State Funding for CTE and the Student Attendance Accounting Handbook

2016-2017 CTE Leadership Academy
October 6, 2016
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, intermissions).
  - Enough 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 and Districts of Innovation
  - 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 Career Clusters
CTE Contact Hour Funding Criteria (cont.)

- Document average minutes per day

- Appropriate resources (laboratories, equipment, and technology are provided to teach the Texas Essential Knowledge and Skills (TEKS))

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

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

- TEA-approved CTE courses
- TEA-approved CTE innovative courses (grades 9-12)
  - Maintain documentation of local board approval to offer any TEA-approved innovative course
- 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 for funding purposes
- No partial attendance

Example: 1 hour attendance for 2-hour course or 1 or 2 hours in a 3-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
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>

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

- Paid work-based instruction
  - 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 (V2)
  - Average 15 hours of work weekly – 3 credits (V3)
  - Ineligible for contact hours if unemployed >15 consecutive 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 (ex: SS card)
- 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

- Your district may count a student in a Problems and Solutions course for contact hours on the first day of enrollment if project plan written within 15 days of enrollment.

- If the project plan is not written within 15 days, your district may count the student contact hours beginning on the first day the project plan is written.
Problems and Solutions (cont.)

- 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 flat fee for each CTE full-time equivalent (FTE) enrolled in:
  - 2 or more advanced CTE courses for three or more credits
  - OR
  - an advanced CTE course as part of a tech-prep program.
State Funding

CTE State Funding Weight: 1.35

- An FTE is defined as 30 hours of contact a week, or 1,080 hours of contact a year, between a student and CTE program.

FTE or Portion of FTE Generated by CTE Students

<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>
<td>2.0</td>
<td>2</td>
<td>360</td>
<td>0.333</td>
</tr>
<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>
</tr>
<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:

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

Total = 35,280 contact hours

\[
\frac{35,280}{1,080} = 32.667 \text{ CTE FTEs}
\]

CTE weighted funding = eligible CTE FTEs \times 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:

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

See “Estimating a District’s Foundation School Program CTE Allotment” document, available at

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

- Yolanda Walker
  yolanda.walker@tea.texas.gov
  (512) 463-0947

- Chanda Williams
  chanda.Williams@tea.texas.gov
  (512) 475-2012