State Funding for CTE and the *Student Attendance Accounting Handbook*

2015-2016 CTE Leadership Academy
October 8, 2015
Student Attendance Accounting Handbook (SAAH)
Audit Requirements

- Attendance documentation – 5 years
- Reports
  - Student Detail
  - Campus Summary
  - District Summary
- Reconciliation – teacher roster/attendance records
General Attendance

- Eligibility for funding (2–4 hours; 120-240 minutes)
- Enrollment/withdrawal procedures
- Attendance-taking rules
- Calendar
  - 75,600 required minutes (including recess and intermissions).
  - Enough built minutes built into the calendar to cover at least 840 minutes.
General Attendance Notes

- Ages 21–25 may be admitted
- Students with a GED are eligible to enroll
- Ineligible for attendance
  - Study hall
  - Signing in
CTE Contact Hour Funding Criteria

- Qualified/certified teacher
  - Exception 1: Charter schools (NCLB – highly qualified)
  - Exception 2: Dual credit – postsecondary faculty
  - Exception 3: Substitute allowed for 30 days

- Document average minutes per day

- Appropriate resources

- At least 1 coherent program/3 clusters
Funding Eligibility – Grade Levels

- Grades 9–12
- Grades 7 and 8 (CTE for the Disabled [CTED])
Funding Eligibility – Courses

- TEA-approved CTE courses
- TEA-approved CTE innovative courses
  - Maintain documentation of local board or site-based decision-making committee approval
- CTE allotment expenditures
  - 42% indirect costs
Your district may place a student in a disciplinary setting for up to 5 consecutive days and claim CTE contact hours even if no services were provided.

30 days with a substitute or no services does not apply in this setting.
Earning CTE Contact Hours

- 6-hour daily limit
- No partial attendance

Example: 1 hour attendance for 2-hour course

Auditing CTE courses does not count as contact time
Special Ed/Pregnancy Related Services
Contact Hours

- Same amount and type of CTE service as before placement
Contact-Hour Multiplier for Each V Code

<table>
<thead>
<tr>
<th>CTE Code</th>
<th>Contact-Hour Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>1.00</td>
</tr>
<tr>
<td>V2</td>
<td>2.00</td>
</tr>
<tr>
<td>V3</td>
<td>3.00</td>
</tr>
<tr>
<td>V4</td>
<td>4.00</td>
</tr>
<tr>
<td>V5</td>
<td>5.00</td>
</tr>
<tr>
<td>V6</td>
<td>6.00</td>
</tr>
</tbody>
</table>
Chart for Determining V Code for Each CTE Course

<table>
<thead>
<tr>
<th>CTE Course’s Average Minutes per Day</th>
<th>CTE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>45–89</td>
<td>V1</td>
</tr>
<tr>
<td>90–149</td>
<td>V2</td>
</tr>
<tr>
<td>150–180+</td>
<td>V3</td>
</tr>
</tbody>
</table>
CTE Career Prep Requirements

- Paid work-based learning (WBL)
  - Includes classroom instruction
  - Lasts entire year
  - Age 16 or older
  - Average 1 hour per day classroom instruction
  - Average 10 hours of work weekly – 2 credits
  - Average 15 hours of work weekly – 3 credits
  - Ineligible for contact hours if unemployed >15 days
CTE Practicum Requirements

- Practicum courses and other 2- or 3-credit CTE courses can be used as lab-based (paid or unpaid) WBL experiences
- Training must be appropriate to classroom instruction and coherent sequence
- Course lasts entire year

Paid practicum requirements:

- WBL training and classroom instruction
- Age 16 or older – valid work documentation
- Average 1 hour per day for every school week classroom instruction
Problems and Solutions

Cooperative (teacher and student)

Classroom instruction + supervised research

Claiming contact hours

- Contact hours on enrollment if project plan written within 15 days of enrollment; OR contact hours when plan is written if plan not written within 15 days of enrollment

- Instructor and student meet at least weekly

- Project progress evaluation required for each grading period
CTE for the Disabled (CTED)

- Grades 7–12
- Admission, review, and dismissal (ARD) committee approval
- Self-contained classroom
- Special education students only
Contracted Instruction

- Home district reports attendance
- Receiving district reports attendance to home district
- Student absent all day if student absent at attendance-taking time
Dual Credit

- Counts for CTE contact hours
- Documentation of agreement with college
- Must meet other dual credit requirements
  - 19 TAC Part 1, Chapter 4, Subchapter D
  - 19 TAC Part 2, Chapter 74, Subchapter C
  - Section 11.3.1 of SAAH
CTE
State Funding
State Funding

CTE Allotment

- $50 for each CTE full-time equivalent (FTE) enrolled in:
  - 2 or more advanced courses (total of 3 or more credits)
  - OR
  - Tech-prep program advanced course
State Funding

CTE State Funding Weight: 1.35

- Funding is based on contact hours where 1 FTE = 30 contact hours/week, or 1,080 contact hours/year

<table>
<thead>
<tr>
<th>Student's CTE Code (&quot;V&quot; Code)</th>
<th>Contact Hour Multiplier</th>
<th>Number of Contact Hours per Day</th>
<th>Number of Contact Hours per 180 Days*</th>
<th>FTE or Portion of an FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>1.0</td>
<td>1</td>
<td>180</td>
<td>0.167</td>
</tr>
<tr>
<td>V2</td>
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<td>2</td>
<td>360</td>
<td>0.333</td>
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<tr>
<td>V3</td>
<td>3.0</td>
<td>3</td>
<td>540</td>
<td>0.500</td>
</tr>
<tr>
<td>V4</td>
<td>4.0</td>
<td>4</td>
<td>720</td>
<td>0.667</td>
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<tr>
<td>V5</td>
<td>5.0</td>
<td>5</td>
<td>900</td>
<td>0.833</td>
</tr>
<tr>
<td>V6</td>
<td>6.0</td>
<td>6</td>
<td>1,080</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*Assumes perfect attendance
ABC Independent School District (ISD) has 75 students coded V1, 21 students coded V2, 18 students coded V3, and 5 students coded V5. All these students had perfect attendance for the school year. The district's number of CTE FTEs would be calculated as follows:

\[
\begin{align*}
75 \text{ V1 students} \times \text{contact hour multiplier of 1} \times 180 \text{ eligible days present} &= 13,500 \text{ contact hours} \\
21 \text{ V2 students} \times \text{contact hour multiplier of 2} \times 180 \text{ eligible days present} &= 7,560 \text{ contact hours} \\
18 \text{ V3 students} \times \text{contact hour multiplier of 3} \times 180 \text{ eligible days present} &= 9,720 \text{ contact hours} \\
5 \text{ V5 students} \times \text{contact hour multiplier of 5} \times 180 \text{ eligible days present} &= 4,500 \text{ contact hours} \\
\text{Total} &= 35,280 \text{ contact hours} \\
\div 1,080 \text{ contact hours} &= 32.667 \text{ CTE FTEs}
\end{align*}
\]

CTE weighted funding = eligible CTE FTEs \times \text{district's adjusted allotment (AA)} \times 1.35

ABC ISD has 32.667 eligible CTE FTEs and an AA of $6,600. The district's CTE weighted funding would be calculated as follows:

\[
\text{CTE weighted funding} = 32.667 \times \$6,600 \times 1.35 = \$291,063
\]

Regular program ADA would be reduced by 32.667
See “Estimating a District’s Foundation School Program CTE Allotment” document, available at

http://www.tea.state.tx.us/index2.aspx?id=25769817592
Questions
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