

Levelland ISD

CTE/PAR Visit

Compliance Indicators

1. CTE programs are sufficient in size, scope, and quality to be effective, including Industry safety standards.
2. CTE programs integrate academic and technical skill attainment through coherent course sequence.
3. CTE programs are developed, operated, and evaluated with involvement of well-informed stakeholder groups
4. The appropriate labs, resources, and technology are provided and there is instruction in 100% of the TEKS for all CTE courses offered.
5. CTE enrollment is open to all students without regard to race, color, national origin, gender, disability, or English language skills, including membership in Career and Technical Student Organizations.
6. The district meets the TAC requirements of offering at least three CTE programs of study in three different career clusters.
7. CTE programs are evaluated annually using the Program Effectiveness Review.
8. CTE performance data, Perkins accountability results, and follow-up data are used as the basis for continuous improvement strategies.
9. Comprehensive professional development is provided for teachers, counselors, and administrators.
10. The district follows TEC for the recognition of work experience as creditable years of service for certain CTE teachers.
11. Local college and career counseling activities support TEC Public Education CTE Goals and State Plan for CTE
12. Local accounting and reporting procedures meet state requirements for uniformity and accuracy.
13. Each student participating in a CTE course with paid work-based learning experience meets placement deadlines, training requirements, and Child Labor Laws
14. A written training agreement is on file, including being completed within required timelines, for each student in a CTE course with work-based learning experiences.

15. All students enrolled in CTE classes with a paid work-based learning component are at least 16 years old.
16. CTE teachers assigned to career preparation work-based learning experiences visit student training sites a minimum of 6 times per year or at least 1 time per grading period.
17. Students enrolled in CTE independent study courses meet the requirements for project plans, classroom instruction, and project evaluation.
18. All TAC requirements have been met for students enrolled in CTE dual credit courses
19. Perkins funding is utilized consistent with activities approved in the district's local plan
20. The district maintains current and accurate attendance records used as the basis for funding allocation.
21. Perkins funding is used to supplement, not supplant non-federal funding for CTE and is used solely to improve CTE program as identified in the Perkins guidelines
22. Perkins expenditures are consistent with requirements and allowances documented in fiscal records, which must be retained by the LEA for 5 years.
23. Perkins funding is used to develop, improve, or expand the use of technology in CTE programs.
24. At least 60% of the district's CTE state allotment is spent to support CTE courses with Program Intent Code 22
25. Student 410 PEIMS records are created only for enrollment in CTE course eligible for contact hour funding.
26. All students reported for CTE contact hour funding are in grades 9-12 (or 7-12 for students enrolled in CTED)
27. Changes in student schedules (enrollment, withdrawal, suspension, transfer to homebound services, etc.) are correctly reported to PEIMS
28. The number of contact hours reported does not exceed 3 per individual CTE course (1-3 based on course) and 6 total hours per student.
29. Students are not reported for CTE contact hours for participating one hour in a two-hour course or two hours in a three-hour course.
30. Student 110 PEIMS records reflect correct reporting of the CTE Indicator Code (Codes 1, 2, 3)
31. Student 410 PEIMS records reflect correct reporting of the CTE enrollment
32. Correct service ID codes are reported on student 170 records
33. Student 410 PEIMS records correctly report eligible attendance-generating CTE contact hours (V1, V2, V3)
34. Student 415 PEIMS records correctly reflect CTE completion data for grades 9-12 students who complete one or more CTE course.

35. CTE Career Preparation courses span the entire year and include work-based training experiences coordinated with classroom instruction.
36. Enrollment numbers of students with disabilities in CTE are maintained at a level so as not to create a harmful effect on student learning for student with or without disabilities in a class.
37. The district has adopted policies, grievance procedures, and public notifications assuring nondiscriminatory access of all students to CTE.
38. Each Admission, Review, and Dismissal (ARD) Committee includes a representative from CTE, preferably the teacher of record, when considering placement of a student with a disability in a CTE course.
39. An ARD committee has determined that the specialized services needed by each student served in CTED courses can only be provided in the specialized, self-contained classroom.
40. The district provides the supplementary services (support personnel, instructional aids, and modification of curriculum, equipment, and instruction) needed for the success of students with disabilities enrolled in CTE.
41. CTE program information documents, counseling materials, and recruiting materials and activities include a statement of nondiscrimination indicating that CTE programs and materials do not discriminate or stereotype persons on the basis of gender, race, color, national origin, or disability.
42. CTE programs reflect the district's overall composition for ethnic groups, males/females, and individuals with disabilities.
43. District employment and compensation policies and practices are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age.
44. A person may not be employed as a teacher, teacher intern, or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit as provided by SBEC.
45. The LEA implements a comprehensive system of personnel development that ensures that all personnel involved in CTE program are adequately prepared to make appropriate decisions regarding CTE program implementation and improvement.