachers with reservations.
4. Teachers may request fuel or mileage reimbursement, but not both. Mileage reimbursement is at the current district approved rate; contact the CTE Accounting Specialist for details.
5. PfISD provides reimbursement, up to the GSA rate, for meals when staff travel overnight for approved district business; CTE does not reimburse day trip meals, per district policy.

For assistance with the travel form, documentation, or funding and travel questions please connect with the CTE Department Chair and/or CTE Accounting Specialist.

SECTION FIVE: Access and Equity

Marketing Programs

Promoting the value of CTE programs, the success of students and programs, and raising awareness of program offerings is the responsibility of teachers, campus and district leadership, program partners, and current/past students.

Teachers may set up social media sites for the program, but such sites shall not interact with personal pages or feeds. For assistance with social media use related to the CTE program of study/CTSO please contact campus administration and/or the District Community Relations team.

Refer to the [PfISD Community Relations Topics](#) (website) for additional information:

- Using Social Media in Your Job
- Social Media and Copyright Best Practices

CTE Student Ambassador Program

CTE students should have opportunities to develop leadership skills and network with business and community partners regularly and students serve as excellent promoters for CTE programs and mentors to younger students. In order to fully develop and realize these skills the CTE Student Ambassador program began in 2019-2020. Related documents, will be located in the PfISD CTE Google Team Drive/Student Ambassador folder.

CTE students from each high school campus may apply for the Student Ambassador program through their CTE teacher(s). The ambassador program provides opportunities for students to promote CTE

programs on their campus and within the community, learn valuable employability skills from partner businesses, and assist with coordination and facilitation of CTE events. Ambassadors will receive specific training each year for public speaking, professional communication methods and etiquette, facilitating group sessions, working with young students. Ambassadors will also have opportunities to job shadow professionals, receive resume writing and interview skills training, and network with business partners in small groups. Student ambassadors also serve on the program Industry Leadership Council as student representatives.

Each high school campus will have a CTE teacher designated as the Student Ambassador Teacher Leader, who will receive supplemental pay for the extra work required outside of contract hours: facilitating monthly student ambassador meetings, participating in ambassador training, and supervising ambassador events.

Refer to the Student Ambassador folder of the PfISD CTE Google Team Drive for more information and forms.

[Eighth Grade Invasion](#)

Each high school campus shall host the incoming eighth grade students from the respective feeder middle school(s) prior to course selection to tour the campus, learn more about the various programs and extended learning opportunities available, and meet teachers and students. All campuses must participate on the same date to avoid challenges associated with split feeder middle schools.

The PfISD CTE district leadership team will provide bus transportation for each middle school campus, to and from the respective high school, and marketing materials/handouts. The CTE Student Ambassador team on each campus will facilitate the event, serve as group leaders and speakers, and assist with drop-off and pick-up coordination.

Refer to the Eighth Grade Invasion folder of the PfISD CTE Google Team Drive for more information and forms.

[Student Recruitment and Participation](#)

CTE programs are open to all students (refer to the nondiscrimination statement on page 3) and participation in programs is not dependent on an application process. Program participation is limited only by the following parameters:

- successful completion of prerequisite courses
- space in the course (dependent on facility capacity, safety, and partner requirements-ex. hospitals)

CTE teachers are directly responsible for marketing their program(s) and recruiting students. High school teachers are encouraged to collaborate with middle school teachers to visit classes, host visits, and share information about the program with rising high school students. CTE teachers will participate in campus sponsored course fairs and should utilize the CTE Student Ambassadors on campus to engage with guests during these events.

Teachers will make a concerted effort to highlight the program in such a way as to encourage participation of all student groups without bias. When teachers engage students in recruitment activities, every consideration should be given to including diverse student population representation.

Classroom and lab environments should be welcoming to all students and any art, posters, books, or other displays should be representative of diverse populations. Furniture, equipment, tools and other instructional resources must be accessible to all students and if accommodations are needed to facilitate use of any resource teachers should coordinate with the CTE Assistant Principal and CTE Department Chair (high school) or CTE district leadership team (middle school).

Teachers are encouraged to utilize resources from:

- [Her Own Words](#)
- [National Alliance for Partnerships in Equity](#)

SECTION SIX: Facilities, Equipment, Technology, Materials

Safety

The safety of staff, students and CTE resources is of utmost importance. Teachers are responsible for implementing and monitoring safety practices in the classroom and laboratory space. Personal protective equipment, proper signage, sanitizing cabinets, flammable storage, secure storage for gases and other materials, and other safety measures must be utilized, as appropriate for the program.

Funding Sources

Perkins (244) is a federal grant [allocated](#) to states from the Carl D. Perkins federal legislation (“[Perkins V](#)” reauthorized in July 2018 as the Strengthening Career and Technical Education for the 21st Century Act). Districts in Texas receive funds through the Texas Education Agency (TEA). Each state establishes percentages of the required 85% allocated to secondary and postsecondary programs; Texas’ funding split is 70% secondary and 30% postsecondary. The Perkins basic grant allocation in Texas follows this formula:

- The number of individuals age 5-17 residing in the District (30%).
- The number of individuals age 5-17 in poverty (70%).

The state offers Perkins “Reserve” competitive grants for special projects and programs in addition to the Perkins basic grant allocation. To learn more about [Texas’ implementation of Perkins](#) refer to the [Texas State Plan](#) (a transition plan exists for 2019-2020) found on the TEA website under Academics/College, Career, and Military Prep, Career and Technical Education.

For 2019-2020 there are nine (9) Perkins uses of funds (Perkins IV)-

1. Academic/CTE integration
2. Links to postsecondary CTE
3. All aspects of an industry
4. Expand the use of technology
5. Provide professional development
6. Evaluate Perkins-funded programs
7. Initiate, improve, and expand quality CTE programs
8. Sufficient size, scope, and quality
9. Activities for special education

For 2020-2021 and beyond Perkins approved uses of funds (Perkins V) will be as follows-

1. provide career exploration/development activities through organized, systematic framework
2. provide professional development for a wide variety of CTE professionals

3. provide skills necessary to pursue high-skill, high-wage or in-demand industry sectors/occupations
4. support integration of academic skills into CTE programs
5. plan/carry out elements that support implementation of CTE programs of study and result in increased student achievement; **and**
6. develop/implement evaluations of the activities funded by Perkins.

Key Perkins funding activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others (20 in total), are included under the elements that support implementation of programs of study.

PfISD CTE teachers have access to Perkins funds through a request process called the “Federal Funding Workscope Proposal.” The proposal form is located in the Budgets and Funding folder of the PfISD CTE Google Team Drive. **Proposals are due by the first Friday each May.** Teachers are responsible for contacting vendors to secure quotes which must be included with the proposal.

Workscope proposals should focus on expanding the quality of the CTE program through equipment and resources not already available. Teachers should be mindful that PfISD does not approve certain expenses with Perkins funds; below is a list of examples (not inclusive).

- Furniture
- Consumable items or office/classroom supplies (paper, markers, printer ink, etc.)

Donations and Grants Teachers are encouraged to apply for grants to fund special projects and/or equipment. Board policy states “employees may solicit web-based donations of money or items for use by the employee in fulfilling his or her professional responsibilities or for the District’s use, including approved “crowdfunding.” However, an employee shall obtain prior approval from the employee’s supervisor before using the name or image of the District, a campus, or any student.” All fundraising efforts must be set up by the campus bookkeeper and approved by the campus principal; funds raised will be deposited into a Student Activity Fund.

The District approves the following online donation platforms “crowdfunding”:

- Snap! Raise
- Donors Choose
- RevTrack

The District does NOT approve the following donation platforms:

- GoFundMe
- Paypal
- Raffles or bingos

Additionally, any gifts solicited become the sole property of the District and “any employee who solicit gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations.”

Teachers will not apply for grants on the behalf of the District without pre-approval from the campus administrator and CTE Director. **All grant applications must be reviewed and approved by the CTE district leadership team prior to submission.**

Teachers may not accept donations or unsolicited gifts on behalf of the District; the Board delegates that authority to the Superintendent. Additionally, “any gift that the potential donor has expressly made condition upon the District’s use for a specified purpose, or any gift of real property, shall require Board approval.” There is a [Donation Acknowledgement Form](#) that must be completed for any proposed donations to the District. For additional details regarding donations and gifts refer to Board Policy CDC (LOCAL).

The [Pflugerville Education Foundation \(PEF\)](#) provides innovative teaching grants annually. Teachers are encouraged to pursue funding for special projects through this community resource.

State/Local (199) refers to funding provided to the District from state and local sources. TEA allocates funds to each school district based on a formula, separate from the federal Perkins basic grant allotment. For detailed information about funding and eligibility requirements of CTE programs, refer to the TEA [Student Attendance Accounting Handbook](#), Section 5: Career and Technical Education (CTE).

New Weighted Funding In 2019, during the 86th legislative session, sweeping educational reform legislation [HB 3](#) was passed, which includes a provision for [weighted funding](#) extension to 7th and 8th grade. Prior to 2019-2020 CTE weighted funding was only available for grades 9-12 with a special provision for students enrolled in CTE for Special Education (CTED) courses. Beginning Sept. 30, 2019 7th and 8th grade enrollment in a high school credit CTE course will generate CTE weighted funding; middle school (non-credit) CTE courses are not included.

Under the [Texas Education Code \(TEC\) 42.154](#), a school district is eligible to receive weighted funding for each eligible full-time equivalent (FTE) student in average daily attendance (ADA) in an approved CTE program. An FTE is defined as 30 hours of contact per week between a student and CTE program personnel. Each student enrolled in one or more CTE courses is assigned a code (V1-V6) indicating the average number of hours per day that student spends in a CTE course, the code in turn, determines the number of CTE contact hours a student generates per day and the resulting portion of an FTE the student generates.

CTE Course’s Average Minutes PER DAY	CTE Code
45-89	V1
90-149	V2
150-180+	V3

The Pflugerville ISD [Summary of Finance](#) report is available on the TEA website and lists projected state fund allotments (under “Program Intent Codes-Allotments”) by type, including CTE. By law, districts must allocate at least 58% of the funds generated by CTE to CTE programs, including salaries.

Each year the Pflugerville ISD Board of Trustees approves department budgets, including CTE. Within the CTE budget, allocated funds include the following; program budgets should not be used for these items.

- Substitutes for instruction, professional learning, CTSOs
- Supplemental pay for instruction, professional learning, CTSOs
- Travel for professional learning, CTSOs (including student travel)
- Program budgets for equipment, supplies (including consumables)
- Maintenance and repair of equipment
- Contracted services

- Instructional materials and software
- Transportation for students (to/from CTE related activities)
- Insurance (for Practicum courses)
- Professional organization membership dues
- Industry-based Certification fees

Activity Funds and Student Fees There are two basic [fund types](#) operated by teachers at the campus level.

Campus Activity Funds (CAF) and Student Activity Funds (SAF)-

- CTE teachers manage CAFs for class/program related expenses (usually associated with student fees) and determine how the funds are spent.
 - examples may include class lab fees or facility usage fees: Floral Design, ag. project facility, etc.
 - student [fees](#) are permissible in accordance with the PfISD Financial Information Resource Manual (refer to PfISD [Finance website](#))
- CTE teachers oversee SAFs for CTSOs but students manage the funds and determine how they are spent. The meeting minutes must record votes for expending CTSO (SAF) funds.

Program Budgets

The fiscal year begins September 1; funds are typically not available until mid-September, so the CTE district leadership team provides a portion of the allocation as “start-up” for the school year. Allocations are based on actual enrollment; each CTE course is assigned a per student cost and programs of study are allocated funds based on enrollment of the applicable courses. Enrollment verification happens in late September following campus schedule changes.

- ½ of the previous year’s total allocation goes into the program account as “start-up”
- Remainder of allocation goes into the program account following enrollment verification

Teachers will receive an email in late September or early October, once final allocations are set, with relevant budget information. Following the February expenditure deadline all excess funds are moved to the District CTE account. Teachers may request funding for additional program needs through the CTE Department Chair (HS) or CTE district leadership team (MS).

Program budgets are not dependent on prior year(s) expenditures, meaning **allocations are not based on the “use it or lose it next year” philosophy**. This means teachers should NOT spend funds that are not necessary for the current year’s operation of the program.

Purchasing

The purpose of program funds is the purchase of class/lab consumable supplies and general equipment for the current school year. The following timeline applies to program budget purchases -

- **50% of the program budget must be encumbered by the end of the first semester**
- **Remainder of the program budget must be encumbered by the 2nd Friday in February**

The only exception to this timeline is consumable purchases for lab activities on blanket purchase orders (examples: H-E-B, Home Depot, and Southern Floral). Requests for the use of funds after the February deadline will require special approval.

If a quick purchase below \$50 is needed contact the CTE Accounting Specialist for assistance, reimbursement may be an option. **Pre-approval is required before any purchases are made for which district or campus funds will be requested (in advance or as reimbursement).**

On the following page is a helpful list of “Do’s” and “Don’ts” for purchasing.

Do-

- Collaborate across campuses, within programs, to ensure equity and prioritize purchases
- Get **pre-approval** before purchasing items (whether purchase order, credit card or reimbursement)
- Purchase only class/lab items reasonable & necessary for instruction and aligned to high-quality program goals
- Confirm size, space, electrical, plumbing, etc. before purchase (do not guess or assume)
- Submit a formal quote, including shipping (ask vendor about inside delivery, installation, etc.)
 - Items above \$3,500 require 3 written quotes
 - Use the [District Approved Vendor List \(vendors not in system must submit a W-9\)](#)
 - A vendor is not necessarily on the approved list just because a purchase has been made with that entity in previous years, always check the list
 - The [Bid Tabulation](#) page will list items by category
- Complete CTE Purchase Request (PR) form in its entirety, incomplete forms will be returned
- Submit CTE PR form and quote(s) to CTE Department Chair (HS), MS directly to CTE district leadership team
- Submit purchase requests at least six weeks prior to date item(s) are needed
- Verify accuracy of order upon receipt
- Submit packing slips, receipts, etc. to CTE Accounting Specialist within 3 days of receipt
 - If order is complete write: "OK to Pay/PO #" and sign/date the packing slip
 - If order is incomplete write: "INCOMPLETE" and list items not received
- Record item(s) in inventory record (see inventory section of this handbook for details)

Don't-

- Purchase excess quantities of items, especially printer toner/ink and office supplies
- Purchase computers or laptops (we utilize Perkins funds for this)
- Sign contracts (any purchase requiring a contract must be approved by the CTE Director)
- Exceed the approved purchase amount on blanket POs
- Purchase items that will be kept by students, sold, or offered as gifts
- Spend funds that are not necessary for program in current year (does not affect next year's budget)

CTE purchasing forms are located in the Budgets and Funding folder of the PfISD CTE Google Team Drive. Be sure to use the current school year form as incorrect forms will be returned.

Instructional Materials

CTE instructional materials (textbooks, instructional software, workbooks) are purchased through the Instructional Materials Adoption (IMA) process or State/Local (199) funding. Teachers need to participate in the adoption process to ensure quality materials are available for instruction. The TEA adoption cycle is located [here](#). PfISD has an IMA process for selection and purchase of instructional materials, summarized below.

Process for non-adoption purchases

1. Teacher(s) submit requests for instructional materials to the CTE district leadership team.
2. CTE program teachers form an ad hoc committee* and solicits Industry Leadership Council input.
3. The committee creates a rubric and evaluates prospective resources.
4. The committee submits findings to the CTE district leadership team.
5. The CTE district leadership team coordinates with the Curriculum/Instruction team and Instructional Materials Coordinator to determine if funds are available to support purchase. If funds are available, the purchase procedure will begin, in accordance with district policy regarding cost and levels of approval required.

*The committee will be composed of members from the appropriate content area(s) and will have no less than three (3) members, with representation from each campus on which the course exists.

Process for adoption purchases (in response to a TEA Proclamation)

1. IMA process outlined and committee recommendation forms go to principals (September/October)
2. District IMA Committee set (November) and 1st meeting held to narrow choices, train on process
3. 2nd District IMA Committee meeting (December)
4. Public viewing of instructional materials, publisher presentations (January) and 3rd committee meeting
5. Final District IMA Committee meeting, compile all rubrics comments and vote on selection (February)
6. Report to District Academic Advisory Council (DAAC) and submit memo to Board of Trustees with recommendations (February)
7. Board action on IMA recommendations, adoption information sent to Instructional Materials Coordinator for ordering (March)

Instructional Materials Adoption: Evaluation and Selection Criteria

1. Principals recommend members of the District IMA Committee. The CTE district leadership team selects qualified members, and the Superintendent, or designee, appoints members to the committee.
 - a. The majority of the committee will be classroom teachers.
 - b. Teachers who have, or do, work for publishers with materials under consideration may not serve as an official committee member.
2. District IMA Committee campus representatives will lead the Campus IMA Committees.
3. Materials are evaluated for learning effectiveness in specific instructional situations, in accordance with Board Policy EF (Local). Content aspects of the instructional materials to be evaluated include:
 - Comprehensive and deep alignment to the student expectation level of the TEKS
 - Alignment with the format of STAAR, EOC, and/or other required assessments
 - Accuracy of content

- Compatibility of content with local instructional program
 - Reflective of an ethnic, linguistic, and culturally diverse student population
 - Suitability of content for local student needs/interests
 - Integration of technology
 - Teaching resources and/or supplementary materials
 - Teacher edition, manual, or guide and internet materials
4. The District IMA Committee votes to determine instructional material recommendation to the Board.

Inventory

Requirements

CTE teachers are required to maintain accurate, current inventory records for all CTE purchased equipment and supplies (fixed asset or otherwise) in accordance with fiscal management regulations. While other fund sources may only require accounting for fixed (capital) assets all CTE purchased equipment must be inventoried, regardless of cost. PfISD defines as a fixed asset any tangible items with the following attributes:

- A useful life longer than one year; and
- A unit cost of \$5,000 or more

Each asset type has an estimated useful life, based on the guidelines issued by the Association of School Business Officials International.

- Licensed vehicles, 10 years
- Computer equipment, 5 years
- Other equipment, various

Record keeping

Currently inventory records are maintained using Microsoft Excel spreadsheets. Information required for inventory tracking includes:

- Asset description
- Manufacturer, Make, Model
- Serial number or item identifier
- Purchase order
- Purchase date
- Purchase price
- Quantity
- Fund source (Perkins, local, grant name, donation-from whom, bond, etc.)

Do-

- Enter newly purchased items within 2 weeks of receipt, all fields are required
- Enter items like silverware, cables, hand tools (of same type) as a single entry with quantity notation
- Record software and textbooks with ISBN numbers
- Verify all entries are correct no later than 1st Friday in May
- File a report with the campus SRO for missing or damaged items and submit to the CTE Coordinator
- Manage student use of equipment with a check-out/check-in process

Don't-

- Remove items from the inventory record
- Add consumable items to inventory record
- Add computers, laptops, printers or 3D printers to the inventory record (Technology maintains these)
- Dispose of, or move, any CTE purchased item (exception: consumables) without pre-approval

Inventory Transfer Process

Equipment or supplies may occasionally require transfer between teachers, campuses or programs; there is a specific process for transfers, outlined below. For same campus transfers, omit steps 3-6 and 9. Before transferring equipment, confirm with the receiving teacher.

1. Submit an [Inventory Transfer Form](#) (with appropriate signatures) to the CTE Coordinator via email.
2. Following approval, securely box all items (if appropriate).
3. Label each box, or item, with the Inventory Transfer Label.
4. If items are small and lightweight, contact the campus bookkeeper to request district courier pick-up. If the items are large and/or heavy, contact the campus administrative associate to submit a work order.
5. For small, lightweight items: attach the courier request form to each box, or item, as appropriate, and take the box(es)/item(s) to the front office for courier pick up. Large, heavy items stay in class/lab for pick up by PfISD maintenance or warehouse team members.
6. Email the Inventory Transfer Form to the receiving teacher.
7. Upon receipt of the transferred item, the receiving teacher will sign the Inventory Transfer Form and submit to the CTE Coordinator via email.
8. Receiving teacher will notify the Supervisor of Distribution Services that all items were delivered and provide a copy of the Inventory Transfer Form (IF transfer was completed by district courier)
9. The CTE Coordinator will remove the item from the sending teacher's inventory record and notify the receiving teacher to add the item to the inventory record.

Equipment Maintenance, Repairs, and Disposition

Teachers should schedule equipment maintenance as recommended by the manufacturer; contact the CTE Accounting Specialist for assistance. Some equipment is repairable under a warranty or contracted service. The CTE Accounting Specialist can provide the vendor contact information if a warranty is active. The teacher should then contact the vendor to determine what steps are necessary for the repair. Teachers should evaluate equipment not under warranty to determine whether a repair is justified over replacement; considering the age of the equipment and any previous repairs. All repairs should first be initiated with PfISD Maintenance.

For non-technology device repairs by PfISD Maintenance:

1. Teacher submits a [Work Order Request](#)
2. Click the "New" button (Call/ Email Raul Escobar, raul.escobar@pfisd.net at Support Services, this is a new work order system, she will need to give you access to your assigned campus)
3. Following assessment by PfISD Maintenance staff notify CTE Department Chair/CTE Coordinator of status

For technology device repairs by PfISD Technology:

1. Teacher submits a "Help" request using the "Technology Help" icon on any district computer desktop
2. Following assessment by PfISD Technology staff notify CTE Department Chair/CTE Coordinator of status

For repairs by third party vendor:

1. Teacher obtains quote from vendor (a W-9 is required if not an approved vendor)

- a. If a service call is required a quote will be required for the service call
2. Teacher submits quote to CTE Accounting Specialist
3. Following receipt of the approved purchase order (PO), teacher schedules service call or repair and submits invoice to CTE Accounting Specialist upon completion

Information for the disposal of CTE equipment/supplies follows.

Disposal

Equipment must be disposed in accordance with district procedure, which varies depending on the purchase fund source and value of item. To dispose of equipment, email the CTE Coordinator for assistance.

The following justify disposal:

- Broken or damaged, non-repairable
- End-of-life designation (contact the CTE Coordinator for assistance)

Procedure for disposal of prohibited items from Texas Disposal Systems (TDS)

1. Submit an [Asset Essential Work Order](#)
 - a. Under Staff Request/Form, Select Maintenance Request
2. Click the “New” button (Call/ Email Raul Escobar, raul.escobar@pfisd.net at Support Services, this is a new work order system, she will need to give you access to your assigned campus)
3. Complete the work order request (be specific of the items)
4. Attach a photo

Wood, metal, etc. disposal will be placed next to one of the campus dumpsters and at least 3-5 feet away, not within them. This is a safety measure for the employees of TDS on the route. Once the work order is entered, PfISD maintenance crew will dispose of the wood, metal, etc. properly. Click the link to review the list of items.

If you have old machinery or equipment that you would like to dispose of contact the CTE Coordinator.

SECTION SEVEN-Business and Community Partnerships

Industry Leadership Councils

Beginning in the 2019-2020 school year the CTE district leadership team will assist each program in establishing an Industry Leadership Council (ILC) at the district level, including outreach to potential council members, planning and facilitating meetings, and recordkeeping. Each council will meet a minimum of three (3) times during the school year.

Each ILC will be comprised of the following stakeholders, not to exceed 20 members:

- CTE teachers of the specific program (not more than 33% of the membership)
- Campus administration/counselor (at least one), and/or special populations representative
- Student ambassador (at least two)
- Postsecondary institution (at least one)
- Business/Industry representatives (at least 51% of the membership)
- Parent (at least one)
- Other community representation (non-profit partners, community leaders) and/or academic teacher

ILCs will provide input for program decision-making:

- allocation of resources
- curriculum, instruction and assessment
- course sequencing
- postsecondary credentials
- work-based learning
- teacher training
- facilities and equipment
- data analysis

Teachers are responsible for maintaining accurate records for all ILC activity including meeting agendas, notes, and recommendations. Each program may designate a teacher as the ILC Lead or may share the duties amongst the group.

Partner Engagement and Activities

Business and community partners are vital to high quality CTE programs; they provide input, support, and advocacy. Teachers should regularly engage with existing partners and conduct outreach for new partners. The CTE district leadership team will help teachers with partner engagement; refer to the Partnerships folder of the PfISD CTE Google Team Drive for the Building Successful Partnerships: A Teacher Guide.

Partners can engage with CTE programs in many ways:

1. Industry Leadership Council
2. guest speaker, co-teacher
3. site tours
4. guidance for equipment, curriculum and training
5. student projects
6. judge events, serve on panels
7. job shadowing and mentorship
8. internships and externships
9. donations

SECTION EIGHT-Student Career Development and Work-based Learning

This element of the PfISD High-quality CTE Program Framework addresses strategies that help students gain career knowledge and engage in education, career planning, and decision-making.

Role of CTE Teacher, Campus Supports

The program teacher is the first point of contact for students. Career options within the program of study should be a focus of instruction and learning experiences. Teachers are responsible for embedding employability skills training into every CTE course. **This [framework and checklist](#), from the [Perkins Collaborative Resource Network \(PCRN\)](#) is helpful for identifying components to include in lessons.** Teachers should also collaborate with the campus College and Career Advisor and counselors to share information, develop resources, and provide guidance to students.

Field trips/Site Visits

Teachers are encouraged to take students off campus to visit program relevant sites; the CTE district leadership team provides funding for transportation. Funding support for field trips will be in accordance with District policy and procedures, found in the [PfISD Financial Information Resource Manual](#) under

“Travel Guidelines and Procedures”. Site visits must be directly related to program goals, TEKS, and/or career development and requires pre-approval. Teachers will submit the CTE Travel Request Form and [Travel Checklist](#), which must include a detailed explanation of the value to be derived from the trip, to the CTE Accounting Specialist. **Bus requests must be submitted at least five (5) school days prior to the trip**; utilize this [site](#) to enter a “bus request” for student transportation. Students must submit the “Parent Permission and Information for Student Travel Form” with signature to the sponsoring teacher. Teachers will keep the signed forms for reference during travel.

Refer to the Travel folder of the PfISD CTE Google Team Drive for relevant forms.

[REAL World Pflugerville: Career Connections event](#)

An annual event, REAL World connects students to business and industry professionals in small groups to learn more about the company, industry and career opportunities. Guests share their personal career stories and field questions from students; business guests are encouraged to bring “swag” and interactive displays. The event usually takes place in early February and is held at a local community space.

There are two (2) sessions: a.m. and p.m. with six (6) industry sectors each; industry sectors include four (4) representative businesses each. Each session can accommodate approximately 200 students. Student groups are maxed at ten (10) each and rotate through all four (4) businesses within the assigned industry sector in twenty (20) minute intervals. At the end of the rotation cycle students are provided time to revisit businesses of interest for additional conversation.

1. Students from each high school and PACE are invited to participate by their CTE teacher(s) and select an industry sector of interest from a provided list.
2. The CTE Student Ambassadors identify the industry sectors with the most student interest and solicit appropriate business participation.
3. The CTE Student Ambassador teams meet, collectively, to organize participating students into groups and assign each group to a business within the selected industry sector to begin the rotations.
4. The CTE district leadership team provides bus transportation for each campus to/from the event.
5. Industry sectors are divided into morning or afternoon sessions; each campus may have participants in each session.
6. Student ambassadors and teacher leaders facilitate the event and supervise students during transit.
7. Students and business participants complete an evaluation survey following the event, used to make improvements each year.

[Career Preparation, Practicum and Project-based Research Courses](#)

Students are encouraged to participate in career development activities through TEKS based [Career Preparation, Project-based Research \(PBR\) and/or practicum courses](#). These courses provide advanced learning opportunities specific to the program of study and offer paid or unpaid business and industry experiences.

Refer to timeline and calendar for tasks and deadlines. These files are located in the PfISD CTE Google Drive/Career Prep/Practicum/PBR/EDD/[20-21 WBL Calendar.pdf](#) and [20-21 WBL Timeline.pdf](#).

“Career Prep” is a 19 TAC Chapter 127 course that combines classroom instruction with paid or unpaid field-based work experiences.

Practicum is a 19 TAC Chapter 130 course that appears in most career clusters. A practicum course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional settings, which may include the classroom/laboratory on campus.

Project-based Research (PBR) is a 19 TAC Chapter 127 course that provides students learning experiences directly related to a specific career interest within the program of study. Students identify a project and pair with an industry mentor or interdisciplinary team to complete research and present their project to an industry panel at the end of the course. Students enrolled in PBR must complete a project plan; detailed in Section 5.8 of the [Student Attendance Accounting Handbook \(SAAH\)](#).

Career Preparation and practicum courses have specific requirements for eligibility and documentation. Section 5.7 of the SAAH outlines eligibility requirements, class and site-based hours, training plans, and site visit requirements for teachers.

[Resources](#)

There are many open source tools available to support student career development. Teachers are encouraged to review and use the following tools from the [Workforce Solutions-Capital Area](#) office to assist students with career development. There are three (3) Workforce Solutions-Capital Area [career centers](#) for additional assistance.

- [High-Skill, High-Growth Jobs booklet](#) outlines wages, growth, and education requirements for many in-demand jobs
- [When I Grow Up booklet](#) provides tips and suggestions for resumes, preparing for an interview, and more
- [Career Planning](#) contains hyperlinked profiles for different industries and occupations
- [Targeted Occupations and Industries](#) provides hyperlinked profiles for Healthcare, IT, and Advanced Manufacturing/ Skilled Trades that include a **career ladder infographic** to help break down large goals into smaller manageable steps when looking at career advancement
- [Texas Internship Challenge](#) is a partnership among the Texas Workforce Commission (TWC), Texas Education Agency (TEA) and The Higher Education Coordinating Board (THECB), who challenge employers to offer paid internships and make it easy for students to search and apply for them.

Digital Literacy: [Common Sense](#) Digital Citizenship curriculum is free and includes lesson plans, videos, professional learning and more!

Other Resources:

- [Goodwill](#), [American Youthworks](#), [Lifeworks](#), [College Forward](#), and [Communities in Schools](#)
- The [Career Readiness Handbook](#) from the Texas Higher Ed. Coordinating Board (THECB) and Texas Workforce Commission (TWC) can be a valuable resource for lesson planning and student activities.
- The [Texas CTE Resource Center WBL page](#) and [Employability Skills Framework page](#) are valuable teacher resources for professional learning, lesson planning, and administrative information/documents.

SECTION NINE-CTSOs

Perkins defines CTSOs as “...an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.” The State of Texas and the Texas Education Agency also recognizes the value of [career and technical student organizations](#) by emphasizing the importance of “participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education (Sec. 29.182).” Additionally, for all CTE courses (19 TAC Chapter 127 Career Development and 19 TAC Chapter 130 Career and Technical Education) the TEKS (b)(4) states “Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.”

Career and Technical Student Organizations (CTSOs) are a **co-curricular** aspect of CTE programs. CTSOs provide students with opportunities to highlight their learning through competition, develop leadership skills, earn scholarships, and network with professionals. There is a state approved CTSO for every program of study.

Approved CTSOs

Logo	Name of Organization	Supported Level of Participation
	Business Professionals of America (BPA) - Texas	High School Level
	DECA, Texas Association	High School Level
	Future Business Leaders of America (FBLA)	High School Level
	Family, Career and Community Leaders of America (FCCLA)	High School Level
	Health Occupations Students of America (HOSA)	High School Level
The Logo is not available for “Public” use	SkillsUSA Texas	High School Level
The Logo is not available for “Public” use	Texas Association of Future Educators	High School Level
The Logo is not available for “Public” use	Texas FFA Association	High School Level
	Texas Public Safety Association	High School Level
	Texas Technology Students Association (TSA)	High School Level

*There is also a CTE honor society, the [National Technical Honor Society](#), in which students are encouraged to participate.

Role of Teacher Advisor

CTE teachers are expected to support CTSO participation; the District provides CTSO Advisor stipends to offset additional time and effort expended. Teacher sponsorship for UIL sanctioned is not included under CTSO Advisor stipends, rather through UIL coordination.

Each CTSO Advisor candidate is required to submit a “CTS O Advisor Agreement” form annually to indicate interest, principals at each high school will assign staff to the available stipends (10 per high school campus). CTSO Advisors will keep records, and upload documentation in EduThings (software platform). Refer to the CTSO folder of the PfISD CTE Google Team Drive for forms.

The CTSO Advisor stipend is \$2,000.

A CTSO’s successful operation depends on effective and informed advisors. CTSO Advisors are responsible for:

- recruitment

- organizational management and oversight
- preparation for competition
- chaperone events, competitions, travel, and
- participation in specific functions at conferences.

To establish an effective CTSO, CTSO Advisors should do the following:

- inform prospective students and families about the CTSO
- assist students in operating CTSO activities year round
- encourage involvement from all students in the program of study
- provide up to date information about the CTSO in a central location
- instruct students in leadership and personal development
- provide opportunities and prepare students for competition and travel
- recognize students for achievement and market the CTSO in the community and school
- partner with other CTSOs in school and community projects
- understand local, state and national CTSO guidelines
- align CTSO activities with curriculum adopted by the District
- stay informed about their CTSO through state and national websites
- participate in district, area, regional, and state CTSO advisor activities
- encourage and enforce proper student behavior at activities and events

CTSO Advisors are required to maintain updated CTSO records in EduThings; software purchased and provided by the PfISD CTE district leadership team. CTSO Advisors will upload the following data annually:

- Chapter information (CTSO affiliation, chapter number, constitution/by-laws, membership roster, officer list) **due: October 30**
- Program of Activities list and schedule **due: October 30**
- Competitive event results **due: within 3 days following the event**
- Meeting documents (agenda, minutes, Treasurer's Report) **due: within 3 days following meeting**

Membership and Dues

CTSO membership is open to all students participating in the relevant CTE program of study; member recruitment shall include special populations.

Individual student members may incur a maximum \$10 membership fee for the local chapter, plus region/area and/or state and national fees. Students in need of financial assistance will not be discouraged, nor prevented from membership.

District Policies

PfISD expects CTSO participation for all programs of study. To support CTSO Advisors and the CTSO chapters the following information serves as a guide. CTSO Teacher Advisors and student officers should refer to the CTSO state and national organizations for more detailed information, requirements, processes and timelines.

See the following page for an activity and timeline guide.

Activities guide and recommended timeline:

Month	Activity
Aug./Sept.	Member recruitment and collection of membership dues
Sept.	1 st meeting of school year; chapter constitution and by-laws reviewed and approved; fundraisers approved and scheduled (in accordance with campus policies)
Sept./Oct.	Members determine competitive events CTSO Advisors upload Program of Activities (POA) to EduThings by Oct. 30 th
Oct./Nov.	Fall conferences/conventions/leadership meetings
Dec.	First fundraiser completed, most CTSO membership rosters are due to parent organization
Jan.-Apr.	Participate in competitive events, leadership conferences/conventions
Feb.	CTE month activities (each chapter should host an event, activity on campus)
Mar./Apr.	Preparations for CTSO banquets (early April-send invitations to CTE district leadership team for distribution to district leaders)
Apr./May	Elect student officers for upcoming school year
June/July	Officer Retreat and Program of Activities planning for upcoming school year (including proposed schedule for the year)
July	CTSO Advisors finalize all EduThings entries by July 20 th

Required activities:

- Recruiting and enrolling members
- Electing officers and conducting meetings
- Program of Activities, Constitution and By-laws
- Leadership development, teambuilding, and community service activities
- Fundraising and fiscal management of student activity account
- Public relations, marketing the chapter, and recognition programs
- Competitions aligned to the district, region/area, state, and national CTSO organizations (as appropriate)
- Attending district, region/area, state, national conferences and meetings (as appropriate)

Program of Activities:

Each chapter will conduct the following activities, at minimum.

1. two (2) community service projects, annually
2. monthly meetings with team building activity for each
3. two (2) leadership development workshops
4. two (2) committees with identified function
5. member recruitment activities
6. publish a calendar of events (including meetings, competitions, conferences, camps, chapter events, etc.)
7. fundraising activities
8. other activities required by parent CTSO organization

Student officers:

Each CTSO chapter will elect, at minimum, the following officer positions annually. Duties of each position are outlined in the CTSO chapter by-laws and state/national organization documents.

- President
- Vice-president
- Secretary
- Treasurer

- Reporter or Historian

Chapter meetings:

Each CTSO chapter will meet once a month, at a minimum. Chapter meetings require an agenda, minutes and a Treasurer’s Report; the chapter Secretary maintains these records and the CTSO Teacher Advisor uploads them to EduThings. Chapter meetings must occur outside of the regular school day.

Funding and Travel

Each year CTE district funds are allocated to support CTSO activities but cannot fully fund every CTSO activity. Local chapters should participate in approved fundraising to support most CTSO activities.

CTSO Teacher Advisors should refer to the [PflSD Financial Information Resource Manual](#) for details regarding deposits, activity funds, fundraising guidelines, student incentives/awards, tax, and travel; related district forms are located on the Finance district website under “[Finance Forms](#)”. Campus bookkeepers are a source of information and assistance regarding campus and student activity funds. **All CTSO expenditures must be voted/approved by the student membership and recorded in the meeting minutes.**

CTSO chapters will collaboratively plan travel and lodging when participating in the same CTSO activity. District funds are not available for recreational/motivational trips, nor for “invitational” events. Campus activity or student activity funds may be utilized if proper campus approval processes are followed; for additional details regarding student travel and district policies refer to FMG (Regulation).

District purchasing cards are available for some travel related expenses. **Early planning is essential and requires submission of all required documentation at least six weeks prior to travel.** The District p-card cannot be used for all travel related expenses, see the table below for details.

Expense	P-card eligible?	Note
hotel reservation	yes	all costs/associated documentation due at least 6 weeks before travel
staff meals	no	staff meals are reimbursed after travel event
student meals	no	Advisors are provided a petty cash check to distribute cash for student meals during travel events
parking	no	parking is reimbursed with receipt (valet is only reimbursed if self-parking is not available)

On the following page is a table explaining the District CTE fund support available for equitable travel support to each CTSO.

NOTE: Student meals are funded at \$8 each for level 1 and \$12 each for levels 2-4, teacher meals are funded at \$12 each (all levels)

Level	Activity	Support
1 st (district/local)	<ul style="list-style-type: none"> Competitive events with opportunity to advance Leadership conference, convention, meeting (student officers and award recipients only) 	<ul style="list-style-type: none"> Teacher Advisor expenses Student participant registration, meals*, and transportation <p>*dependent on length of the event, travel distance</p>
2 nd (region/area)	<ul style="list-style-type: none"> Competitive events in which student participants advanced from 1st level (1st-3rd place) Leadership conference, convention, meeting (student officers and award recipients only) 	<ul style="list-style-type: none"> Teacher Advisor expenses Student participant registration, meals, and transportation
3 rd (state)	<ul style="list-style-type: none"> Competitive events in which student participants advanced from 2nd level (1st-3rd place) Leadership conference, convention, meeting (student officers and award recipients only) 	<ul style="list-style-type: none"> Teacher Advisor expenses Student participant registration, lodging, meals, and transportation <p>*funding support may be limited to a dollar amount per participant if district CTSO funds have been depleted (\$700)</p>
4 th (national)	<ul style="list-style-type: none"> Competitive events in which student participants advanced from 3rd level (1st-3rd place) Leadership conference, convention, meeting (student officers and award recipients only) 	<ul style="list-style-type: none"> Teacher Advisor expenses Student participant registration, lodging, meals, and transportation <p>*funding support may be limited to a dollar amount per participant if district CTSO funds have been depleted (\$700, in-state and \$1,000, out-of-state)</p>

[SECTION TEN-Data and Program Improvement](#)

CTE programs must maintain accurate data and utilize this data regularly to maintain and improve program outcomes. Listed below are just a few of the data sources the District uses to analyze program success, in addition to a comprehensive program evaluation and needs assessment, conducted annually.

[Comprehensive Local Needs Assessment \(CLNA\)](#)

The Perkins Collaborative Resource Network (PCRN) explains, “Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The Association for Career and Technical Education (ACTE) has published a [Guide for Local Leaders](#) that explains how to maximize the CLNA and Perkins application to drive program quality and equity.

In accordance with federal requirements, the CLNA updates every two years, and must include:

- a student performance evaluation
- teacher recruitment, training, and retention efforts
- progress toward implementing programs of study
- a description of how CTE programs are
 - sufficient in size, scope, and quality to meet the needs of all students served;
 - aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board;
 - and designed to meet local education or economic needs not identified by state boards or local workforce development boards.

When conducting the local needs assessment, eligible recipients are required to consult with a diverse group of stakeholders, which must include, at minimum:

- CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth
- Representatives from Indian Tribes or Tribal organizations, where applicable

The foundation for a rigorous CLNA is:

1. Determine local goals (PfISD will utilize program evaluation results and ILCs to establish goals)
2. Identify stakeholders and a leadership team
3. Make a plan for soliciting feedback
4. Gather and develop materials

[Public Education Information Management System \(PEIMS\)](#)

The [Public Education Information Management System \(PEIMS\)](#) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

The Texas Education Agency will use concentrator and completer data to evaluate the performance of CTE students and provide disaggregated data to districts for analysis and program improvement.

Several TEA programs create reports, including the following, using data collected through PEIMS:

- [TEA Standard Reports](#)
 - TEA Standard Reports include geographic information, student reports and staff reports.
 - Example: student enrollment in special programs, like CTE
- [Texas Academic Performance Reports \(TAPR\)](#)
 - Performance data is disaggregated by student groups, including ethnicity and socioeconomic status.
 - The reports also provide extensive information on school and district staff, programs, and student demographics.
- [Accountability System](#)
- [Snapshot](#)
 - Snapshot provides an overview of public education in Texas, at both the state and district levels, and includes almost 100 separate data elements to either browse or download.
 - Snapshot also combines the data into summary tables based on specific characteristics, and its peer search function allows a user to group districts according to shared characteristics.
- [Pocket Edition](#)
 - The topics include state level statistics and information on students, test performance and participation, graduation and college admission, attendance, graduation completion and dropout rates, accountability ratings, personnel, and finances.

[Program Evaluations](#)

Local CTE programs are required to conduct an annual program evaluation to comply with federal and state legislation. The program evaluation utilized in PfISD will be the High-quality CTE Program Evaluation Instrument. This tool is currently under development, a revision of the [ACTE High-quality Program Self-Evaluation Instrument](#). The following stakeholders will provide input for the PfISD CTE Program Evaluation process:

- CTE Redesign Committee,
- Industry Leadership Councils,
- CTE teachers,
- campus and district administrators,
- parents and students, and other stakeholders, as appropriate.

The PfISD CTE High-quality Program Framework, CLNA results, and program self-evaluation results will guide development of program goals. Program ILCs will then set strategic priorities and targets for program improvement.

[Reporting Data for Perkins](#)

States are required to report disaggregated data on the performance of students by race, ethnicity, gender, and [special population categories](#). Texas submits the following CTE secondary level data:

- Graduation Rate 1S1: Four-Year, 1S2: Extended-Year
- Academic Proficiency 2S1: Reading/Language Arts, 2S2: Mathematics, 2S3: Science
- 3S1: Post-Program Placement
- 4S1: Non-traditional Program Concentration
- Program Quality 5S1: Attained Recognized Postsecondary Credential, 5S2: Attained Post Secondary Credits, 5S3: Participated in Work-Based Learning, plus CTE Completers

Last page of CTE Teacher Handbook, Exhibit documents follow

EXHIBIT #1: Special Travel Considerations

1. Teachers are responsible for carefully reading and following the PfISD Financial Information Resource Manual and District Policy FMG (Regulation and Exhibits) before planning travel.
2. Teachers are responsible for immediate report to the appropriate campus administrator of any incidents during district-related travel.
3. CTSO Advisors will be approved/funded to travel with students at the ratio of 1:10 (teacher:student).
4. No student “move-ups” allowed at any level of competition. Ex.: 4th place competitor cannot take the place of a 3rd place competitor unable/unwilling to compete at the next level of competition.
5. CTSO members who wish to participate in activities but do not meet the participation specifications may participate with self-funding, approved fundraising, student activity funding (if approved by membership), or campus funds if approved by campus administration.
6. UIL sanctioned activities (like robotics) are not funded by PfISD CTE, but through PfISD UIL.
7. Employee meal reimbursement is not available for day trips in accordance with District policy.
8. District employees must be economical in travel plans. If an employee makes alternate travel arrangements for his/her own benefit, the District will pay for the lesser of actual costs incurred or the cost that would have been incurred if normal travel procedures had been followed.
9. The District cannot pay for an employee’s family or chaperone’s expenses, nor can the District pay for an employee’s personal expenses.
10. Overnight, in-state travel is limited to one (1) trip annually unless the travel results from advancement from a previous level of competition. Exceptions require campus administrator, Area Executive Director and CTE Director pre-approval.
11. Out of state travel requires campus administrator, Area Executive Director, CTE Director, Executive Director of Special Programs, Superintendent, and Board of Trustees pre-approval.
12. High school trips will not take students out of class more than two consecutive days and shall return students at a time that makes school attendance the following day an expectation. (in accordance with District policy FMG (Regulation)) Pre-approval is required for extensions by the campus principal and Area Executive Director.
13. Students participating in a school sponsored trip must be passing all classes and follow all UIL eligibility requirements (even if the organization is not governed by UIL). For the most updated eligibility requirements, please consult the UIL Side-by-Side from the UIL website: www.uil.utexas.edu.
14. Students must follow the “Pflugerville ISD Rules of the Road” while traveling overnight and a parent-signed copy must be on file for each student participating in the travel. (See FMG Exhibit B)
15. Student transportation must be in district provided mode, in accordance with district policy. Alternative transportation arrangements require pre-approval by campus administration.
16. Each student participant must submit the Pflugerville ISD Parent Permission and Information for Student Travel Form (Exhibit C) to the CTSO Teacher Advisor at least ten (10) days prior to the event.
17. CTSO Advisors are required to carry completed Parent Permission (with emergency contacts) and Medical Release forms, for each participant on each trip.

All District travel must also comply with the following district regulations and guidelines; CH (Purchasing), DEE (Expense Reimbursements), FMG (Student Travel), Federal and State Programs Manual (if using federal or state grant funds), and District guidelines specific to program activities such as Athletics, Fine Arts, CTE, etc.

EXHIBIT #2: Travel Forms and Travel Request Types

Incomplete forms will be returned to the CTE teacher for resubmission.

Forms	Professional Learning Request	Field Trip Request	CTSO Travel Request
Travel Request Form w/ Signatures	•	•	•
Out of District Travel Form (If applicable)			•
Agenda/ Itinerary or Event Flyer	•	•	•
Registration Invoice*	•		•
Hotel Reservation (Out of District Only)	•		•
Vehicle Request (Map Included) Bus Request (5 days prior)	•	•	•
Student List**		•	•

*Registration- select "PO" as the method of payment for all Professional Learning requests

**Student List- typed on a separate sheet and include student first, last name and gender

EXHIBIT #3: Travel Form Submission

Submit scanned Travel Request Forms and supporting documents electronically in one pdf or deliver to the CTE district office.

Pflugerville ISD, Career and Technical Education
1401 W. Pecan Street
Pflugerville, TX 78660

Field Trip and CTSO travel requests, Attn:

Carol Greene, Accounting Specialist
Carol.Greene@pfisd.net

Professional Learning requests, Attn:

Latasha Wilson, CTE Coordinator
Latasha.Wilson@pfisd.net