

East Central ISD Career and Technical Education

Policy and Procedures Manual



2015-2016

Effective July 1, 2015

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Mission Statement

CTE instructors will provide real-world, relevant and challenging coursework in a caring, compassionate and safe environment. Our goal is to develop life-long learners that are prepared for post-secondary experiences and eventually transition in becoming a productive and responsible citizen. We believe every student can learn and will maintain high expectations of each student as an individual. We will provide creative learning experiences that will equip our students with skills in emerging technologies as well as provide leadership opportunities through CTE student organizations.

Core Beliefs

Challenging coursework is designed to cause a student to persist in volunteering their time and effort to mastering the concepts necessary for success in this global economy. **Productive and responsible citizens** are individuals, through well designed lessons, who will know what 21st century skills and work place competencies mean and will be able to apply them in any situation. **High expectations** will be developed for each individual student and will promote the persistence of their time and effort required to master the concepts of the skills we expect students to know and be able to do. **Emerging technologies** represent contemporary advances and innovation around the 21st century in various fields of technology. **Leadership opportunities** will include the process of developing social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Non-Discrimination Statement

The East Central Independent School District offers career and technology education programs in Agricultural Science, Business, Family and Consumer Sciences, Health Science Technology, Industrial Technology, Media Technology, Transportation Systems, Law Enforcement, and Information Technology. Admission to these programs is based on interest and aptitude, grade level, class space availability, and course prerequisites where applicable. It is the policy of East Central ISD not to discriminate on the basis of race, color, or national origin; sex, religion, age, disability or genetic information 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. It is the policy of East Central ISD not to discriminate on the basis of race, color, or national origin; sex, religion, age, disability or genetic information 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. The East Central ISD 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 Title IX Coordinator, Stevie Gonzales, at 6674 New Sulphur Springs Road, San Antonio,

Texas, (210) 648-7861 and/or the Section 504 Coordinator, Mary Eitnhear, 6674 New Sulphur Springs Road, San Antonio, Texas 78263, (210) 648-7861.

El Distrito Escolar de East Central Independent ofrece programas vocacionales en ciencia de agricultura, negocios, ciencias de la familia y el consumidor, tecnología de la ciencia de la salud, tecnología industrial, tecnología de comunicación, sistemas de transportación, cumplimiento de la Ley, y tecnología de información. La admisión a estos programas se basa en interés, habilidad, grado, número en la clase, y requisitos (cuando se aplican) para tomar el curso. Es norma del Distrito Escolar de East Central Independent no discriminar por motivos de raza, color, origen nacional, sexo, religión, edad (aplica a individuos que tienen 40 años o más de edad), impedimento, o información genética en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Es norma del Distrito Escolar de East Central Independent no discriminar por motivos de raza, color, origen nacional, sexo, religión, edad (aplica a individuos que tienen 40 años o más de edad), impedimento, o información genética en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el 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. El Distrito Escolar de East Central Independent tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del idioma inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, Stevie Gonzales, en 6674 New Sulphur Springs Road, San Antonio, Texas 78263, (210) 648-7861, y/o el Coordinador de la Sección 504, Donna Owen, en 6674 New Sulphur Springs Road, San Antonio, Texas 78263, (210) 648-7861.

Career and Technical Education Staff Primary Roles and Responsibilities

1. Administration/Campus

Because of Career and Technical Education specialized characteristics, it is organized under two distinct organizational frameworks. The administrative and the program organizational frameworks are separate, yet complementary systems.

Administrative Organizational Framework

The home campus principal, or designee, makes up the administrative organizational framework and is the Career and Technical Education teachers' primary supervisor.

Program Organizational Framework

"Program" authority refers to the specialized organizational framework within the Career and Technical Education Department itself. The Executive Director of Curriculum and Instruction is primarily responsible for, but not limited to the following objectives and roles:

- Coordination and implementation of the Carl Perkins federal vocational funds and state and local CTE funds
- Advanced Technical Credit articulation approvals
- Support for local, state, and national teacher professional development opportunities
- Coordination of programs of study, including course offerings
- Submit purchase requisitions, based upon both funding and needs, for all equipment and supplies for CTE programs
- Budget operations pertinent to the Program's budget
- Inventory of items purchased through program funds utilized by CTE programs and staff
- Out-of-district travel for state and national competitions pertinent to availability of program funds
- Out-of-district travel for staff development pertinent to availability of program funds
- PBMAS CTE reporting as per both state and local requirements
- PEIMS coding of CTE students
- Completion of annual Perkins application and program effectiveness review
- Review master schedules to assure accurate coding of CTE courses for funding purposes
- Regularly review ITCCS reports, PEIMS records and other available resources to assure validity, reliability, and completeness of data reported to the TEA
- Review accountability data, involve stakeholders, and create improvement plans for increased student achievement
- Procurement of professional Career and Technical Education curriculum resources
- Serve as liaison to community college and university programs and business/industry partnerships
- Serve as a clearinghouse for Career and Technical Education educational

information and guidance

Obviously, there are areas of overlapping interest and responsibility. Therefore, the above groupings are provided only to give a general idea of how the system operates. The key to past success has come from a spirit of cooperation and consultation.

Teachers

The Career and Technical Education Teacher is primarily responsible for, but not limited to the following objectives and roles:

- Prepare a community of learners who can communicate effectively, work collaboratively, and solve problems efficiently
- Provide a rigorous and challenging Career and Technical Education curriculum
- Empower learners through information and communication literacy to enter the workforce and to continue their education after high school
- Provide students with academic as well as career-focused instruction, preparation, and learning
- Provide hands-on learning in a safe and productive environment that emphasizes problem solving
- Provide for student experiences in team project involvement and leadership
- Assist the students in becoming comfortable in producing and presenting projects and presentations pertinent to their chosen Program of Study
- Ensure that the students become skilled in documenting technical material and representing complex data visually
- Assist in student comprehension of Program of Study work/real-life skills and obligations
- Facilitate student obtainment of industry certifications
- Provide students with experience in working with a variety of industry-standard and enhanced instruments, tools and equipment as well as applicable classroom knowledge and learning
- Ensure that students obtain experience in gathering, analyzing, evaluating, and organizing information to solve problems using a variety of sources

CTE Staff

Taffi Hertz – Executive Director

Heather Goode – Secretary

Damian Abbott – Animation

Danny Christian – Computer Programming

Chris Cleveland - Agriculture

Karen Dlugosh – Business

Francis Falcon – Culinary

Dorothy Galindo – College and Career Counselor

Andy Gomez – Architecture and Engineering

Jonathan Kavanagh – Information Technology

Danny Kempen – Agriculture
Lorie Kempen – Agriculture
Kristen Kennedy – Family and Consumer Science
Reba Lubianski – Professional Communications
TBA – Media Technology
Courtney Mize – Family and Consumer Science
Jamie Molina – Family and Consumer Science
TBA – Family and Consumer Science
Tammy Oehlke – Career Center Facilitator
Heidi Pease – Health Science Technology
Ray Pieniazek – Agriculture (Department Head)
Jeanette Pollock – Health Science Technology
Frank Salinas – Construction Technology
Leticia Simonton – CTE Instructional Paraprofessional
TBA – Forensic Science
TBA – Culinary
TBA – Criminal Justice

Hiring Procedures

CTE programs will be staffed based on student needs as indicated by choice slips and four-year plans. Any changes in the CTE campus staffing will be requested by the high school principal, working in collaboration with the Executive Director of Curriculum and Instruction, and presented to the Administrative Council for approval. The Personnel department will be responsible for establishing certification requirements and posting job announcements. High school administrators will be responsible for interviewing and selecting staff. Once selected, new CTE staff will follow the established procedures for all newly hired staff members as determined by the Personnel, Payroll, and Business departments.

Career and Technical Education Program Business Operations Procedures

The Career and Technical Education program must adhere to state law, Texas Education Code (TEC) 29.181 and TEC 42.154. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 42 addresses the funding weight(s) and allowable costs.

East Central ISD shall identify students eligible for the CTE program and serve the students in an appropriate manner to obtain state funds. The Master Schedule shall serve as the official document to support that each student was enrolled in a CTE course. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Special Program Administrator with oversight responsibility to certify the CTE special program data prior to submission to TEA shall be the Executive Director of Curriculum and Instruction.

1. Funding/Financing for CTE

The CTE department operates using two funding sources: federal and state. Federal/State/District Guidelines as well as Policies and Procedures are in place in regard to the District's proper and legal utilization of these funds. Other funds available to the District may also be used to support CTE program implementation and improvement, including bond, local, and other federal funding sources. The CTE department follows all policies and guidelines as outlined by the District Business Office. The policies and procedures as written in the Student Attendance Accounting Handbook are followed to assure compliance in all areas of PEIMS coding and funding.

State:

Currently, Texas weighs CTE students at 1.35 FTE. The full formula is FTE multiplied by the Adjusted Allotment (AA) OR Adjusted Basic Allotment (ABA) multiplied by 1.35.

$(AA) \times (1.35) = \text{State Funding}$ or $(ABA) \times (1.35) = \text{State Funding}$

The district meets or exceeds the current state-mandated percentage of the state allotment to support CTE courses with Program Intent Code 22.

An overall budget (fund 165) is developed annually, with line items for individual CTE teachers, to access and support supply, equipment, travel, and professional development needs for their individual courses/programs. CTE teacher salaries are included in the state budget. The budget is developed with input from teachers, administrators, students, business and industry partners, post-secondary partners, and other stakeholders.

Federal:

Texas receives funds from the Perkins Basic State Grant. The State Board of Education (SBOE) serves as the State Board for Career and Technical Education and is responsible for CTE and administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Texas Education Agency (TEA) is the designated agency for management and disbursement of CTE Perkins funding. The District receives an annual allotment that is to be spent between July 1 and June 30. All allotted federal funds must be expended within the required grant period. All purchases with federal Perkins monies must follow the Program Guidelines and Use of Funds for the Title I, Part C, Carl D. Perkins Grant. The Perkins grant application is developed annually by the Executive Director of Curriculum and Instruction, reviewed by the Finance Director, and submitted by the Superintendent or his designee. The funds are used to supplement, not supplant, funding for local programs of study and encompass the required use of funds. The budget (fund 244) is developed with input from teachers, administrators, students, business and industry partners, post-secondary partners, and other stakeholders. Grant activities and/or purchases are reflected in the District Improvement Plan. Grant funds are not expended until the grant has been approved by TEA and the NOGA has been issued to the district. All funds are encumbered and purchases or services received prior to the grant end date (June 30). The district does elect to generate funds for indirect costs equal to the amount allowed for the grant period.

Required Costs

Districts must fulfill all of the following requirements with Perkins or non-Perkins funds:

1. Strengthen the academic and technical skills of career and technical students by integrating academics with career and technical programs through a coherent sequence of courses, such as career and technical programs of study.
2. Link CTE at the secondary level and at the postsecondary level, including by offering the relevant elements of not less than three career and technical programs of study in three different career clusters.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve or expand the use of technology in CTE, which may include the following:
 - a. Training of CTE teachers, faculty, and administrators to use technology, which may include distance learning
 - b. Providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields
 - c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students

5. Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including the following:

a. In-service and preservice training on all of the following:

- i. Effective integration and use of challenging academic and CTE curriculum provided jointly with academic teachers to the extent practicable
- ii. Effective teaching skills based on research that includes promising practices
- iii. Effective practices to improve parental and community involvement
- iv. Effective use of scientifically-based research and data to improve instruction

b. Support of education programs for teachers of CTE in public schools and for other public school personnel who are involved in the direct delivery of educational services to CTE students to ensure that such teachers and personnel stay current with all aspects of an industry

c. Internship programs that provide business experience

d. Programs designed to train teachers specifically in the use and application of technology to improve instruction

6. Develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.

8. Provide services and activities that are of sufficient size, scope and quality to be effective.

9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Federal Allowable Costs

The district follows the guidance on allowable and unallowable costs as listed in the Program Guidelines Title I Part C Carl D. Perkins Career and Technical Education Act Grant Application.

All expenditure reports and draw downs are completed by the Finance Director. The

final expenditure report is accessed by the Executive Director of Curriculum and Instruction and used in completing the Program Effectiveness Review at the end of each grant period.

Fiscal Management System:

The fiscal management system used by the District is ITCCS. The system assists the Business Department to ensure proper expenditure and reporting of Perkins funds and state-weighted funds, including reallocated federal Perkins funds. The system allows financial reports to be prepared and accurate information to be submitted through the eGrants system. In addition, the ITCCS system is used to collect PEIMS data to submit for accurate funding allocation. Funds are monitored on a regular bases by the budget steward to assure accuracy and compliance with state and federal requirements.

Purchase Requisitions:

All purchase requisitions for CTE district and campus needs are generated through the district CTE department. CTE staff must make all purchase requests to the Executive Director of Curriculum and Instruction, the budget steward. The Secretary to the Executive Director of Curriculum and Instruction will access the District's online purchase requisition system to obtain purchase orders, will place orders, adjust inventory, and distribute received orders to campus personnel. All purchase totals must be at or below the requested amount on the purchase order. If the cost exceeds the approved amount, the program area may be required to pay the difference using club account funds. All purchase requisitions must be approved by the budget steward and will be based on need as well as compliance with allowable costs within the state and federal guidelines. Bids may be required for certain individual items as requested by the Business Office. Vendors are added or deleted following district procedures. Purchase requests over the amount of \$10,000 must also be approved by the Assistant Superintendent for Curriculum and Instruction before forwarding to the Business Department. See the ECISD Purchasing Handbook for specific district procedures.

Consultants:

Consultants hired for professional development purposes will be required to complete and adhere to the district-approved contract. Payments will be made upon completion of services and submission of an invoice from the consultant. Agendas and sign-in sheets are maintained as documentation of the event.

Procurement Card Procedures:

Procurement cards, or P-cards, will only be assigned to the Agriculture teachers due to the consistent and frequent amount of travel required within the job description. An agreement form must be signed by each individual teacher, the Executive Director of Curriculum and Instruction, and the Finance Director and kept on file in the Business Office. Teachers will submit receipts and complete a report each month.

2. Travel

The CTE department has to present all CTE-related travel to the ECISD Business Office in a format aligned to District policy and procedure. Staff must follow the Business Office Travel Guidelines and utilize only District-approved forms (see Appendix A) for all travel needs. All instructions on District forms must be followed.

When requesting CTE department funds for travel, the requests will be denied and/or returned if:

- the campus principal did not approve the travel.
- funds are not available.
- appropriate, required District forms were not used.
- paperwork submitted to the district CTE department was incomplete. (as specified below)

After CTE Department funds have been approved for appropriation, please submit to the CTE Department the following:

(1) Documentation indicating Campus Administrative approval for travel.

(2) Paperwork indicating the following travel information:

- a. Date(s) of travel
- b. Conference/meeting title/sponsor
- c. Conference/meeting location
- d. Mode of travel to location
 - If personal vehicle – reimbursement for mileage after returning from travel
 - If district vehicle – reimbursement for fuel after returning from travel
 - If flight – CTE Department will attempt to accommodate flights requested (flight availability and times change constantly)
 - § Homeland Security may verify and validate flight travelers. Be sure that all of the travelers (staff and students) possess proper identification such as a Driver's License/I.D.Card/Passport and/or Visa/School I.D.; and the proper identification matches exactly with all necessary airline documentation.
 - Include feasibility/rationale (for/for not) utilizing a district vehicle for travel
 - If utilizing taxi service – reimbursement after returning from travel
 - If utilizing a shuttle service – CTE Department will attempt to accommodate services requested (approved vendors only)
 - If utilizing a car rental - CTE Department will attempt to accommodate services requested (approved vendors only)
- e. Full names of all staff who will be traveling
 - § Staff names must match exactly Driver's License/I.D.'s
- f. Full names of all students who will be traveling
 - § Student names must match exactly Driver's License/I.D.'s
- g. Hotel/motel (approved vendor only)

- If hotel/motel not a vendor of record, **allow 3-5 days** for District Approval in order to expedite paperwork necessary for establishing them as a Vendor. If hotel/motel not approved, an alternate establishment may need to be found requiring 3-5 more days.

h. Number of rooms as well as occupancy arrangements

(3) Conference/meeting agenda and registration information, including cost per attendee

(4) Meal voucher (if traveling with students only) Breakfasts will not be covered if the hotel/motel provides this service and/or the meeting/competition provides a breakfast/lunch/dinner.

NOTE: If traveling without students:

- Meals will be reimbursed per diem after travel is completed (allow 10 days for processing)
- There is no meal reimbursement for same-day travel

3. Inventory

The East Central ISD Board Policy stipulates that a single equipment item with a value of \$5,000 or more and a useful life greater than one year shall be classified as a fixed asset and subject to depreciation. With respect to items that work as a unit but are separately purchased or valued at less than \$5,000, the ECISD shall classify each item as an inventory item; these purchases shall be recorded under object 6300. This includes Federal program purchases as well. All fixed asset purchases must have the approval of the Director of Purchasing in addition to the authorized approvers for the fund codes used to pay for the purchase.

Federal Programs & State Awarded Grants:

Fixed assets purchased for Federal Programs and State awarded grants shall be tagged and logged with an asset identification tag that indicates that the assets were purchased with Federal or State Awarded Grant Funding.

All tagged items will be inventoried on an annual basis. The inventory will be housed in the CTE department office as well as the district purchasing department. CTE staff must notify the district CTE office immediately if any inventoried item becomes unusable. Inventoried items that become damaged, lost, stolen, or obsolete will be removed from inventory following the district procedures and policies.

4. Practicums/Problems and Solutions

Project plans for all students in Problems and Solutions *must* be on file in the CTE office at the Central Office by the 15th instructional day following a student's enrollment in the course. All students in Practicum courses must have a written training plan completed and on file in the CTE office at the Central Office before the student begins participating in training at the site. All eligibility and other requirements as listed in the Student Attendance Accounting handbook will be followed.

5. Program Evaluation

An annual program evaluation is completed to assure program effectiveness and compliance. Input is provided by students, teachers, administrators, counselors, business/industry partners, and higher education partners. Determinations are made based on this input regarding programmatic needs. Purchases using CTE funds are evaluated to assure the nine federally-required uses of funds are addressed and that no expenditures are unnecessary, unreasonable, or unallowable. The Program Effectiveness Review, as required for obtaining Perkins funds, is completed prior to the established deadline each year and submitted through e-Grants.

6. Record Retention

All records related to the CTE program are maintained in the CTE office for a minimum of seven years, primarily in an electronic format.

7. Income to Programs

All income generated by CTE funds must be posted to the account from which the expenses were incurred.

Career and Technical Education Programs of Study

The focus of Programs of Study is on lifelong learning for lifetime success. Students are encouraged to view learning as a process that begins in pre-kindergarten and spans a lifetime. Learning about careers, setting secondary and postsecondary education goals, and mastering rigorous academics are all part of this ongoing process to prepare students for educational achievement, meaningful careers, and active participation in their communities.

1. State Standards for CTE

The CTE Texas Essential Knowledge and Skills (TEKS), the state standards for secondary education courses, were reviewed during the 2007-2008 school year. All CTE TEKS integrate concepts from the academic curriculum, guide students in applying high-level academic concepts to real-world activities and provide opportunities for students to explore all aspects of an industry. All secondary CTE courses must be relevant, rigorous, support student attainment of academic standards and effectively prepare students for college and career success.

2. Program Approval/Quality Control

School districts are required to teach the TEKS in CTE courses. Under the state's Performance Based-Accountability System, key indicators, such as academic attainment and high school graduation, are monitored, and districts are assigned to various levels of state intervention, depending on student outcomes. In addition to PBAS staging requirements, districts assigned a stage must also include improvement plans within the annual Program Effectiveness Review.

3. High School Design

House Bill 1, passed by the 79th Texas Legislature in the summer 2006, contained a number of initiatives regarding high school success and college readiness and success, including calling for joint higher education and public education cooperation. In early 2008, the Texas Higher Education Coordinating Board approved the "college readiness standards." The content-specific expectations have some impact on academic integration in CTE, since academic standards are integrated into the CTE course standards, as appropriate. But the "college readiness standards" also include a variety of cross-disciplinary knowledge and skill statements. Cross-disciplinary standards include intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, academic integrity, reading across the curriculum, writing across the curriculum, research across the curriculum, use of data and technology. Additionally, all CTE courses have state-adopted standards (TEKS) that reinforce and enhance the rigorous academic standards which are measured on the statewide assessment.

Beginning in the 2013-2014 school year, new graduation plans were made available through HB 5. These plans included endorsements, including Business and Industry, STEM, Public Services, Arts and Humanities, and Multi-disciplinary. Most of these endorsement plans include coherent sequences of CTE courses to assure college and career readiness in our graduates.

4. Role of Career Clusters

In 2005, Texas began the process of reorganizing its CTE system from traditional CTE program areas to the national model of sixteen career clusters. Achieve Texas is the result of that process. Two of Achieve Texas's main goals are to have vertical alignment so the career clusters span all grades (P-16+) and for students to flow seamlessly from secondary to postsecondary programs. This vertical alignment will allow Texas institutions to provide high-quality programs of study that include rigorous courses based on relevant and challenging academic and technical standards. East Central ISD offers 14 of the 16 career clusters at East Central High School, also allowing students the ability to earn any of the five endorsements allowed by the state.

5. Academic & CTE Integration

As soon as a CTE student enrolls in a CTE course that is part of a sequence of courses, the accountability system identifies the student as a CTE student. Thus, CTE teachers share responsibility for the academic achievement of CTE students and take responsibility to strengthen academic integration activities, based on performance data generated by the accountability system. School districts are required to analyze performance data, research effective integration strategies and develop a plan to improve the academic performance of its CTE students. East Central ISD completes this process on an annual basis as part of the program evaluation.

6. Technical Skills Assessments

The growing number of certification and licensing programs in high-skill, high-wage or high-demand occupations reflect the extent to which CTE courses prepare students for advanced technical skills. The THECB currently collects data for all licensure programs and began development of a process to identify the various skill assessments that can be used for technical-skill attainment. Through collaboration with other state workforce organizations and industry boards a statewide system is being developed to collect accurate data for assessing technical skill attainment. Many technical programs have embedded industry-recognized credentials within the certificates and degrees. The THECB works with the colleges to develop and update the system to validate the awarding of these credentials. In addition, students on the Foundation graduation plan are able to earn Performance Acknowledgements for earning industry certifications.

7. Business & Industry Involvement

At the secondary level, Texas requires that all publicly funded CTE programs annually evaluate their programs. The program must involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors and local business and industry representatives in this evaluation. All of these stakeholders are involved throughout the year to provide input for improvement into the CTE program at East Central ISD.