

CAREER & TECHNICAL EDUCATION (CTE)

**MANUAL**



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**PREPARED BY**  
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## RMA CTE CONTACT

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## INTRODUCTION

RMA is committed to citizenship, college and career preparation for all students. Through our half-day flexible model, innovative curriculum and personalized support system comprising people, programs, and culture, we are closing the opportunity gap and increasing levels of achievement by preparing students for graduation, career, college, and citizenship.

### **RMA Mission is:**

Empowering students to graduate prepared to exceed all expectations.

### **RMA Vision is:**

Every student will be empowered to make choices for lifelong success.

### **RMA Charter Goals:**

RMA will provide academic programs which will ensure all students have the necessary skills to continue their educational training, begin a career, and be able to solve problems.

RMA will equip training and utilize 21<sup>st</sup> Century technology in all classrooms to prepare students for the challenges of the future.

RMA will cultivate an atmosphere where there is timely, open communication with all of our communities, parents, staff and students.

RMA will allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement.

RMA will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

RMA will develop and implement a variety of career and technology educational programs that provide the graduate with specific skills needed in the workforce.

## **CTE STRATEGIC PLANNING**

### **Student Success**

1. Create pathways offering a coherent sequence of coursework, aligned resources, credentials, and work-based learning.
  - a. Establish processes for offering student credentials and documentation.
    - i. CTE will update labs with technology required to provide student coursework leading to credentials and certifications.
    - ii. CTE will publish a student credential alignment yearly documenting certifications and licensures offered that align with the curriculum and courses offered.
    - iii. CTE will create and implement a process to monitor, report, and provide feedback for student credentialing by 2023

### **Customer Service**

- b. Facilitate cross curricular, industry, and community education and engagement.
  - i. CTE will unify stakeholders with district business industry partner events at least twice yearly beginning in 2023.
  - ii. CTE will provide opportunities for students to extend their classroom learning to real world scenarios.
  - iii. CTE will offer community education events yearly beginning in 2023.

### **Human Capital**

2. Engage parents, staff, school leaders, and greater community to diversify and prepare students as capable learners.
  - a. Staff engage in professional learning to improve CTE content, pedagogy, and accountability.
    - i. CTE aligns teacher professional learning to the strategic plan, focusing on pedagogy and accountability in 2022-2023.
    - ii. CTE will collaborate across school departments to provide learning opportunities for both student and parents.
    - iii. CTE will create opportunities for school leaders and the community to engage in college, career, and military learning.

3. Establish Career and Technical Education Professional Learning Communities that focus on collaborative decisions and strategies for inclusion.

a. Facilitate protocols for CTE Professional Learning Communities.

i. CTE offers professional learning and support for PLC development and operation by 2022.

### **Customer Service**

b. Collaborate with representatives for special populations.

i. CTE will collaborate with RMA SPED Department a minimal of twice yearly towards more effective inclusion practices in 2022-2023.

ii. CTE will analyze data targeting professional learning for the inclusion of special populations.

iii. CTE will facilitate program marketing and recruitment methods that are inclusive of every student and stakeholder.

c. Create CTE Leadership Team for facilitation and shared decision representatives.

i. CTE Department will meet monthly and collaborate on CTE programming and resources beginning 2021.

### **Fiscal Responsibility**

4. Evaluate, monitor, and adjust programming for a continuous cycle of improvement.

a. Utilize and create tools for the evaluation of programs.

i. CTE will conduct a local assessment program regularly.

b. Establish feedback procedures to acquire data regarding CTE program quality and effectiveness for student success.

i. CTE will survey stakeholders and report data collected yearly.

c. Utilize data to adjust programming.

i. CTE will analyze stakeholder feedback to adjust programming, resources, and professional learning yearly.

## OVERVIEW

Career and Technical Education (CTE) provides rigorous and relevant coursework preparing individuals for high-demand, high-skill, and high-wage careers. CTE programs are transformed programs of study that no longer resemble the vocational education programs of previous decades. RMA Career and Technical Education (CTE), varying by campus, currently offers 5 enriching programs of study from the defined career clusters. RMA CTE focuses on Arts, A/V Technology and Communication, Architecture & Construction, Law and Public Service, Business and Marketing and Finance, and Human Services. Much of our program of study is delivered via distance learning.

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies, such as mail, satellite, internet, video-conferencing, and instructional television. Distance learning is embedded in courses taught throughout RMA Texas Inc. Most often, this instruction is part of a “blended learning model” that entails a certified distance-learning teacher providing instruction in concert with local associate teachers, special education teachers, and other faculty.

Distance learning is provided on our campuses as additional support to provide our students more opportunities to be successful. In this setting, our Associate teachers play a vital role in facilitation of our distance classroom. The Associate teacher ensures that all of the students in the classroom are engaged and focused on the instructional delivery being provided by the Distance teacher. Since multiple campuses are receiving the same instruction it is imperative all classrooms are in sync with each other. Instruction is provided via Adobe Connect where both the Associate Teacher and individual students are able to log on with their individual laptops. Participation is key to success of the distance classroom.

As we prepare students for emerging and future careers, CTE coursework must encompass technical knowledge in specific program areas, while applying the skills learned in core content classes. Meeting this new educational demand requires new instructional delivery designs that integrate both academics and industry skills. Students will learn best by experience. Innovative instructional delivery promotes hands-on learning combined with advanced academics while meeting the needs of all learners.

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, and high-wage careers in Texas. The programs of study were implemented during the 2020-2021 school year and will allow Texas to meet the federal program

approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V). (TEA).

## **PERKINS V TRANSITION PLAN**

On July 31, 2018, the president signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into Law. Perkins V includes key changes that will impact the implementation of CTE programs, such as an added emphasis on programs of study, the addition of a Comprehensive Local Needs Assessment, and the introduction of new program quality indicators. The Texas Perkins V four-year state plan, covering all the requirements of the Act, will be submitted to the US Department of Education upon approval by the Governor and State Board of Education in spring 2020.

## **INDUSTRY-BASED CERTIFICATIONS (IBCs)**

2019-2020 Approved Industry-Based Certifications for Public School Accountability

The Texas Education Agency (TEA) is released the updated list of industry-based certifications to be used for public school accountability. The new list of industry-based certifications went into effect during 2019-2020 schoolyear and will apply to school accountability ratings as of August 2021. As the new list is reviewed, please make note of the following: Business, Marketing and Finance clusters have been aligned together. In addition, Government & Public Administration has been aligned with the Law, Public Safety, Corrections and Security career cluster. Industry-Based Certifications are valuable in multiple career clusters. An example of this is the Autodesk AutoCAD certification which aligns with several careers. If the certification is earned, a district should report the certification regardless of the primary cluster identified on the list.

The current list can be found here: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certification-resources>

## **PARTNERSHIPS**

In an effort to expose students to their diverse post-graduate options, RMA commits to collaborate with an established Advisory Board to gain the expertise of local community partners from industry and workforce, secondary education, higher education, and the armed services.

## **COLLEGE CREDIT COURSES**

Students in grades 9-12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP);
- Enrollment in an AP or dual credit courses through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnerships with the school and may be offered on or off campus;
- Enrollment in courses taught at institutions in RMA – Students may be eligible to enroll in dual enrollment courses at a college located in the individual school area; and
- Certain CTE courses

## **TSI (TEXAS SUCCESS INITIATIVE)**

Assessment Prior to enrollment in a Texas public college or university, most students must take a standardized assessment called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through RMA as well. Beginning in fall 2013, all Texas public colleges and universities begin administering the TSI assessment, which will assist as one of several factors in determining whether the students is considered ready to enroll in college- level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

RMA Texas Inc. will pay for students to take the TSI once, provided they are enrolled in the supporting dual credit course offered through RMA Texas Inc. campuses.

## **TEXTBOOKS, ELETRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage



paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## **GENERAL RESPONSIBILITIES OF CTE TEACHER**

The job description of a Career and Education (CTE) teacher encompasses multiple responsibilities and obligations. Teachers seek to influence the students through experiences that extend academic instruction that yields life-long benefits. Teachers behave in ways that consistently exhibit the highest standards of professionalism. The safety of our students is a priority. CTE teachers involved in UIL related events or other activities sponsored by a state or national organization are thoroughly acquainted with current rules, regulations, and dates pertaining to their disciplines.

Students eligibility is monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the District CTE Coordinator and or campus principal for interpretation and resolution. CTE programs are held to local, state, and federal standards. Compliance with policies and procedures is critical to success. The District CTE Coordinator will seek to provide opportunities for training campus teachers and leaders regarding such issues. Compliance concerns are reported to District CTE Coordinator, and any other district level personnel that may need to have knowledge of such issues.

### **CONDUCT BEFORE AND AFTER SCHOOL**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as rehearsals, club meetings, practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **MEETINGS OF NON-CURRICULUM-RELATED GROUPS**

Student-organized, student-led non-curriculum- related groups are permitted to meet during the hours designated by the Principal before and after school. These groups must comply with the requirements of the RMA Texas School Board Policy. A list of these groups is available in the Principal's office.

## **BUDGET POLICIES AND PROCEDURES**

CTE budget requests will occur via Expense Request Form and or Travel Request Form located in SharePoint. CTE budgets are intended for consumable supplies for instruction. Site licenses, curriculum, small equipment, and large capital items will be purchased with central office approval. The funds provided are to be utilized for purchases for Campus/Student/Teacher needs in terms of routine daily program functioning and student learning. Purchases are expected to align with curriculum and CTE strategic planning.

## **TRANSPORTATION**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the Principal or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. Employees will not transport students in their personal vehicles.

## CTE AND SPED

According to the Carl D. Perkins Act, a person categorized as being a member of special populations defines an individual with a disability, comes from an economically disadvantaged family, is preparing for non-traditional fields, is a single parent or a single pregnant woman, is a displaced homemaker, or has limited English proficiency. In order to better understand the term, we should examine what each criterion under the special population category means:

- Individuals with disabilities
- An individual with a disability means any disability as defined in Section 3 of the Americans with Disabilities Act of 1990. This means the following:
- A physical or mental impairment that substantially limits one or more of the major life activities, or a record of impairment, or being regarded as having impairment.

The CTE teacher will have a broad variety of individuals with disabilities in their program over their career.

**The Methods of Administration for Access (MOA) to Career and Technical Education (CTE) is designed to ensure students enjoy equal access to CTE programs and activities regardless of race, color, national origin, sex, or disability.**

**\*Campuses will hold CTE/SPED department collaboration meetings once each semester, documenting attendance, agenda, and minutes.**

### IEP/ARD MEETING

Admission, Review, and Dismissal (ARD) Committee meets to develop the Individualized Education Program (IEP). The team talks about the student's needs, any special services they should have, and how progress will be measured.

## **CAREER AND TECHNOLOGY EDUCATION (CTE) AND SPECIAL EDUCATION QUESTIONS AND ANSWERS**

**1. Can a dually certified special education/CTE teacher serve both roles at the ARD Committee meeting?**

The only way a teacher could serve in both roles is if he/she is employed by the district in both capacities. Otherwise, the teacher must represent the department for which he/she is employed to provide service. The CTE representative on the ARDC needs to have knowledge of the program. Being dually certified does not grant the teacher permission to sign the ARD paperwork in multiple capacities. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an Early Childhood Program for students ages 3 or 4.

**2. May the general education teacher and the CTE representative be the same person? Yes.**

**3. When is a CTE representative required to be at an ARD meeting?**

According to: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Special Provisions for Career and Technology Education. §75.1023. Provisions for Individuals Who Are Members of Special Populations. (d)(1) -- The ARD committee shall include a representative from career and technology education, preferably the teacher, when considering initial or continued placement of a student in career and technology education.

**4. Is it legal to modify CTE classes for special education students? If so, do these students still get credit for the course?**

According to: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Special Provisions for Career and Technology Education. §75.1023. Provisions for Individuals Who Are Members of Special Populations. (c)-- A student with a disability shall be instructed in accordance with the student's individualized education program (IEP) in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student is unable to receive a free appropriate public education (educational benefit) in a regular career and technology education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technology education for students with disabilities (CTED) programs. Students may



receive credit for meeting passing requirements for classes in which they are enrolled

The following confidentiality notice and nondiscrimination statement will be included on staff email signatures. Nondiscrimination statements should also be included on all public documents and communications.

## CONFIDENTIALITY NOTICE

*\*This communication is confidential and may be legally privileged. If you are not the intended recipient, (i) please do not read or disclose to others, (ii) please notify the sender by reply mail, and (iii) please delete this communication from your system. Failure to follow this process may be unlawful. Thank you for your cooperation.*

It is the policy of RMA not to discriminate on the basis of race, color, national origin, sex or handicap 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. Es norma del distrito de RMA no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, 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 Emiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

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