CCMR: CTE, Innovative High School Models, & High School Equivalency Subsidy

August 22, 2019

Agenda

CCMR: CTE, Innovative High School Models, & High School Equivalency Subsidy

- ➢ Background on Career and Technical Education (CTE) Calculations
- ➢ How did HB 3 Change CTE Funding
- ➢ CTE Spending Requirements
- ➢ CTE Summer Grant
- ➢ Incentives for High School Models
- ➢ Subsidy for High School Equivalency

Introductions

Key TEA Personnel

Heather Justice
Division Director of College, Career, and Military Preparation

Ryan Merritt
Director of Career and Technical Education

Stacy Avery
Director of Postsecondary Preparation Programs

Texas Commission on Public School Finance Recommendation

Career and Technical Education

The Texas Commission on Public School Finance discussed the importance of CTE courses and their availability, both in rural settings and for earlier grades, to ensure that students have the opportunity, experience, and credentials to pursue meaningful careers after high school.

The commission made the recommendation to expand the career and technology allotment to include courses in sixth through eighth grade.

Why This Matters

The purpose of the funding allocations and changes are to further the goal set under the state's plan for higher education developed under Texas Education Code (TEC) §61.051 for at least **60 percent of all adults aged 25 to 34 in Texas to achieve a postsecondary degree or workforce credential by 2030**.

Funding provides support for district to offer students greater access to career opportunities

The programs supported by the funding are directly aligned with the Texas Education Agency's strategic plan that focuses on **every child prepared for success in college, career, or the military**

Background on Career and Technical Education Calculations

- **CTE Allotment**

  - For each full-time equivalent student in average daily attendance in an **approved career and technical education program** in grades **9 through 12** a district is entitled to:

    - An annual allotment equal to the basic allotment **multiplied by a weight of 1.35**

    - $50 per ADA FTE enrolled in two or more **advanced CTE courses** for three or more credits

Calculating Funding for CTE Allotment

The amount of a district's CTE allotment can be calculated by **estimating the number of CTE FTEs** to determine estimates of the district's weighted CTE funding and **adding those funds** to its funding for FTEs in advanced courses.

- 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 personnel.
  - **30 contact hours per week × 36 weeks [180 days] = 1,080 contact hours per year**

Each student enrolled in one or more CTE courses is assigned a code (V1–V6) indicating the **average number of hours per day** that the student spends in a CTE course. This code is used to determine the **number of CTE contact hours** a student generates per day and the resulting portion of an FTE that the student generates.

Student's CTE Code ("V" Code)	Contact Hour Multiplier	Number of Contact Hours per Day	Number of Contact Hours per 180 Days*	FTE or Portion of an FTE
V1	1.0	1	180	0.167
V2	2.0	2	360	0.333
V3	3.0	3	540	0.500
V4	4.0	4	720	0.667
V5	5.0	5	900	0.833
V6	6.0	6	1,080	1.000

*assumes perfect attendance

Calculating Funding for CTE Allotment
Step 1: Estimating FTEs

Example:

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:

	75 V1 students	×	**contact hour multiplier of 1**	×	**180 eligible days present**	=	**13,500 contact hours**
	21 V2 students	×	contact hour multiplier of 2	×	180 eligible days present	=	7,560 contact hours
	18 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=	9,720 contact hours
+	5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=	4,500 contact hours
					Total	=	35,280 contact hours
						÷	1,080 contact hours
							32.667 CTE FTEs

Example:

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:

	75 V1 students	×	contact hour multiplier of 1	×	180 eligible days present	=	13,500 contact hours
	21 V2 students	**×**	**contact hour multiplier of 2**	**×**	**180 eligible days present**	**=**	**7,560 contact hours**
	18 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=	9,720 contact hours
+	5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=	4,500 contact hours
					Total	=	35,280 contact hours
						÷	1,080 contact hours
							32.667 CTE FTEs

Calculating Funding for CTE Allotment
Step 1: Estimating FTEs

Example:

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:

	75 V1 students	×	contact hour multiplier of 1	×	180 eligible days present	=	13,500 contact hours
	21 V2 students	×	contact hour multiplier of 2	×	180 eligible days present	=	7,560 contact hours
	18 V3 students	×	**contact hour multiplier of 3**	×	**180 eligible days present**	=	**9,720 contact hours**
+	5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=	4,500 contact hours
					Total	=	35,280 contact hours
						÷	1,080 contact hours
							32.667 CTE FTEs

Calculating Funding for CTE Allotment
Step 1: Estimating FTEs

Example:

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:

	75 V1 students	×	contact hour multiplier of 1	×	180 eligible days present	=	13,500 contact hours
	21 V2 students	×	contact hour multiplier of 2	×	180 eligible days present	=	7,560 contact hours
	18 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=	9,720 contact hours
+	**5 V5 students**	**×**	**contact hour multiplier of 5**	**×**	**180 eligible days present**	**=**	**4,500 contact hours**
					Total	=	35,280 contact hours
						÷	1,080 contact hours
							32.667 CTE FTEs

Calculating Funding for CTE Allotment
Step 1: Estimating FTEs

Example:

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:

	75 V1 students	×	contact hour multiplier of 1	×	180 eligible days present	=		13,500 contact hours
	21 V2 students	×	contact hour multiplier of 2	×	180 eligible days present	=		7,560 contact hours
	18 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=		9,720 contact hours
+	5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=		4,500 contact hours
					Total	=		**35,280 contact hours**
							÷	**1,080 contact hours**
								32.667 CTE FTEs

A school district receives a set amount of funding, weighted with a multiplier of 1.35, for each CTE FTE in an eligible CTE program. Weighted CTE funding is calculated as follows:

CTE weighted funding = eligible CTE FTEs × district's adjusted allotment (AA) × 1.35

- **Note:** A district's AA amount can be found on its *Summary of Finances* report. A district's AA is determined by making certain adjustments to the basic allotment based on factors such as school district size and sparsity of the district's population. For a detailed explanation of how a district's AA is determined, please see the manual *School Finance 101: Funding of Texas Public Schools*, available at http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=2147511834.

Example:

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:

CTE weighted funding = 32.667 × $6,600 × 1.35 = $291,063

In addition to weighted funding, a school district is also eligible to receive a flat amount of $50 per FTE enrolled in two or more advanced CTE courses for three or more credits.

CTE advanced course funding = eligible CTE FTEs × $50

Example:

In ABC ISD, 16 of the 18 students coded V3 are eligible to generate the advanced course/program funding based on their course or program enrollment, and all 5 of the 5 students coded V5 are eligible to generate the advanced course/program funding based on their course or program enrollment.

	16 V3 students	×	contact hour multiplier of 3	×	180 eligible days present	=		8,640 contact hours
+	5 V5 students	×	contact hour multiplier of 5	×	180 eligible days present	=		4,500 contact hours
					Total	=		13,140 contact hours
						÷		1,080 contact hours
								12.167 CTE FTEs

CTE advanced course/program funding = 12.167 × $50 = $608 (rounded)

A district's total CTE allotment is found by adding its CTE weighted funding and its advanced course funding.

CTE allotment = CTE weighted funding + CTE advanced course funding

Example:

ABC ISD had CTE weighted funding of **$291,063** and CTE advanced course funding of **$608**. The district's total CTE allotment would be calculated as follows:

CTE allotment = $291,063 + $608 = $291,671

Frequently Asked Question

 Question	**How does a course get designated as an advanced CTE course?**

 Answer	Advanced CTE courses are courses that would be taught toward the end of a student's coherent sequence of courses. These courses have advanced technical content and require application of previous concepts connected to the coherent sequence. TEA identifies courses on the advanced course list. The current list of advanced CTE courses is on the CTE allotment website (https://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Career_and_Technology_Education_Allotment/).

Frequently Asked Question

Question	**How is the advanced course funding different from advanced courses that districts select for endorsements?**

Answer	Districts identify courses as "advanced courses" that would satisfy the requirements related to one of the **five endorsement areas**. These courses may be different from the list of advanced courses related to the $50 CTE funding which is generated by TEA. This process has not changed and is the current way that the allotment has been calculated.

How did HB 3 change CTE funding?

New classes were added to CTE weighted funding

- Technology Applications (tech apps) including all high school computer science & related courses

Earlier support for CTE courses

- CTE funding applies high school CTE and tech apps courses taught in 7th and 8th grade

Key Takeaway	Existing funding formulas did not change

Technology Applications

HB 3 funds Tech Apps courses as CTE weighted courses

- Tech Apps courses are related to information technology, web design, and computer science

- The most popular Tech Apps courses are *Computer Science I*, and *AP Computer Science Principles*

HB 963 moves the Tech Apps courses under CTE and requires the SBOE to conduct an analysis to remove duplicative courses

Key Takeaway	Along with HB 3, HB 963 moves **High School** Technology Applications courses under CTE courses within Chapter 130

Middle School

HB 3 funds high school CTE and Tech Apps courses taught in the middle school in grades 7 and 8.

This does not include funding to teach middle school students the College and Career Readiness (CCR) TEKS.

- Districts deliver these TEKS either as add-ons to established courses or in stand alone courses such as *Career Investigations* and *College and Career Readiness.*

Key Takeaway	Middle school courses *Career Investigations* and *College and Career Readiness* do not generate CTE weighted funding.

Two Example Coherent Sequences

Providing **earlier access** for students in middle school allows for a jump start on endorsements and CTE coherent sequences of courses. This provides more time in a student's schedule for **advanced CTE courses** and **work-based learning** experiences in high school.

Middle School

High School

			Grade 9	Grade 10	Grade 11	Grade 12
Normal Start			Fundamentals of Computer Science	Computer Science I	Computer Science II	AP Computer Science A
Jump Start *(better prepared to sit for industry-based certifications)*	**Grade 7** Fundamentals of Computer Science	**Grade 8** Computer Science I	**Grade 9** Computer Science II	**Grade 10** AP Computer Science A	**Grade 11** Introduction to C+ Programming Principles	**Grade 12** Practicum of Information Technology

C++ Certified Associate Programmer (CPA)

CTE Spending Requirements

CTE Spending Requirements

Changes percentage of funds required to be spent in CTE programs from 58% to 55%

- Rules to allow for funding to be spent down in middle grades (7-12)
- Implemented in 2019-2020 school year

Spending requirements are posted to the Financial Accountability System Resource Guide (FASRG)

- The only anticipated changes to spending requirements would be those allowable in **middle school**

CTE Summer Grant

- **Competitive Grant**

  - $5 million to provide access to CTE and Work Based Learning (WBL)

    - Funding to support the awarding of credit for CTE courses and WBL experiences over the summer

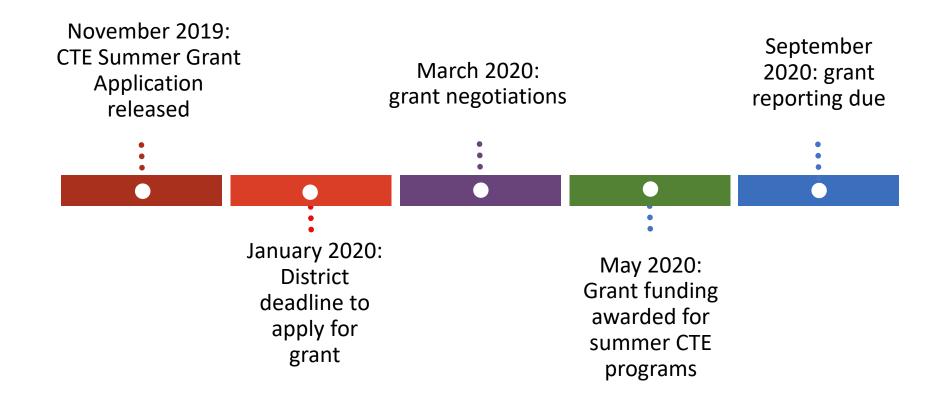| **In Statute**	Section 29.194: From funds appropriated or available for the purpose, the commissioner, in cooperation with an appropriate private entity, shall establish a grant program to provide funding to districts for CTE courses offered during the summer

CTE Leadership Committee

- CTE administrators representing all 20 ESC regions of the state

- Representation from the Career and Technical Association of Texas leadership

- Representation from ESC CTE staff

Recommendations

- CTE Summer bridge programs for incoming 9th graders

- Districts who partner with others for shared use facilities

- Summer experiences that lead to either foundational industry-based certifications of value (OSHA10) or to IBCs on the state list

- Opportunities that accelerate students towards completion of advanced courses in a CTE programs of study

- Internship experiences where students complete a project of value to a local business

CTE Summer Grant Timeline

November 2019: CTE Summer Grant Application released

January 2020: District deadline to apply for grant

March 2020: grant negotiations

May 2020: Grant funding awarded for summer CTE programs

September 2020: grant reporting due

Incentives for High School Models

Incentives for High School Models

$50 for each of the following in which a student is enrolled:

- Campus designated as a P-TECH

- Campus that is a member of the New Tech Network

New Development	The commissioner will seek to exercise the provision of HB 3 related to unintended consequences to clarify that this $50 is generated per ADA as opposed to per Full Time Equivalent ADA in CTE.

Incentives for High School Models

New Tech

- Campuses who have an active agreement with New Tech and are in the implementation or continuation phase
  - Does not apply to campuses that are in planning/design nor in the alumni phase
- New PEIMS indicator for schools in the New Tech network added 2019-2020 (**E1647**)

P-TECH

- Campuses who are designated
  - Does not apply to campuses who are in the planning phase
- Uses existing PEIMS indicator (**E1612**)

Key Takeaway

Can be combined with the $50 for an FTE student who takes two or more advanced CTE courses for three or more credits. Districts can combine CTE weighted funding, advanced CTE courses, and P-TECH/New Tech funding.

Implementing Quality Innovative High School Models

PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

an open-enrollment school model that provides students with rigorous CTE and Work-Based Learning programs that:

- Provide students grade 9 through 12 the opportunity to complete a course of study that **combines high school and postsecondary courses**.
- Enable students to earn a high school diploma, an associate degree, a two-year post-secondary certificate or industry certification, and complete work-based training **within 6 years or sooner**.
- Allow students to gain **work experience** through an internship, apprenticeship, or other job training programs.
- Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students **access to postsecondary education and workforce training** opportunities.

| **Key Takeaway** | Find out more about how to implement a P-TECH model on our College and Career Readiness School Models website: https://tea.texas.gov/CCRSM/ |

Sample Funding Scenario:

This is a P-TECH school. It has 156 students.
- It's pathways for students are Nursing Science and Cybersecurity
- This school would receive the following in incentive funding

156 students x $50 per student enrolled = $7,800

Subsidy for High School Equivalency

- The agency shall enter into a memorandum of understanding to transfer funds to the Texas Workforce Commission.
  - TWC to provide to individuals who 21 years of age or older a subsidy in an amount equal to the cost of taking one high school equivalency examinations.
    - High school equivalency exams: GED and HiSET
    - Texas Workforce Commission will determine and set rules
    - $1.5 million for the biennium

In Statute	The Subsidy for High School Equivalency can be found in HB 3 §48.302

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3

tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information

HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions

Thank you!
For Additional Questions:
HB3info@tea.texas.gov
Include CCMR/CTE in the subject line