



# CAREER AND TECHNICAL EDUCATION PROGRAM EVALUATION

Prepared by Jenny Arledge, Director of College and Career Readiness  
– June 2018

2017-18 School Year



# Table of Contents

Letter from Director

SSHS CTE Vision Statement

SSHS CTE Mission Statement

SSHS CTE Goals:

Accountability Summary 20162

Advisory Committee

CTE Advisory Committee Members

Meeting Summaries

Articulated CTE Courses through PJC

CTE Meetings

CTE News

CTSO Accomplishments & Recognitions

National Technical Honor Society (NTHS)

Business Professionals of America (BPA)

Family, Career and Community Leaders of America  
(FCCLA) FFA -

Health Occupations Students of America (HOSA)

Endorsement in CTE

Business & Industry Endorsements

Public Service Endorsements

STEM

Endorsement Selections by Students

Endorsement Future Goals

PBMAS CTE Report Summary

PEIMS CTE Coding Summary

CTE Fall Indicator Codes

CTE Contact Hour Codes

Perkins 2016-17 Application & Allotment

Program Enhancements

Technology/Equipment/Lab Improvements

Ag

---

Auto Tech

Arts, A/V Technology & Communications; Information Technology

Business

Education & Training

Health Science

Hospitality & Tourism

Curriculum Improvements

Ag

Arts, A/V Technology & Communications; Information Technology

Business

Education & Training

Health Science

Hospitality & Tourism

Law & Public Safety

STAAR/EOC Results for CTE Students

Student Certifications

Student Certifications by Area

Survey Results - Program Evaluation

---

## Letter from Director

June 19, 2018

SSHS CTE Stakeholders:

Career and Technical Education (CTE) has been and will continue to be a key component in the education of today's students. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. At Sulphur Springs High School, 95.9% of our students are enrolled in CTE programs.

CTE prepares these learners for the world of work by introducing them to workplace competencies, allowing them opportunities to earn industry recognized certifications, providing on-the-job training through internships and shadowing opportunities, offers dual credit opportunities in several programs, and makes learning relevant by providing it in a hands-on context. CTE can make the difference in keeping students engaged in school. In fact, the high school graduation rate for CTE concentrators for SSHS was 93.9% in 2017. CTE is an integral part of teaching students how to succeed in careers, post-secondary education, and life after high school.

We work diligently to expand with new programs of study and to grow and improve existing programs based on student Endorsement selections and community needs. We have an active CTE Advisory Committee made up of community business leaders, post-secondary representatives, teachers, students, parents, and administration. This committee meets twice per year to 1) determine goals for each program area to grow programs and 2) assess the success of the goals set for the year and evaluate the programs offered at SSHS. We have continually made strides in improving our CTE programs and even growing new CTE programs in the past several years through our CTE Advisory Committee suggestions.

CTE is and will continue to be a strong influence in making our students successful both now and in the future. We will continue to grow and improve our programs to meet the needs of our SSHS students.

Sincerely,

*Jenny Arledge*

Jenny Arledge  
Director of College & Career Readiness  
Sulphur Springs High School

---

## SSHS CTE Vision Statement

Career & Technical Education (CTE) students will graduate ready for college, career, and life in a global society.

## SSHS CTE Mission Statement

The mission of Sulphur Springs High School Career & Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.



## SSHS CTE Goals:

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.

### **Public Notification of Nondiscrimination in Career and Technical Education Programs**

Sulphur Springs ISD offers Career and Technical Education (CTE) programs in the following career clusters: Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Transportation, Distribution & Logistics Admission to these programs is based on class space and availability, interest and aptitude, age appropriateness, and teacher recommendations. It is the policy of Sulphur Springs ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices, CTE 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. Sulphur Springs ISD will take steps to assure the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Betty Lawson, at 631 Connally Street, Sulphur Springs, TX, 75482, 903-885-2153 and/or the Section 504 Coordinator, Susan Johnston, at 219 Ponder Street, Sulphur Springs, TX, 75482, 903-885-6230.

---

# Accountability Summary 2017

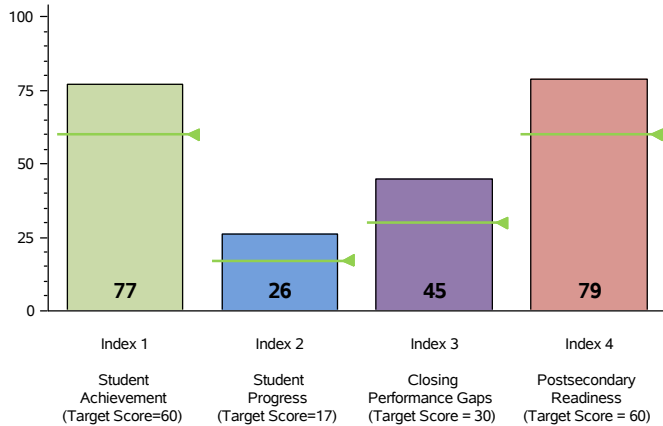
**Texas Education Agency  
2016-17 School Report Card  
SULPHUR SPRINGS H S (112901002)**

District Name: **SULPHUR SPRINGS ISD**  
Campus Type: **High School**

Total Students: **1,263**  
Grade Span: **09 - 12**

### 2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2017 Accountability Rating

**Met Standard**

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### Distinction Designations

ELA/Reading	Mathematics
Science	Social Studies
Top 25% Closing Perform Gaps	Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2015-16)</b>	95.6%	96.1%	95.8%
<b>Enrollment by Race/Ethnicity</b>			
African American	11.9%	11.5%	12.6%
Hispanic	23.0%	26.3%	52.4%
White	61.5%	56.5%	28.1%
American Indian	0.6%	0.4%	0.4%
Asian	0.6%	0.9%	4.2%
Pacific Islander	0.2%	0.2%	0.1%
Two or More Races	2.2%	4.2%	2.2%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	49.1%	59.4%	59.0%
English Language Learners	5.2%	12.9%	18.9%
Special Education	9.8%	9.5%	8.8%
<b>Mobility Rate (2015-16)</b>	12.1%	10.7%	16.2%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	17.7	15.6	16.8
Foreign Languages	18.9	18.9	18.7
Mathematics	20.1	20.3	18.0
Science	19.8	19.6	19.0
Social Studies	22.5	21.2	19.4

### School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State	Campus	District	State	
<b>Instructional Staff Percent</b>	n/a	69.0%	64.6%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	63.5%	63.6%	Total Operating Expenditures	\$8,497	\$9,040	\$9,373
				Instruction	\$5,839	\$5,275	\$5,317
				Instructional Leadership	\$421	\$381	\$143
				School Leadership	\$493	\$378	\$544



		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)</b>												
All Subjects	2017	75%	73%	77%	63%	75%	81%	*	78%	-	78%	69%
	2016	75%	75%	81%	70%	82%	83%	55%	86%	-	75%	74%
Reading	2017	72%	70%	67%	50%	63%	73%	*	*	-	75%	58%
	2016	73%	73%	70%	55%	70%	75%	*	*	-	64%	59%
Mathematics	2017	79%	79%	84%	77%	86%	85%	*	*	-	*	80%
	2016	76%	78%	84%	65%	88%	86%	*	*	-	88%	81%
Science	2017	79%	78%	85%	59%	81%	90%	*	*	-	83%	75%
	2016	79%	75%	90%	95%	93%	88%	*	-	-	88%	87%
Social Studies	2017	77%	72%	90%	86%	90%	92%	*	*	-	86%	85%
	2016	77%	77%	94%	86%	96%	96%	*	*	-	*	92%
<b>STAAR Percent at Meets Grade Level (Sum of All Grades Tested)</b>												
Two or More Subjects	2017	48%	44%	56%	41%	46%	62%	*	*	-	74%	42%
	2016	45%	43%	54%	36%	48%	60%	*	*	-	52%	40%
Reading	2017	48%	46%	59%	39%	52%	66%	*	*	-	75%	48%
	2016	46%	46%	54%	40%	48%	58%	*	*	-	55%	40%
Mathematics	2017	48%	50%	57%	50%	49%	61%	-	*	-	*	47%
	2016	43%	44%	46%	30%	51%	48%	*	*	-	*	41%
Science	2017	52%	50%	57%	42%	43%	64%	*	*	-	*	44%
	2016	47%	43%	62%	45%	52%	69%	*	-	-	75%	50%
Social Studies	2017	51%	44%	66%	53%	61%	71%	*	*	-	71%	54%
	2016	47%	47%	68%	43%	62%	76%	*	*	-	*	57%
<b>STAAR Percent at Masters Grade Level (Sum of All Grades Tested)</b>												
All Subjects	2017	20%	20%	17%	8%	15%	19%	*	*	-	16%	10%
	2016	18%	17%	16%	6%	13%	19%	*	*	-	15%	10%
Reading	2017	19%	18%	8%	*	6%	10%	*	*	-	*	5%
	2016	17%	17%	6%	*	3%	8%	*	*	-	*	2%
Mathematics	2017	23%	24%	22%	16%	25%	23%	*	*	-	*	17%
	2016	19%	19%	17%	14%	17%	17%	*	*	-	*	15%
Science	2017	19%	21%	17%	*	11%	21%	*	*	-	*	7%
	2016	16%	13%	19%	*	17%	22%	*	-	-	*	13%
Social Studies	2017	27%	24%	35%	17%	30%	40%	*	*	-	*	25%
	2016	22%	23%	34%	*	27%	43%	*	*	-	*	23%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2017	61%	64%	56%	42%	52%	60%	*	*	-	*	52%
	2016	62%	63%	47%	*	45%	49%	*	*	-	*	45%
Reading	2017	59%	57%	54%	*	*	*	*	*	-	*	*
	2016	60%	60%	48%	*	*	48%	*	*	-	*	*
Mathematics	2017	64%	70%	58%	53%	53%	61%	-	*	-	*	51%
	2016	63%	66%	45%	*	42%	49%	*	*	-	*	42%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2017	19%	19%	<b>10%</b>	8%	11%	9%	*	*	-	*	8%
	2016	17%	16%	<b>7%</b>	*	5%	9%	*	*	-	*	6%
Reading	2017	17%	14%	<b>2%</b>	*	*	*	*	*	-	*	*
	2016	16%	17%	<b>2%</b>	*	*	3%	*	*	-	*	*
Mathematics	2017	20%	23%	<b>19%</b>	14%	21%	19%	-	*	-	*	15%
	2016	17%	16%	<b>13%</b>	*	11%	14%	*	*	-	*	12%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
2015-16	2.0%	0.6%	<b>0.6%</b>	1.3%	0.3%	0.6%	0.0%	0.0%	*	0.0%	0.5%
2014-15	2.1%	1.1%	<b>1.1%</b>	2.0%	1.8%	0.7%	0.0%	0.0%	*	0.0%	1.3%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2016											
Graduated	89.1%	91.7%	<b>91.7%</b>	87.5%	98.5%	90.0%	-	*	-	-	90.4%
Received GED	0.5%	0.4%	<b>0.4%</b>	0.0%	0.0%	0.7%	-	*	-	-	0.9%
Continued HS	4.2%	3.8%	<b>3.8%</b>	6.3%	0.0%	4.3%	-	*	-	-	5.3%
Dropped Out	6.2%	4.2%	<b>4.2%</b>	6.3%	1.5%	5.0%	-	*	-	-	3.5%
Graduates and GED	89.6%	92.1%	<b>92.1%</b>	87.5%	98.5%	90.7%	-	*	-	-	91.2%
Grads, GED, & Cont	93.8%	95.8%	<b>95.8%</b>	93.8%	98.5%	95.0%	-	*	-	-	96.5%
Class of 2015											
Graduated	89.0%	92.1%	<b>92.1%</b>	90.6%	90.3%	93.3%	*	*	*	*	86.6%
Received GED	0.6%	0.4%	<b>0.4%</b>	0.0%	1.6%	0.0%	*	*	*	*	0.8%
Continued HS	4.1%	4.7%	<b>4.7%</b>	3.1%	3.2%	5.0%	*	*	*	*	5.9%
Dropped Out	6.3%	2.9%	<b>2.9%</b>	6.3%	4.8%	1.7%	*	*	*	*	6.7%
Graduates and GED	89.6%	92.4%	<b>92.4%</b>	90.6%	91.9%	93.3%	*	*	*	*	87.4%
Grads, GED, & Cont	93.7%	97.1%	<b>97.1%</b>	93.8%	95.2%	98.3%	*	*	*	*	93.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2015											
Graduated	91.3%	97.0%	<b>97.0%</b>	93.5%	95.1%	98.3%	*	*	*	*	93.1%
Received GED	0.8%	0.7%	<b>0.7%</b>	0.0%	1.6%	0.6%	*	*	*	*	1.7%
Continued HS	1.2%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	*	0.0%
Dropped Out	6.7%	2.2%	<b>2.2%</b>	6.5%	3.3%	1.2%	*	*	*	*	5.2%
Graduates and GED	92.1%	97.8%	<b>97.8%</b>	93.5%	96.7%	98.8%	*	*	*	*	94.8%
Grads, GED, & Cont	93.3%	97.8%	<b>97.8%</b>	93.5%	96.7%	98.8%	*	*	*	*	94.8%
Class of 2014											
Graduated	90.4%	94.3%	<b>94.3%</b>	95.2%	93.7%	94.2%	-	*	-	-	91.4%
Received GED	1.0%	3.3%	<b>3.3%</b>	4.8%	4.8%	2.2%	-	*	-	-	4.7%
Continued HS	1.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	-	0.0%
Dropped Out	7.2%	2.4%	<b>2.4%</b>	0.0%	1.6%	3.6%	-	*	-	-	3.9%
Graduates and GED	91.5%	97.6%	<b>97.6%</b>	100.0%	98.4%	96.4%	-	*	-	-	96.1%
Grads, GED, & Cont	92.8%	97.6%	<b>97.6%</b>	100.0%	98.4%	96.4%	-	*	-	-	96.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2016	87.4%	80.0%	<b>80.0%</b>	67.9%	81.3%	81.7%	-	*	-	-	76.7%
Class of 2015	86.1%	76.6%	<b>76.6%</b>	72.4%	75.0%	77.8%	*	*	*	-	66.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2016	85.1%	80.0%	<b>80.0%</b>	67.9%	81.3%	81.7%	-	*	-	-	76.7%
Class of 2015	84.1%	76.6%	<b>76.6%</b>	72.4%	75.0%	77.8%	*	*	*	-	66.0%
<b>SAT/ACT Results</b>											
Tested											
Class of 2016	71.6%	47.0%	<b>47.0%</b>	48.1%	38.6%	50.8%	-	*	-	*	35.5%
Class of 2015	68.3%	59.1%	<b>59.1%</b>	53.3%	41.0%	64.9%	*	*	*	-	41.1%
Average SAT Score											
Class of 2016	1375	1518	<b>1518</b>	*	1548	1559	-	*	-	-	1278
Class of 2015	1394	1533	<b>1533</b>	*	1358	1585	-	*	-	-	1470
Average ACT Score											
Class of 2016	20.3	20.7	<b>20.7</b>	17.2	19.9	21.6	-	*	-	*	18.7
Class of 2015	20.6	21.3	<b>21.3</b>	15.5	19.8	22.4	*	*	*	-	19.5

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

# Advisory Committee

## CTE Advisory Committee Members

The CTE Advisory Committee consisted of 73 members for the 2017-18 school year. Teachers, industry representatives, post-secondary representatives, counselors, administration, parents, and students were represented on the committee.

Fifty-two of the members represented industry and community representatives. The members from each career cluster area were as follows:

1. Agriculture – Plant and Animal Science
    1. Dwight Bell, Net Bio
    2. Dr. David Black, Broadway Veterinarian Clinic
    3. Melissa Evart, Agriculture Teacher
    4. John Holland, Agriculture Teacher
    5. Megan Owens, Texas A&M Commerce Animal Science
    6. Mario Villarino, TAMU –Agrilife
  2. Agriculture/Manufacturing – Welding
    7. John Luper, Agriculture Teacher
    8. Jace Orren, Independent Welder
    9. John Plemons, Paris Junior College Welding Instructor
    10. Tim Potts/Matt Ragan, Flowserve
  3. Architecture and Construction
    11. Wayne Cooper, Independent Contractor
    12. Christina Davis, Teacher
    13. Kelly Grimes, The Plan Shop
    14. Leslie Harred, Lead Counselor
    15. Don McCann, Clayton Homes
    16. Adam Panter, Inceptive Group
    17. Randy Reed, Workforce Solutions
    18. Don Roundtree, Tadem Consulting
    19. Harold Smithson, Teacher
  4. Arts, A/V Technology and Communications
    20. John Mark Dempsey, Texas A&M Commerce
    21. Jerry Dulaney, Paris Junior College
    22. Brandon Nelson, Arts/AV Teacher
    23. Jordon Owens, Star Country
    24. Heath Robinson, Teacher
    25. Jimmy Rogers, KSSST Radio
  5. Business, Marketing, and Finance
    26. Wendy Armstrong, Head 2 Toe
    27. Chase Crouch, Student
    28. Natalie Cruz, Student
    29. Paula Hass, Business Teacher
    30. Keith Shurtleff, Alliance Bank
    31. Donna Smith, Big Smith's BBQ
    32. Lynn Smith, Business Teacher
    33. Tracy Stewart, Business Teacher
  6. Education and Training
    34. Paula Brown, Former Teacher
    35. Rusty Harden, Administrator
    36. Linda Mott, Texas A&M Commerce
    37. Sandra Shingleur, Workforce Solutions
    38. Debbie Stribling, Family and Consumer Science Teacher
-

- 39. Leslie Williams, Watroak Preschool
- Health Science
  - 40. Melinda Dixon, Parent
  - 41. Cheyenne McClung, Christus Mother Frances Hospital
  - 42. Mike Meador, Teacher
  - 43. Cassie Reeder, Teacher
  - 44. Kristie Shultz, Paris Junior College Instructor
  - 45. Brent Smith, Hopkins County EMS
  - 46. Brynn Smith, Teacher
  - 47. John Spradling, PJC Dean of Workforce Education
  - 48. Lacie Stracener, Teacher
- Hospitality and Tourism
  - 49. Chad Balfour, Chili's
  - 50. Pam Carter, Teacher
  - 51. Ashley Franklin, Student
  - 52. Lori Franklin, Parent
  - 53. Lyndsay Palmer, Lyndsay's Plates
- Information Technology
  - 54. Joel Bailey, Teacher
  - 55. Stephens Johnson, Net Data
  - 56. Thomas Lemons, Net Data
  - 57. Matt Wilder, Teacher
  - 58. Barrett Williams, Fidelity Express
- Law and Public Safety
  - 59. Glenda Chester, SSSH Police Officer
  - 60. Joe Dan Gober, Community Representative
  - 61. Carol Gunderson, Hopkins County CSCD
  - 62. Megan Price, Teacher
  - 63. Demetra Robinson, Law Teacher
  - 64. Jayden Sims, Student
- STEM
  - 65. Jenny Arledge, Director of College & Career Readiness
  - 66. Roger Feagley, Economic Development Corp.
  - 67. Dr. Andrea Graham, Texas A&M Commerce - Engineering
  - 68. Karen Phillips, SSISD Science Curriculum Specialist
  - 69. Nick Wiggins, Teacher
- Transportation, Distribution and Logistics
  - 70. John Hall, Jay Hodge Chevrolet
  - 71. Bob Halter, Transportation Teacher
  - 72. Ron Luellen, NTCC Auto Tech Instructor
  - 73. Spencer McQueen, Outdoor Power

### Meeting Summaries

The fall meeting was held on Friday, October 2, 2017 in the Sulphur Springs High School Library from 11:00 am – 1:00 pm. Fifty-seven members were present at the meeting. The meeting was called to order by Jenny Arledge. CTSO student representatives spoke to the committee on their respective organizations. During the meeting, goals were created in each career cluster area developed by the teachers and industry/community representatives. Notes for the meeting were taken by teachers in each career cluster area and a report was

---

prepared by Jenny Arledge using the notes submitted from this meeting. The report for the fall meeting is included in the following pages of this report.

The spring meeting was held on May 23, 2018 in the Sulphur Springs High School Library from 1:00 – 2:30 pm. Forty-six members were in attendance. CTSO student representatives spoke to the committee on the past year's accomplishments. The purposes of the meeting were explained by Jenny Arledge as follows:

1. Evaluate 2017-18 career cluster program goals established in the fall meeting
2. Discuss recommendations for 2018-19 goals
3. Review equipment/facility needs assessment for 2018-19
4. Complete CTE Advisory Member Program Evaluation Survey.

The meeting report for the spring meeting is included in the following pages of this report.

---

# AGENDA

## Career & Technical Education Advisory Committee

October 2, 2017

11:00 am – 1:00 pm

Meeting called by Jenny Arledge, Director of College & Career Readiness

---

11:00 am – 11:30 am	<b>Welcome and Introduction</b>	Jenny Arledge
	<ul style="list-style-type: none"><li>• Career &amp; Technical Education Mission and Goals for 2017-18</li><li>• Purposes of the Committee</li><li>• 2017-18 Initiatives<ul style="list-style-type: none"><li>○ Improve Special Education Testing Scores</li><li>○ Increase the number of industry recognized certifications offered and the number of students earning certifications - Accountability</li><li>○ Project-Based Learning (PBL)</li></ul></li></ul>	Cecilia Echols
	(Lunch provided by SSHS Culinary Arts students.)	
11:30 – 1:00 pm	<b>Career Cluster Round Table Discussions</b>	Career Cluster
	Topics to be addressed: <ol style="list-style-type: none"><li>1. Set 2017-18 Career Cluster Program Goals<ol style="list-style-type: none"><li>a. Endorsement sequence changes/ possible new course offerings based on new course/TEKS for 2017-18</li><li>b. Student certifications</li><li>c. Equipment/curriculum needed to improve programs</li></ol></li><li>2. Industry Needs</li></ol>	Teachers & Community Representatives

---



**Career & Technical Education (CTE) Advisory Committee 2017-18**  
**Fall Meeting Sign-In Sheet – October 2, 2017**

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
Arledge	Jenny	Director of College & Career Readiness	Architecture	<i>Jenny Arledge</i>
Armstrong	Wendi	Community/Industry	Business, Marketing, & Finance	<i>Wendi Armstrong</i>
Bailey	Joel	Teacher	Information Technology	<i>Joel Bailey</i>
Balfour	Chad	Community/Industry	Hospitality - Culinary	<i>Chad Balfour</i>
Bell	Dwight	Community/Industry	Agriculture – Plant & Animal Science	<i>Dwight Bell</i>
Bell	Ginger	Community/Industry	Hospitality – Culinary Arts	<i>Ginger Bell</i>
Black	Dr. David	Community/Industry	Agriculture – Plant & Animal Science	<i>David Black</i>
Brown	Paula	Community/Industry	Education & Training	<i>Paula Brown</i>
Carter	Pam	Teacher	Hospitality - Culinary	<i>Pam Carter</i>
Chester	Glenda	Community/Industry	Law & Public Safety	<i>Glenda Chester</i>
Cooper	Wayne	Community/Industry	Architecture & Construction	<i>Wayne Cooper</i>
Crouch	Chase	Student	Business, Marketing & Finance	<i>Chase Crouch</i>
Cruz	Natalie	Student	Business, Marketing & Finance	<i>Natalie Cruz</i>
Davis	Christina	Teacher	Architecture & Construction	<i>Christina Davis</i>
Dempsey	John Mark	Post-Secondary Education	Arts, AV	<i>J.M. Dempsey</i>
Dixon	Melinda	Parent	Health Science	<i>Melinda Dixon</i>
Dulaney	Jerry	Post-Secondary Education	Arts, AV Technology & Communications	<i>Jerry Dulaney</i>
Eckerle	Dr. Gregory	Post-Secondary Education	Agriculture – Plant & Animal Science	<i>Gregory Eckerle</i>
Evart	Melissa	Teacher	Agriculture – Plant & Animal Science	<i>Melissa Evart</i>
Feagley	Roger	Community/Industry	STEM	<i>Roger Feagley</i>
Franklin	Lori	Parent Representative	Hospitality – Culinary Arts	<i>Lori Franklin</i>
Gober	Joe Dan	Community/Industry	Law & Public Safety	<i>Joe Dan Gober</i>
Graham	Dr. Andrea	Community/Industry	STEM	<i>Andrea Graham</i>
Grimes	Kelly	Community/Industry	Architecture & Construction	<i>Kelly Grimes</i>
Gunderson	Carol	Community/Industry	Law & Public Safety	<i>Carol Gunderson</i>
Hall	John	Community/Industry	Transportation - Auto	<i>John Hall</i>

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
Halter	Bob	Teacher	Transportation – Auto	
Harden	Rusty	Administrator	Education & Training	
Harred	Leslie	Counselor	Architecture & Construction	
Hass	Paula	Teacher	Business, Marketing, & Finance	
Holland	John	Teacher	Agriculture – Plant & Animal Science	
Johnson	Stephens	Community/Industry	Information Technology	
Lemons	Thomas	Community/Industry	Information Technology	THOMAS LEMONS <small>msw</small>
Luellen	Ron	Post-Secondary Education	Transportation - Auto	
Luper	JT	Teacher	Agriculture – Welding	
McCann	Don	Community/Industry	Architecture & Construction	
McClung	Cheyenne	Community/Industry	Health Science	
McQueen	Spencer	Community/Industry	Transportation - Auto	
Meador	Mike	Teacher	Health Science	
Mott	Linda	Post-Secondary Education	Education & Training	
Nelson	Brandon	Teacher	Arts, AV Technology & Communications	
Orren	Jace	Community/Industry	Agriculture – Welding	
Owens	Jordan	Community/Industry	Arts, AV Technology & Communications	
Palmer	Lyndsay	Community/Industry	Hospitality – Culinary Arts	
Panter	Adam	Community/Industry	Architecture & Construction	
Phillips	Karen	Science Curriculum Director	STEM	
Plemons	John	Post-Secondary Education	Agriculture – Welding	
<del>Ragan</del> Potts	Tim <small>maf</small>	Community/Industry	Agriculture – Welding	
Price	Megan	Teacher	Law & Public Safety	
Reed	Randy	Community/Industry	Architecture & Construction	
Reeder	Cassie	Teacher	Health Science	
Robinson	Demetra	Teacher	Law & Public Safety	
Robinson	Heath	Teacher	Arts, AV Technology & Communications	

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
Rogers	Jimmy	Community/Industry	Arts/AV Technology & Communications	
Roundtree	Don	Community/Industry	Architecture & Construction	
Shingleur	Sandra	Community/Industry	Education & Training	
Shultz	Kristie	Community/Industry	Health Science	
Shurtleff	Keith	Community/Industry	Business, Marketing & Finance	
Sims	Jayden	Student Representative	Law & Public Safety	
Smith	Donna	Community/Industry	Business, Marketing, & Finance	
Smith	Brent	Community/Industry	Health Science	
Smith	Brynn	Teacher	Health Science	
Smith	Lynn	Teacher	Business, Marketing, & Finance	
Smithson	Harold	Teacher	Architecture & Construction & Transportation - Auto	
Spradling	John	Post-Secondary Education	Health Science	
Stewart	Tracy	Teacher	Business, Marketing, & Finance	
Stracener	Lacie	Teacher	Health Science	
Stribling	Debbie	Teacher	Education & Training	
Villarino	Mario	Community/Industry	Agriculture - Plant & Animal Science	
Wiggins	Nick	Teacher	STEM	
Wilder	Matt	Teacher	Information Technology	
Williams	Leslie	Community/Industry	Education & Training	
Williams	Barrett	Community/Industry	Information Technology	
<del>Sims</del>	<del>Jayden</del>			
Echols	Cecelia	SPEP Campus Coord		
Franklin	Ashley	Culinary Arts		
Seymore	Craig		Automotive	



# CTE ADVISORY COMMITTEE FALL MEETING REPORT 2017

SSHS Career & Technical Education

# Career and Technical Education Advisory Committee

## 2017 Fall Meeting Report

The Career and Technical Education Advisory Committee met on Monday, October 2, 2017 at 11:00 am in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 57 members in attendance. Those members in attendance representing their respective career fields were:

### **Agriculture – Plant & Animal Science**

Industry Representatives: Dwight Bell, Dr. David Black, and Mario Villarino

Teachers: Melissa Evert and John Holland

### **Agriculture – Welding**

Industry Representatives: Jace Orren and Matt Ragan

Teacher: JT Luper

### **Architecture & Construction**

Industry Representatives: Kelly Grimes, Adam Panter, Randy Reed, and Don Roundtree

Teachers: Christina Davis and Harold Smithson

### **Arts, AV Technology and Communications**

Post-Secondary Education: John Mark Dempsey, and Jeri Dulaney

Lead Counselor: Leslie Harred

Teachers: Brandon Nelson and Heath Robinson

### **Business, Marketing, and Finance**

Industry Representatives: Wendy Armstrong, Keith Shurtleff, and Donna Smith

Student Representatives: Chase Crouch and Natalie Cruz

Teachers: Paula Hass, Lynn Smith, and Tracy Stewart

### **Education and Training**

Industry Representatives: Paula Brown and Sandra Shingleur

Post-Secondary Education: Linda Mott

Administration Representative: Rusty Harden

Teacher: Debbie Stribling

### **Health Science**

Industry Representatives: Cheyenne McClung, Kristie Shultz, and Brent Smith

Teachers: Mike Meador, Cassie Reeder, Brynn Smith, and Lacie Stracener

### **Hospitality and Tourism**

Industry Representative: Chad Balfour

Student Representative: Ashley Franklin

Parent Representative: Lori Franklin

Teacher: Pam Carter

### **Information Technology**

Industry Representatives: Stephens Johnson and Barrett Williams

Teacher: Joel Bailey and Matt Wilder

### **Law & Public Safety**

Industry Representatives: Glenda Chester and Joe Dan Gober

Student Representative: Jayden Sims

Teachers: Megan Price and Demetra Robinson

### **Transportation: Auto Repair**

Industry Representative: Craig Seymore

Teachers: Bob Halter and Harold Smithson

### **STEM**

Teacher: Nick Wiggins

Administration: Jenny Arledge

Special Education Coordinator: Cecelia Echols

## Table of Contents

Welcome and Introduction .....	1
What is a CTE Advisory Committee? .....	1
SSHS Career and Technical Education Mission .....	1
Career and Technical Education Goals.....	1
Great Things Happening in CTE.....	2
CTE Accountability .....	3
Career Cluster Round Table Discussion Purposes:.....	6
2017 Fall Meeting Notes .....	6
Agriculture, Food and Natural Resources: Plant & Animal Science Meeting Notes:.....	6
Goals for 2017-18: Plant & Animal Science .....	6
Welding Meeting Notes: .....	7
Goals for 2017-18: Welding .....	7
Architecture and Construction Meeting Notes.....	8
Goals for 2017-18: Architecture & Construction: .....	9
Arts, AV Technology and Communications Meeting Notes.....	9
Goals for 2017-18: Arts, AV Technology & Communications .....	10
Business, Marketing, and Finance Meeting Notes.....	10
Goals for 2017-18: Business, Marketing & Finance .....	11
Education and Training Meeting Notes .....	13
Goals for 2017-18: Education and Training .....	13
Health Science Meeting Notes.....	13
Goals for 2017-18: Health Science .....	14
Hospitality and Tourism Meeting Notes .....	14
Goals for 2017-18: Culinary Arts .....	15
Information Technology Meeting Notes.....	15
Goals for 2017-18: Information Technology .....	16
Law and Public Safety Meeting Notes .....	16
Goals for 2017-18: Law & Public Safety .....	17
Transportation Meeting Notes .....	17
Goals for 2017-18: Transportation .....	18

STEM Meeting Notes ..... 18  
    Goals for 2017-18: STEM..... 19  
Adjournment..... 19  
    Next Meeting ..... 19

## Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The meeting was called to order by Jenny Arledge at 11:00 am. The following information was provided in the Welcome and Introduction segment of the meeting. Lunch was provided by the Culinary Arts students at SSHS.

### What is a CTE Advisory Committee?

A representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. We have teachers, post-secondary representatives, community/industry representatives, school administrators, students and parents represented on the committee.

The primary purpose of the CTE Advisory Committee is to work together in establishing, operating, and evaluating programs which service the needs of our students as well as businesses and industries in the Hopkins County area. From this committee, we have established the Architecture and Construction programs as well as a CTE STEM Endorsement in Robotics. During the fall meeting, goals are established in each career cluster area to improve and drive CTE programs. In the spring, we will evaluate the progress made in attaining those goals and continue to evaluate our CTE programs offered at the high school.

### SSHS Career and Technical Education Mission

#### **Mission Statement**

The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

### Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
  - a. Continue to strengthen our Advisory Committee and utilize their expertise for continued growth and development of our CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
  - a. Students under the Foundation High School Plan can earn Performance Acknowledgements by earning industry recognized certifications.
  - b. We receive Federal Funding in the form of the Perkins Grant. In this grant, one requirement is that we offer students industry recognized certifications. There is a list of 174 industry recognized certifications listed in Perkins. In 2014-15, we offered eight certifications in CTE with only four of those being included on the Perkins list. Last year, we offered 17 certifications in CTE, and 12 of those were recognized on the Perkins list.



We are moving forward steadily to increase our students' opportunities to earn industry recognized certifications.

- c. Our school's accountability rating under Index 1 will be affected by the number of student certifications our students earn. TEA developed a list of only 74 industry certifications that will be recognized for state accountability purposes. Right now, we only offer six certifications that are recognized on this list.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
  - a. The Standards/TEKS were revised and have been implemented this school year. Seventy-five (75) new courses were added in CTE as possibilities for schools to offer for the 2017-18 school year. Our current Endorsements must be evaluated to determine what changes, if any, should be made.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.
  - a. Our CTE teachers and several core academic teachers went through a three day Project-Based Learning training conducted by Region 13 last May. Project-Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. It requires student-centered instruction instead of teacher-centered instruction. It requires the students to really take ownership in their learning providing them with their own "voice and choice" in the learning process and requires them to develop a public product as the result.
  - b. The Economic Development Corporation (EDC) sponsored a Teacher Externship Program this past summer. Eight teachers were selected through an application process. There were four CTE teachers and four core teachers paired to create four teams. Two teams were placed at Saputo and two were placed at Clayton Homes for four days of shadowing experience. The fifth day was utilized by the teachers to use the Project-Based Learning training and their shadowing experience to develop a Project-Based Learning Unit that will be used this school year. Teachers received a stipend from EDC and presented their units to the EDC Board this summer. The Board voted on the best unit, and the team that developed the unit received an extra stipend. EDC has agreed to sponsor the program again and will include sixteen teachers for 2018 as well as adding additional training sites to the program.

#### Great Things Happening in CTE

1. Our Construction Tech I students will be building a home on 128 Fore Street this year. With the help of area contractors and our maintenance crews, these young men will be trained using real on-the-job training.
2. The SSISD Board approved a budget for our Ag Shop to be remodeled. The shop had not had any renovations done since it was built in the 70's. The shop was painted, finished out with R-panels, a classroom was added, and new lighting was added. We purchased five dual-station, self-ventilating welding booths with five new welders. We will be purchasing five additional welders this year to complete the ten stations.

## CTE Accountability

Two school accountability reports are the Performance Based Monitoring Analysis System (PBMAS) and the TEA Accountability Summary. Both reports have CTE components included. Excerpts from both reports and explanations follow.

Texas Education Agency									
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM									
CAREER AND TECHNICAL EDUCATION									
Region 08									
County-District Number: 112901									
District Name: SULPHUR SPRINGS ISD									
INDICATOR	2017 FLD CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL
1. CTE STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	85.1	<u>PASSED</u> 239	<u>TESTED</u> 281	<u>PASSED</u> 242	<u>TESTED</u> 276	<u>PASSED</u> 193	<u>TESTED</u> 222	0
(ii) SCIENCE	75.0 - 100	85.2	236	277	282	311	235	252	0
(iii) SOCIAL STUDIES	70.0 - 100	90.8	228	251	267	278	202	222	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	69.5	497	715	488	653			0
2. CTE LEP STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	73.1	<u>PASSED</u> 19	<u>TESTED</u> 26	<u>PASSED</u> 12	<u>TESTED</u> 15	<u>PASSED</u> 6	<u>TESTED</u> 9	0
(ii) SCIENCE	75.0 - 100	75.6	10	18	*	*	*	*	0
(iii) SOCIAL STUDIES	70.0 - 100	78.6	11	14	*	*	*	*	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	30.9	17	55	14	34			2
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	81.0	<u>PASSED</u> 145	<u>TESTED</u> 179	<u>PASSED</u> 140	<u>TESTED</u> 163	<u>PASSED</u> 112	<u>TESTED</u> 133	0
(ii) SCIENCE	75.0 - 100	75.8	113	149	140	168	119	131	0
(iii) SOCIAL STUDIES	70.0 - 100	85.8	97	113	126	134	94	106	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	60.0	241	402	219	342			0
4. CTE SPED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	48.6	<u>PASSED</u> 17	<u>TESTED</u> 35	<u>PASSED</u> 13	<u>TESTED</u> 24	<u>PASSED</u> 7	<u>TESTED</u> 16	2
(ii) SCIENCE	75.0 - 100	50.0	15	30	9	26	7	13	3
(iii) SOCIAL STUDIES	70.0 - 100	53.3	12	21	10	18	10	21	2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	12.9	11	85	10	60			4
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)									
	0 - 2.8	0.8	----- 2015-16 -----  <u>DROPOUTS</u> <u>ATTEND</u>		----- 2014-15 -----  <u>DROPOUTS</u> <u>ATTEND</u>		----- 2013-14 -----  <u>DROPOUTS</u> <u>ATTEND</u>		0
			9	1,176	10	998	6	860	
6. CTE GRADUATION RATE									
	80.0 - 100	93.9	----- 2015-16 -----  <u>GRADUATES</u> <u>CLASS</u>		----- 2014-15 -----  <u>GRADUATES</u> <u>CLASS</u>		----- 2013-14 -----  <u>GRADUATES</u> <u>CLASS</u>		0
			200	213	176	184	169	179	
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES									
	<u>STATE RATE</u> 39.6	34.0	----- 2015-16 -----  MALE      ALL COMPLETE      COMPLETE FEMALE      FEMALE COURSES      COURSES						Report Only
			112	329					
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES									
	<u>STATE RATE</u> 31.9	18.0	----- 2015-16 -----  FEMALE      ALL COMPLETE      COMPLETE MALE      MALE COURSES      COURSES						Report Only
			65	361					

For the PBMAS report, students are categorized as CTE by if they take a coherent sequence of CTE classes, which consists of two or more classes for three or more credits towards a particular program of study. If they are coherent sequence takers, their STAAR scores are placed in the CTE category of this report. Overall, CTE STAAR passing rates were within the required range for all tests. Limited English Proficient (LEP) fell below the required points for the English STAAR. We will be working with our LEP

Coordinator, Talisa Harris, to see how we can help improve in this area. We met the required range of points for Economically Disadvantaged students. For our Special Education (SPED) students, we fell short in all core areas. Mrs. Echols reported to the committee recommendations for improving scores.

CTE also fell short of the state required rates for Nontraditional Course Completion Rate – Females and for Males. For females the rate was 18, but we needed 31.9. Males were at 34, but needed 39.6. The list of nontraditional courses for females and males are listed below:

**Nontraditional Courses for Females:**

- Livestock Production
- Small Animal Management/Equine Science
- Advanced Animal Science
- Floral Design
- Practicum in Ag
- Construction Technology
- Architectural Design
- Principles of Arts, AV Technology
- Culinary Arts & Practicum in Culinary Arts
- Principles of Information Technology
- Law Enforcement I
- Forensic Science
- Welding I and II
- Entrepreneurship
- Auto Tech I and II
- Small Engine Technology

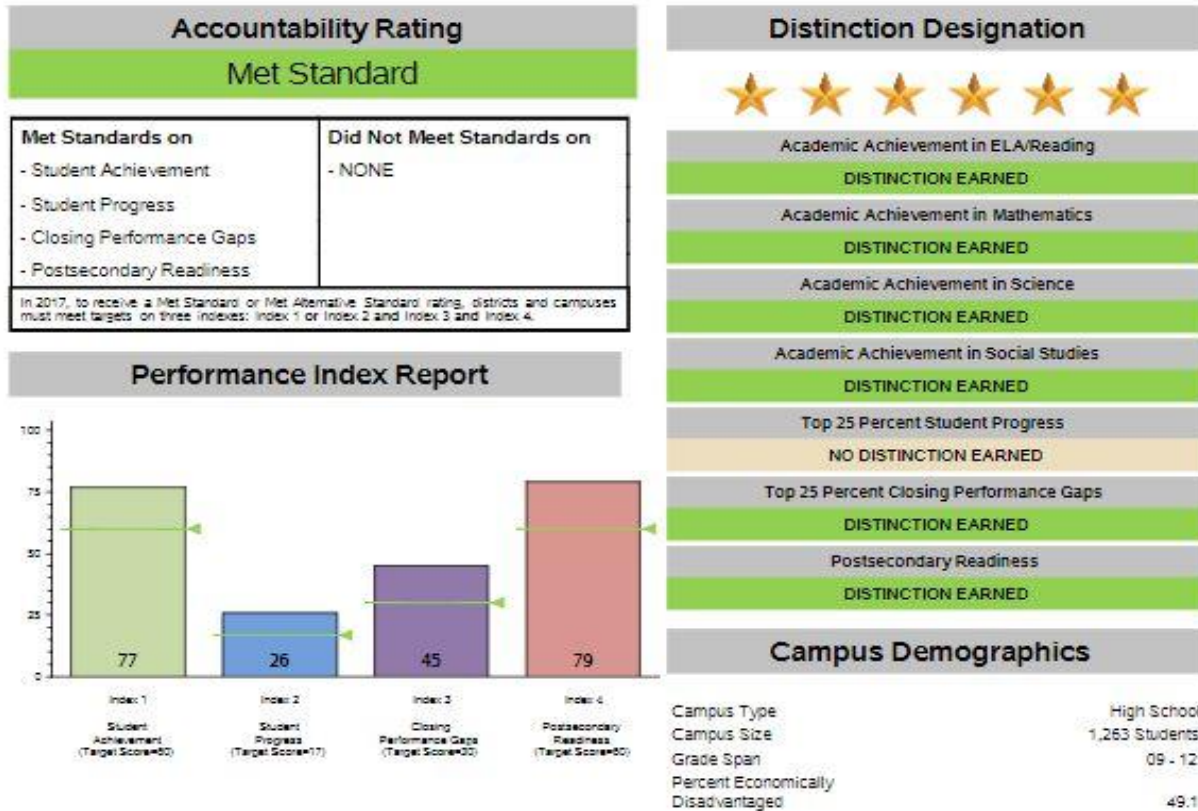
**Nontraditional Courses for Males:**

- Veterinary Medical Applications
- Instructional Practices in Education
- Practicum in Education
- Accounting I & II
- Health Science Theory
- Practicum in Health Science
- Lifetime Nutrition and Wellness

In trying to promote these courses, we are going to the 8<sup>th</sup> grade campus in November. Teachers and their top students will be providing demonstrations/sessions to encourage 8<sup>th</sup> graders to select different endorsements. We will do our best to take female students for nontraditional female courses and male students for nontraditional male courses to try to market the courses of study for both genders to help improve this rating on the PBMAS report for the 2017-18 school year.

2017 TEA Accountability Summary:

**TEXAS EDUCATION AGENCY**  
**2017 Accountability Summary**  
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD



CTE was measured in Index 4 Postsecondary readiness. The main measure in this index for CTE was the percentage of students that were coherent sequence takers. The rate of CTE coherent sequence takers was in the high 90% range, which helped our score in this index, which received a Distinction recognition. Index 4 is going away. CTE will now be measured in Index 1 – Student Achievement. Each student will have to meet at least one of the following components to be considered College & Career Ready. Those components are:

**College Ready**

- Meet criteria for AP exams
- Meet TSI criteria in reading/math
- Complete a college prep class through dual partnership between the district and higher education
- Complete a dual credit course
- Earn an Associate’s Degree
- Meet standards on a composite of indicators indicating college readiness

**Career Ready**

- Earn industry certification
- Be admitted to post-secondary industry certification program

**Military Ready**

- Enlist in the United States Armed Forces

## Career Cluster Round Table Discussion Purposes:

1. Review 2016-17 Goals
  2. Check Endorsement sequence
  3. Discuss industry needs to improve courses – equipment, supplies, etc.
  4. Set SMART goals for 2017-18 (Specific, Measurable, Attainable, Realistic, and can be accomplished within the Time frame of the school year)
- 

## 2017 Fall Meeting Notes

### Agriculture, Food and Natural Resources: Plant & Animal Science Meeting Notes:



1. Discussion concerning 2016-17 goals:  
Hunters Ed certifications fluctuate with the # of students enrolled and who currently has the certification. Some choose not to pay for it themselves. Fourteen (14) currently are enrolled for 2017-18 school year.

BQA (Beef Quality Assurance) continuing education hours: to maintain certification, students need a certain # of hours, County Extension Agent will look into this and possibly facilitate a meeting.

2. Discussion concerning Endorsement Sequence:  
Addition of Plant Science classes was discussed. It is difficult to draw interest in this area with students picking endorsement in their 8th grade year. Some TEA industry certifications could be utilized if we had the classes (wastewater collections cert in Turf grass/Landscape/Horticulture/Adv Plant Science).

3. Discussion concerning Student Certifications:  
Continue Vet Assistant level 1 certification that meets TEA accountability and all other certifications from last year.

4. Discussion concerning Industry Needs:
- Communication with clinics over skills and expectations for students to know before they start at their practicum site.
  - More hands-on and exposure is needed for students before they begin.
  - Communication skills are needed – oral, written, and nonverbal.
  - Cell phone use needs to be monitored and lessened. Students need to know when and where it is appropriate ie. NOT during school/work hours.

### Goals for 2017-18: Plant & Animal Science

#1 - Update facilities: update and build new pens/corral system by the Greenhouse/Horticulture Lab to give students hand-on experience with vaccinating, feed management programs, etc.

---

#2 - Certifications: BQA - all Livestock students certified this year, 11 currently enrolled. CVA - have at least one student that is in the Practicum course take and pass the CVA level 1 test at the Vet.

## Welding Meeting Notes:

### 1. Discussion concerning 2016-17 goals:

It was agreed across the table that the goals set would all be continuing goals from year to year. With minor adjustments made from time to time, these goals would be universal through the foreseeable future.

### 2. Discussion concerning Endorsement Sequence:

At this time, the current endorsement sequence is applicable with students completing Principles of Agriculture, Agricultural Mechanics and Metal Technologies, Welding I, followed by Welding II.

If the numbers provide that a welding sequence is better offered through the manufacturing cluster, a re-evaluation of both Ag Mechanics sequencing and Welding sequencing would be needed.

### 3. Discussion concerning Student Certifications:

- Allow students that show extra interest in pursuing CAD certifications the opportunity to do so.
- OSHA 10-hour safety is a viable certification for the students.
- AWS SENSE Level 1 Entry Welder is a good certification that aligns with the curriculum that is taught.

### 4. Discussion concerning Industry Needs:

- There were no specific needs that the table could identify that are not already being addressed.
- We discussed the use of cell phones. It was agreed that students need to be able to go without using cell phones in case it is a requirement of their job.

## Goals for 2017-18: Welding

#1 - (Continued from 16-17) Increase student understanding of welding terminology and equipment used.

- Students need to be more aware of the different welding processes and their advantages, disadvantages, as well as why they are used.
- With the addition of new equipment (welding booths and Lincoln FlexTec 350's) GTAW or TIG welding on carbon steel should be more readily available.
- Increase students' knowledge and understanding of MIG welding and fabrication. Ensure that students understand the knowledge behind fabrication (math, safety, tool use, and welding). This includes everything from reading a tape measure to reading and understanding blueprints/project plans.
- The goal of 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

#2 - Increase the number of students attaining industry recognized certifications.

- Continue the OSHA 10 Hour Certification for all students in Ag Mechanics, Welding I, and Welding II. The number of students needing this certification for the year is around 40.
- With the addition of becoming a certified AWS SENSE training facility, students should work on completing the criteria for certification as it aligns to the curriculum. Students that possess the desire and skill to obtain certification should get certification to be a SENSE Level 1 Entry Welder.
- Awaiting on clarification from the state on whether AWS D1.1 certification is the actual welding certification or if a qualification card is applicable. Certification is obtained through a student test at an Approved Test Facility and is quite costly. Qualification can be issued by any CWI (Certified Weld Inspector) at any facility.

#3 - Incorporate AutoDesk Inventor into the program for students to use in planning and completing projects to enhance their computer skills and refine their project records.

- May start out at the pace of the student where all students show some very basic use of the program.
- Allow students that show more interest and skill at using the program to pursue certification if it can be done in a timely manner.

---

## Architecture and Construction Meeting Notes



1. Discussion concerning 2016-17 goals:

Goal #1 We successfully retained a majority of our first-year students into the second year of this program. Mr. Smithson noted that a promising student could not continue with the program because the double block for Construction would not work with the student's schedule because of a remedial English class. This may have been the case for other students. (Scheduling conflicts.) We plan to participate in the middle school promotion days to promote the program and add new students by sharing information, photos of the house project and possible student speakers.

Goal #2 Two distinct endorsements were created for Architecture and for Construction. This goal has been met.

Goal #3 As the school year progresses with the house project, we will know more about our equipment needs.

Goal #4 This goal is on hold as we determine how to use the geometry in construction curriculum. However, geometry teachers can apply for a Clayton Homes externship summer of 2018 and gain insight to use in their classrooms.

2. Discussion concerning Endorsement Sequence:

Endorsement sequence for both areas is strong. The only concern is acquiring a qualified teacher for the Architectural Design I course for 2018/2019 school year.

3. Discussion concerning Student Certifications:

At this time, we will not pursue any construction certifications. We need to look at possibly pursuing the AAFCS Interior Design Certification if possible.

4. Discussion concerning Industry Needs:

Needs continue to be soft skills for any industry and hard skills specific to construction and technology skills specific to architecture. Mr. Panter suggested that it's not as important that students know how to use every design program available since it's almost impossible to keep up with the changes, but rather students should be familiar with basic components in any program and know how to navigate a program.

Goals for 2017-18: Architecture & Construction:

#1 - Retain the 2017-2018 students for next school year as they continue the sequence of classes. With a strong second year including the construction of a home and an explanation of the classes to follow, students will see the value in the endorsement and the continuation of courses. Goal will be to retain 100% of students in one of the two programs.

#2 - Continue to research future equipment/facility needs for the additional course offerings and propose budget amounts for the 2018-19 school year that will meet those needs. Goal will be met by May 2018.

#3 – Successfully complete the house project on Fore Street utilizing our community partners as needed by May 2018.

#4- Students in Architecture course will become proficient in a design program such as Revit or Sketch Up and will include an original design in their e-portfolios by Spring 2018.

---

## Arts, AV Technology and Communications Meeting Notes



1. Discussion concerning 2016-17 goals:

All members felt that the goals pertaining the certifications and teaching the soft skills were very helpful and should be continued.

2. Discussion concerning Endorsement Sequence:

---



Industry member from PJC felt that the Video Game Design would be beneficial addition. She stated that she has many students interested in doing that. Industry member from A&M - Commerce stated the biggest struggle with students he sees is lack of writing and communication skills. He brought to the fact that their university has a "Freshman Success" course that teaches students basics of writing and researching.

### 3. Discussion concerning Student Certifications:

Members felt that the certifications we are attempting (Adobe) were great.

### 4. Discussion concerning Industry Needs:

The biggest issue brought up from industry members was writing and soft skills. Both individuals expressed much need for students to have these by the time they go to college or enter the workforce. Discussion was also made pertaining to Mr. Nelson and Mr. Robinson visiting other high schools of our comparable size to gain insight on other's programs.

Dr. Dempsey mentioned that SkillsUSA should be considered for A/V Production.

## Goals for 2017-18: Arts, AV Technology & Communications

#1 - More student training in ethics, critical thinking, written skills, and general employability soft skills. Goal will be measured with a self-made teacher examinations and/or projects grading rubrics.

#2 - Work towards getting at least 30% of students certified in Adobe software in 2017-18 – specifically Adobe Photoshop, Premiere Pro, and Animate. Increase the percentage each year thereafter.

#3 - Gear students toward solving more relatable, real-world problems. This will be achieved by Mr. Nelson's courses successfully getting the t-shirt operation running; Mr. Robinson's courses will successfully complete campus spotlight videos.

---

## Business, Marketing, and Finance Meeting Notes



*Business Management  
& Administration*



*Marketing,  
Sales & Service*

### 1. Discussion concerning 2016-17 goals:

Discussed 2016-17 goals and updated for 2017-18 (see below).



### 2. Discussion concerning Endorsement Sequence:

Suggested that if Financial Analysis and Accounting II had many overlapping TEKS that we might consider offering another class instead, such as an Insurance course.

### 3. Discussion concerning Student Certifications:

Does not really affect their hiring decisions one way or another but the more you know, the more hireable you are. Value added - more you know about the computer, the more the business can use you. More Certifications in IT Department.

#### 4. Discussion concerning Industry Needs:

- Responsibility
- Managing money
- Counting money
- Communication
- Service - Courteous, polite, make customer feel important
- Willingness to work

#### Goals for 2017-18: Business, Marketing & Finance

#1 -To work with employers and businesses to gain insight into employer needs in the workplace for prospective employees so that we might better prepare our students for careers.

- Career Fair Spring 2018

- Employers will conduct mock interviews with our students to help prepare them for employment after graduation from High School.

- Guest speakers within the Business, Marketing, and Finance classes in both the fall and spring semesters. Goal attainment to be measured by the number of speakers utilized within the 2016-17 school year.

-Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#2 - To teach basic soft skills and public relation skills to students

- Discuss and practice basic soft skills:

- Communication
- Listening
- Service - Courteous, polite, make customer feel important

You are selling the "product" of the company/business by your politeness (upon entering the door) and culture you offer.

-Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#3 - Teach basic money handling, awareness of physical money (counting and managing money), balancing a checkbook, and growing awareness of spending habits and budgeting.

-Dollars & Sense – hands-on lessons to be incorporated in the fall and spring semester.

-Career Prep - Counting change, calculating percentages.

-Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#4 - Incorporate speech, keyboarding, and presentation as a fundamental skills in each Business, Marketing, and Finance course.

- PBL Projects will allow students to obtain these skills

-Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

#### ADDITIONAL NOTES:

Become better body, mind and spirit. Life skills, coping skills

Lack of ability in conflict management - Reacting or Responding?

Independent thinkers

Self-starters

Handle give and take between employers & employees

Communication - calling boss if you are going to be late

If you have a problem, be able to present to boss in a mature responsible way.

"You are being paid to work together, not to be required to be best friends."

Self-employment - employing yourself - if you want more, you need to offer more.

- learn more - give more

- bring value to the job so that employee also becomes more valuable.

Ask for raise - Talk to boss upfront about this

- What are you doing to increase your value and the business's value? (entitlement)?

Banking skills

- Checking app for balance and checks

- Deposit checks in a timely manner

- Pay credit cards every month

- Recommend use credit card only as emergency

- Check photo ID on Credit Card

- Don't sign - use Check Photo ID

Time management

Mock interviews

Social media

- Facebook

- Instagram

- Twitter

- Posting during school - not hiring you

- Be responsible for knowing your schedule

Relationship between employee - employer

- You make me more \$ and I pay you more \$

Your job affects everyone else

Bring back Keyboarding (w/10-key) course.

Accounting Software used?

Donna Smith - Microsoft \$

Larger companies - Proprietary software

Social media marketing

- Print ads

- Search optimization

- Graphic design

---

## Education and Training Meeting Notes



1. Discussion concerning 2016-17 goals: were discussed
2. Discussion concerning Endorsement Sequence: increase numbers
3. Discussion concerning Student Certifications: increase numbers
4. Discussion concerning Industry Needs: \* need for certified teachers will increase.  
\* QUALIFIED/CERTIFIED Applicants

### Goals for 2017-18: Education and Training

#1 – Try to stay in contact with former students to check to see if on track to become a teacher - maybe high school freshman e-mail college freshman (Grow Your Own Program).

#2 – Keep goals for 2016-2017 – just expand:

**#1** - Increase number of students receiving certifications by offering the AAFCS Education Fundamentals Certification for Instructional Practices and/or Practicum in Education students for the 2017-18 school year. Goal will be to certify at least 10 students.

**#2** – Students will complete e-portfolios in each Education & Training class and will upload at least one project in the spring semester and one project in the fall semester as artifacts for Education & Training courses.

**#3** - Allow opportunities for students to become familiar with post-secondary education through having guest speakers from post-secondary education, College/Career Fair, and class research projects. Goal attainment will be measured by the number of opportunities students are provided during the fall and spring semesters.

**#4** - Students will be given an opportunity to hear from someone with more than 10 years education experience through inviting guest speakers and observing teachers on the High School campus through the Instructional Practices course and off-campus through the Practicum in Education course.

#3 - Look into grants for education – Contact Region 8. Look into scholarships for students in practicum.

---

## Health Science Meeting Notes



1. Discussion concerning 2016-17 goals:  
Goals that were decided upon we all feel like are very obtainable and will get us more organized and our students prepared for the workforce.

2. Discussion concerning Endorsement Sequence:  
Endorsement sequences is fine at this time and does not need any changes.

### 3. Discussion concerning Student Certifications:

The certification we would like to add is the Emergency Medical Technician. Brynn is checking into and looking to see what we would need to do from here.

### 4. Discussion concerning Industry Needs:

The need is there, we've just got to get these kids prepared for the workforce and make them employable people.

#### Goals for 2017-18: Health Science

Goal # 1: Add more sites for practicum. For example, case management, social working, and Medical Records. Establish what our students can and cannot do while at the clinical sites.

Goal #2: To keep students in areas that they show more interest in for a longer period of time. One or two weeks for Practicum I and three weeks for Practicum 2.

Goal # 3: Students will participate in mock interviews and practice applying for a job. Students will be put in front of a mock interview board consisting of people that they do not know to give a real world scenario.

Goal #4: HOSA students to become more involved in the community. Participate in parades, walks/runs held here in town, hospital events and Terrific Tuesdays.

Goal #5: To establish a ground zero plan between Lacie, Cassie, and Brynn on what our expectations are from the Principles courses all the way through to Practicum I & II.

Goal # 6: NEIMS ICS course 100 & 700 at least offered to the seniors. No cost at all and done online. Practicum students will complete. This is a training that all employees of facilities that accept Medicaid and/or Medicare must complete.

---

## Hospitality and Tourism Meeting Notes



1. Discussion concerning 2016-17 goals: As a group we discussed what the goals were last year. I was able to discuss with a student from last year what the goals were and what her opinion on how we could change those to be more marketable in today's job environment. Students should leave High School with more skills applicable to help with employment. Also as an employer, Mr. Balfour agreed we need more real customer service skills in today's market. Students being able to fill out a job application and being able to conduct an interview in a manner that would be desirable to an employer.

2. Discussion concerning Endorsement Sequence: It was the groups opinion that, there was no other career certifications to choose from that we could embrace as a culinary unit. Pro Start and AAFCS were

the only options we saw. Maybe new classes and curriculum that was more in keeping with real culinary school and paired with certifications to back up skills. Change the sequence of courses next year to include the following:

9<sup>th</sup> – Intro to Culinary Arts (instead of Principles of Hospitality Services)

10<sup>th</sup> – Culinary Arts I

11<sup>th</sup> – Advanced Culinary Arts

12<sup>th</sup> – Practicum in Culinary Arts

3. Discussion concerning Student Certifications: Pro Start and AAFCS and Texas Food Handlers license, are the current certifications. It is debatable if the Pro Start certification would be an asset to someone in the current job market.

4. Discussion concerning Industry Needs:

Students are not prepared for applying for jobs properly or the job market. We discussed better preparing students for completing job applications, resumes and conducting themselves properly for a job interview. Also, it was discussed whether the Pro Start certification would be a true asset in the job market versus marketable cooking skills learned and mastered in the kitchen.

#### Goals for 2017-18: Culinary Arts

#1 – Ready students for today’s job market with real skills for job interviewing and completing necessary employment applications and documents. Students should be able to present themselves in a more desirable manner so employers will want to hire them. Customer service skills need to be improved on as well.

#2 – Food Handlers license will be obtained by all culinary students starting in the first year so students will know all sanitation techniques for cooking. Also, they will all be required to work in our High School cooking and catering program to gain practical knowledge. Truer culinary skills will be emphasized and learned. For example, it is good for students to learn how to follow a recipe and make spaghetti for example, but a student should learn solid culinary skills such as how to prepare the five mother sauces.

#3 –We will find mentors for students to have apprenticeships in different culinary opportunities in our community. Learning real job skills outside our classroom. This will also give students more contacts in local job markets.

---

## Information Technology Meeting Notes

1. Discussion concerning 2016-17 goals:

Build HTML Webpage > Insert Database > Edit/ Update Database

2. Discussion concerning Endorsement Sequence:

PIT > Programming I > Programming 2 > Practicum in IT



3. Discussion concerning Student Certifications:  
# 36, Cisco Certified Network Associate Security (Research)  
Adobe Photoshop

4. Discussion concerning Industry Needs:  
Programming: MySQL, Basic Queries, Basic Data Structures, Basic Data Model...  
Web Design: Expression Engine, Joomla

### Goals for 2017-18: Information Technology

DIM #1 - Increase use and knowledge of industry standard software, Photoshop CC, in Digital Media classes... Students will be working towards earning a certification in Adobe Photoshop CC, with a 30 percent passing rate (roughly 30 students)

DIM #2 - Use PBL and collaborate with other CTE instructors to adopt a local business to create/ update logo designs for advertising the business.

Programming 1&2 – Introduce HTML & SQL to each level of my programming classes in order to prepare them for industry standard jobs. Basic understanding of web-based services and such will be a great goal to strive for.

Web Technologies – Implement and discuss data structures. Creating and understanding relational schema will be important in web tech class. Create and establish a local database to better understand its required technologies.

---

## Law and Public Safety Meeting Notes

1. Discussion concerning 2016-17 goals:  
Good progress was made on goals from last year. However, some goals carried over from last year to hopefully progress further this year.



2. Discussion concerning Endorsement Sequence:  
Possibility of adding Firefighting 1 and 2 for 2018-2019

3. Discussion concerning Student Certifications:  
N/A

4. Discussion concerning Industry Needs:

- Real world work environment rules/standards
- Business policies
- Integrity
- Professionalism with cell phones
- Social Media cites - clean
- Issues with entitlement
- **Interpersonal communications** (High Priority)
- Team work ethic aspect

## Goals for 2017-18: Law & Public Safety

#1 - Explore interest with Practicum of Law students in Firefighter careers. Formulate the needed tools and processes to get the classes going.

#2 - Incorporate more speakers in the classroom as well as provide more field-trip opportunities. Goal will be to increase the number of guest speakers in the classroom and provide at least one field trip opportunity for the 2016-17 year.

#3 - Explore scholarship opportunities within the community as well as within the State. Report will be provided during the spring Advisory meeting.

#4 - Continue to explore and generate internship opportunities for Practicum class 2017/18 School Year to allow students to obtain hands-on experience. Goal will be to have at least two internships ready for the 2017-18 Practicum course. Report will be provided during the spring Advisory meeting.

---

## Transportation Meeting Notes



### 1. Discussion concerning 2016-17 goals:

- Goal #1 - Create a better working relationship with the community. Still need to find more business leaders to participate in our Advisory Committee.
- Goal #2 - Work towards certifications in All Data for all Auto Tech 1 students. Goal attainment will be completed by the spring semester. Goal met.
- Goal #3 – Work toward expanding the program to quality students truly interested in the program as a career choice, not just numbers or head count. After two years of Advisory Committees, both leaders thought post graduate training at schools like UTI were not an effective way to go. They would rather train the new employees themselves, and let them work their way up in the business.
- Goal #4 - Look at the TEKS for the new Transportation courses and decide what courses should be adjusted in the Auto Repair Endorsement strand. After meeting the Advisory Committee member from Jay Hodge, more emphasis needs to be placed on electrical skills at the high school level. He is a Master Certified Mechanic and spends approximately 85% of his time troubleshooting electrical problems.

### 2. Discussion concerning Endorsement Sequence:

Currently, the Endorsement sequence is:

- 9<sup>th</sup> – Principles of Transportation
- 10<sup>th</sup> – Small Engine Repair or Automotive Basics
- 11<sup>th</sup> – Auto Tech I
- 12<sup>th</sup> – Auto Tech II or Practicum in Transportation

The sequence has no need to be changed since we already added the new Automotive Basics course for the 2017-18 school year. We will track the number of students taking it to make sure it is a good choice.

### 3. Discussion concerning Student Certifications:

We will continue the AllDATA certification for all Auto Tech I students. We may need to look into the ASE certifications as the program expands. There are 22 ASE certifications listed on the TEA list of industry recognized certifications for school accountability.



#### 4. Discussion concerning Industry Needs:

- More emphasis needs to be placed on electrical skills in the curriculum for all Auto classes.
- Small Engines: more emphasis on how a four stroke engine works, as it can also be applied to automotive engines
- More basics like changing a tire and making sure that students can list all the steps in the correct order for such tasks.
- Safety needs to continue to be stressed on all courses.
- Making more visual displays showing how things work would benefit students. For example, a cut out of a rear end showing the different gears turning or making an electrical troubleshooting board using series circuits along with parallel circuits.
- Continue to work with students on hiring practices, especially the job interview process.

#### Goals for 2017-18: Transportation

#1 – Continue to establish good relationships with community businesses in both auto tech and small engines industries. Goal will be to increase attendance for the Advisory meeting by three members for the spring meeting and continue through the following year.

#2 – Create more visual displays to teach concepts. Students will complete display boards to use in instruction.

#3 – Emphasize electrical skills throughout the curriculum and continue to stress safety

#4 – Work with students on hiring processes, especially the job interview process.

---

## STEM Meeting Notes



#### 1. Discussion concerning 2016-17 goals:

No Advisory committee members were present for the fall meeting.

#### 2. Discussion concerning Endorsement Sequence:

The current Endorsement Sequence is as follows:

9<sup>th</sup> Grade – Principles of IT

10<sup>th</sup> Grade – Programming I (which counts as a technology credit for graduation)

11<sup>th</sup> Grade – Robotics I

12<sup>th</sup> Grade – Robotics II

We will continue the same sequence for the 2018-19 school year.

#### 3. Discussion concerning Student Certifications:

Currently there are no student certifications being offered in STEM. Students will be competing in the Robotics Team events.

#### 4. Discussion concerning Industry Needs:

No Advisory committee members were present to discuss. We will make contact with another Robotics instructor at Greenville High School to determine ways to improve our current Robotics program.

## Goals for 2017-18: STEM

#1 - Robotics students to compete in a competition for the 2017-18 school year. We are exploring the VEX competitions instead of FIRST based on the level of competition and resources.

#2 - Take the Robotics Teams to visit our Middle School and Elementary campuses to market STEM and our Robotics program.

#3 - Retain at least 50% of Robotics I students for Robotics II for the 2018-19 school year.

---

## Adjournment

Jenny Arledge adjourned the meeting at 1:00 pm.

## Next Meeting

Our next CTE Advisory Committee meeting will be held in the spring with the specific meeting time and date to be announced by the beginning of the spring semester. The next meeting focus will be to discuss progress in attaining the goals set this fall in each of the career cluster areas and to complete an evaluation for the Sulphur Springs High School CTE programs.

Thanks to our Career and Technical Education Advisory Committee, we will continually strive to explore and discover innovative ways of strengthening and growing our Career and Technical Education programs and to better connect our students with their future careers.

# Agenda

## CTE Advisory Committee Spring Meeting

5/23/2018

1:00 – 2:30 pm

---

<b>Welcome</b> 1:00 – 1:05	Jenny Arledge Director of College & Career Readiness
<b>CTSO Student Presentations</b> 1:05 – 1:15	Business Professionals of America (BPA) Family, Career and Community Leaders of America (FCCLA) Future Farmers of America (FFA) Health Occupations Students of America (HOSA) Skills USA
<b>SSHS CTE Goals Review</b> 1:15 – 1:25	Jenny Arledge
<b>Round Table Discussions</b> 1:25 – 2:25	<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Evaluate 2017-18 career cluster program goals established in the fall meeting.</li><li>2. Discuss any recommendations for 2018-19 Goals.</li><li>3. Equipment/Facilities Needs Assessment for 2018-19.</li><li>4. Complete CTE Advisory Member Program Evaluation Survey</li></ol>
<b>Wrap-up</b> Questions? 2:25 – 2:30	Jenny Arledge

---

<https://bit.ly/2IYG2UO>



Career & Technical Education (CTE) Advisory Committee 2017-18  
Spring Meeting Sign-In Sheet – May 23, 2018

Member Last Name	Member First Name	Role	Career Cluster Area	Signature
✓ Arledge	Jenny	Director of College & Career Readiness	Architecture & Construction <sup>Stem</sup>	Jenny Arledge
— Armstrong	Wendi	Community/Industry	Business, Marketing, & Finance	
Bailey	Joel	Teacher	Information Technology	J. Bailey
Bell	Dwight	Community/Industry	Agriculture – Plant & Animal Science	Dwight Bell
Black	Dr. David	Community/Industry	Agriculture – Plant & Animal Science	Unable to attend
Brown	Paula	Community/Industry	Education & Training	Unable to attend
Carter	Pam	Teacher	Hospitality - Culinary	Damela Carter
Chester	Glenda	Community/Industry	Law & Public Safety	
Cooper	Wayne	Community/Industry	Architecture & Construction	
Crouch	Chase	Student	Business, Marketing & Finance	present
Cruz	Natalie	Student	Business, Marketing & Finance	present
Davis	Christina	Teacher	Architecture & Construction	C. Davis
Dempsey	John Mark	Post-Secondary Education	Arts, AV	
Dixon	Melinda	Parent	Health Science	Unable to attend
Dulaney	Jeri	Post-Secondary Education	Arts, AV Technology & Communications	J. Dulaney
Endsley	Andy	Community/Industry	Law & Public Safety	Andy Endsley
Evert	Melissa	Teacher	Agriculture – Plant & Animal Science	Melissa Evert
Feagley	Roger	Community/Industry	STEM	Unable to attend
Franklin	Ashley	Student Representative	Hospitality – Culinary Arts	Unable to attend
Franklin	Lori	Parent Representative	Hospitality – Culinary Arts	Lori Franklin
✓ Graham	Dr. Andrea	Community/Industry	STEM	Dr. Andrea Graham
Grimes	Kelly	Community/Industry	Architecture & Construction	Unable to attend
Gunderson	Carol	Community/Industry	Law & Public Safety	Carol Gunderson
Hall	John	Community/Industry	Transportation - Auto	Unable to attend
Halter	Bob	Teacher	Transportation – Auto	Bob Halter
Harden	Rusty	Administrator	Education & Training	Rusty Harden

Harred	Leslie	Counselor	Architecture & Construction	
Hass	Paula	Teacher	Business, Marketing, & Finance	<i>Paula Hass</i> Unable to attend
Hathcock	Kelsey	Community/Industry	Hospitality – Culinary Arts	
Holland	John	Teacher	Agriculture – Plant & Animal Science	<i>John Holland</i>
Johnson	Stephens	Community/Industry	Information Technology	<i>Stephens Johnson</i> Unable to attend
Lemons	Thomas	Community/Industry	Information Technology	
Luellen	<u>Ron</u>	Post-Secondary Education	Transportation - Auto	<i>Tom Whitworth</i>
Luper	JT	Teacher	Agriculture – Welding	<i>J.T. Luper</i>
Mayo	Jerry	Community/Industry	Architecture & Construction	Unable to attend
McClung	Cheyenne	Community/Industry	Health Science	Unable to attend
McQueen	Spencer	Community/Industry	Transportation - Auto	
Meador	Mike	Teacher	Health Science	<i>Mike Meador</i>
Mott	Linda	Post-Secondary Education	Education & Training	<i>Linda Mott</i>
Nelson	Brandon	Teacher	Arts, AV Technology & Communications	<i>Brandon Nelson</i>
Orren	Jace	Community/Industry	Agriculture – Welding	<i>Jace Orren</i>
Owen	Megan	Post-Secondary Education	Agriculture – Plant & Animal Science	<i>Megan Owen</i>
Owens	Jordan	Community/Industry	Arts, AV Technology & Communications	
Palmer	Lyndsay	Community/Industry	Hospitality – Culinary Arts	<i>Came on Thursday!</i> Unable to attend.
Panter	Adam	Community/Industry	Architecture & Construction	
✓ Phillips	Karen	Science Curriculum Director	STEM	<i>Karen Phillips</i>
Plemons	John	Post-Secondary Education	Agriculture – Welding	
Potts	Tim	Community/Industry	Agriculture – Welding	<i>Tim Potts</i>
Reed	Randy	Community/Industry	Architecture & Construction	Unable to attend
Reeder	Cassie	Teacher	Health Science	<i>Cassie Reeder</i>
Robinson	Demetra	Teacher	Law & Public Safety	<i>Demetra Robinson</i>
Robinson	Heath	Teacher	Arts, AV Technology & Communications	<i>Heath Robinson</i>
Rogers	Jimmy	Community/Industry	Arts/AV Technology & Communications	
Roundtree	Don	Community/Industry	Architecture & Construction	<i>Don Roundtree</i>

Shingleur	Sandra	Community/Industry	Education & Training	Unable to attend
Shultz	Kristie	Community/Industry	Health Science	Unable to attend
Shurtleff	Keith	Community/Industry	Business, Marketing & Finance	<i>Keith Shurtleff</i>
Sims	Jayden	Student Representative	Law & Public Safety	<i>Jayden Sims</i>
Smith	Donna	Community/Industry	Business, Marketing, & Finance	
Smith	Brent	Community/Industry	Health Science	<i>Brent Smith</i>
Smith	Brynn	Teacher	Health Science	<i>Brynn Smith</i>
Smith	Lynn	Teacher	Business, Marketing, & Finance	<i>Lynn Smith</i>
Smithson	Harold	Teacher	Architecture & Construction & Transportation – Auto	<i>Harold Smithson</i>
Spradling	John	Post-Secondary Education	Health Science	
Stewart	Tracy	Teacher	Business, Marketing, & Finance	<i>Tracy Stewart</i>
Stracener	Lacie	Teacher	Health Science	<i>Lacie Stracener</i>
Stribling	Debbie	Teacher	Education & Training	<i>Debbie Stribling</i>
Villarino	Mario	Community/Industry	Agriculture – Plant & Animal Science	<i>Mario Villarino</i>
Wilder	Matt	Teacher	Information Technology	<i>MATT WILDER</i>
Williams	Leslie	Community/Industry	Education & Training	Unable to attend
Williams	Barrett	Community/Industry	Information Technology	Unable to attend
Williams	Michael	Community/Industry	Architecture & Construction	<i>Michael Williams</i>
Williams	Caitlyn			<i>Caitlyn Williams</i>
✓ Bussham	Glenda	-Community/	STEM	<i>Present</i>

15

# CTE Advisory Committee Spring Meeting Report 2018

---

SSHS CAREER & TECHNICAL EDUCATION

CTE Advisory Committee Report Spring 2018

SULPHUR SPRINGS I.S.D. | 1200 CONNALLY STREET, SULPHUR SPRINGS, TX 75482

# Career and Technical Education Advisory Committee

## 2018 Spring Meeting Report

The Career and Technical Education Advisory Committee met on Wednesday, May 23, 2018 from 1:00 – 2:30 pm in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 46 members in attendance. Those members in attendance representing their respective career fields were:

### **Agriculture – Plant & Animal Science**

Industry Representatives: Dwight Bell, Megan Owen, Mario Villarino  
Teacher: Melissa Evart and John Holland

### **Agriculture – Welding**

Industry Representatives: Jace Orren and Tim Potts  
Teacher: JT Luper

### **Architecture & Construction**

Industry Representatives: Don Roundtree and Michael Williams  
Teachers: Christina Davis and Harold Smithson

### **Arts, AV Technology and Communications**

Post-Secondary Education: Jeri Dulaney  
Teacher: Brandon Nelson and Heath Robinson

### **Business, Marketing, and Finance**

Industry Representative: Keith Shurtleff and Donna Smith  
Student Representative: Chase Crouch and Natalie Cruz  
Teachers: Paula Hass, Lynn Smith, and Tracy Stewart

### **Education and Training**

Post-Secondary Representatives: Linda Mott  
Administration Representative: Rusty Harden  
Student Representative: Caitlyn Williams  
Teacher: Debbie Stribling

### **Health Science**

Industry Representative: Brent Smith  
Teachers: Cassie (Reeder) Irvin, Brynn Smith, and Lacie Stracener

### **Hospitality and Tourism**

Industry Representative: Lyndsay Palmer (Met with teacher on Thursday, 5/24)  
Parent Representative: Lori Franklin  
Teacher: Pam Carter

### **Information Technology**

Industry Representatives: Stephens Johnson  
Teacher: Joel Bailey and Matt Wilder

### **Law & Public Safety**

Industry Representative: Andy Endsley and Carol Gunderson  
Student Representative: Jayden Sims  
Teacher: Demetra Robinson

### **Transportation: Small Engine, Auto, and Collision Repair**

Post-Secondary Representative: Tony Whitworth  
Teacher: Bob Halter

### **STEM**

Industry Representative: Glenda Bassham, Dr. Andrea Graham  
Administration: Karen Phillips and Jenny Arledge



## Table of Contents

<b>Welcome and Introduction.....</b>	<b>1</b>
<b>Jenny Arledge, Director of College and Career Readiness .....</b>	<b>1</b>
Welcome .....	1
SSHS Career and Technical Education Vision and Mission .....	1
Our Career and Technical Student Organizations (CTSOs) .....	1
Career and Technical Education Goals.....	2
Career Cluster Round Table Discussion Purposes:.....	4
<b>Agriculture, Food and Natural Resources .....</b>	<b>4</b>
<b>Architecture and Construction.....</b>	<b>6</b>
<b>Arts, AV Technology and Communications.....</b>	<b>7</b>
<b>Business, Marketing, and Finance.....</b>	<b>8</b>
<b>Education and Training.....</b>	<b>10</b>
<b>Health Science .....</b>	<b>11</b>
<b>Hospitality and Tourism .....</b>	<b>12</b>
<b>Information Technology .....</b>	<b>14</b>
<b>Law and Public Safety .....</b>	<b>15</b>
<b>Transportation.....</b>	<b>16</b>
<b>STEM .....</b>	<b>17</b>
<b>Adjournment .....</b>	<b>18</b>

## Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The CTE Advisory Committee meeting was held on Thursday, May 23, 2018. The meeting was called to order by Jenny Arledge at 1:00 pm. The following information was provided in the Welcome and Introduction segment of the meeting.

### Welcome

Thank each of you for committing your time and efforts to this committee. We have students, parents, teachers, community members, administration, and counselors represented on the committee to come together to help improve and grow our Career and Technical Education (CTE) programs at Sulphur Springs High School.

We will begin by reviewing our CTE Vision and Mission statement. Our CTE student organizations have officers present today to give us an update on their successes and achievements this year. We will then review our CTE overarching goals and provide updates on what we have done this year to assist in meeting those goals. Finally, we will break out into our career cluster areas to evaluate the specific goals that were set this year in the fall meeting for each specific career cluster area.

Refreshments for the meeting were provided by the Culinary Arts students.

### SSHS Career and Technical Education Vision and Mission

**Vision Statement:** Career and Technical Education students will graduate ready for college, career, and life in a global society.

**Mission Statement:** The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

SSISD created a "Dare to Dream" initiative several years ago that incorporates the WILDCAT acronym.

### Our Career and Technical Student Organizations (CTSOs)

BPA (Business Professionals of America) – report provided by Chase Crouch and Nick Humphries

FFA – report provided by Breanna Sells and Savannah Allen

FCCLA (Family, Career and Community Leaders of America) – report provided by Caitlyn Williams

HOSA (Health Occupations Students of America) – report provided by Brianna Hernandez and Jennifer Lopez

Skills USA – report provided by Mr. Harold Smithson



## Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
  - Continue to strengthen our Advisory Committee and utilize their expertise for continued growth and development of our CTE programs.
  - We are continuing to build our Practicum course offerings. Practicum courses are an opportunity for our students to gain experience outside the classroom. We currently have 11 Practicum courses: Practicum in Agriculture, Practicum in AV Production, Practicum in Transportation, Practicum in Business Management, Practicum in Construction, Practicum in Culinary Arts, Practicum in Education, Practicum in Health Science, Practicum in Information Technology, Practicum in Law, Practicum in Manufacturing. Four years ago, we only offered three Practicum courses. Each of our Practicums offer shadowing experience with area businesses in the field for the Practicum course. These are usually nonpaid positions, but so far, we have been successful in placing all students in areas to allow them opportunity to grow and expand the knowledge. It has opened doors for employment after high school for several students already. We are working towards offering Practicum experiences for each career cluster area offered at Sulphur Springs High School.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
  - We are measured by our ability to assist students in earning industry recognized certifications both on our federal funding, Perkins, annual report and now through our school's accountability rating system.
  - This year, over 310 students earned industry recognized certifications.
  - In 2014-15, we only offered 7 student certifications. In 2015-16, that number moved to 13. Last year, we offered 17 different industry recognized student certifications. That number has grown to 25 this school year.
  - Our goal is to ensure that all students have an opportunity – in each Career Cluster area to earn an industry recognized certification that they can take with them after they graduate. The state is increasing awareness of the importance of earning industry certifications by making it a part of our state accountability.

NUMBER OF STUDENT CERTIFICATIONS OFFERED

# 2017-18	# 2016-17	# 2015-16	# 2014-15
25	17	13	7

- We added six new certifications this year. We plan to add seven additional certifications for the 2018-19 school year (listed on the right).

NEW CERTIFICATIONS FOR 2017-18	NEW CERTIFICATIONS FOR 2018-19
1. AAFCS Early Childhood Education Certification	1. AAFCS – Pre-Professional Certification in Interior Design
2. Adobe Certified Associate Illustrator	2. Adobe Certified Associate – Premier
3. AWS D9.I	3. ASE Automotive Maintenance & Light Repair
4. Certified Nurse Aide (CNA)	4. AWS Sense
5. Certified Veterinary Assistant	5. Emergency Medical Technician
6. Microsoft Office Specialist (MOS) Word Expert	6. Microsoft Office Specialist (MOS) – Excel Expert
	7. QuickBooks Certified User

3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
  - **New Programs: Architecture and Construction.** Through this CTE Advisory Committee, we were able to begin these two new programs for SSHS students. For the 2017-18 school year, we added Interior Design to the Architecture Endorsement and Construction Tech I to the Construction Endorsement. We started the House Project on 128 Fore Street building a two-bedroom home. We had hoped the house would be finished by the end of the school year, but that was just not possible. The house is in the dry. Our goal will be to complete construction by December of the 2018-19 school Year. We will also be offering Architectural Design I and Construction Tech II courses next year. We have developed an agreement with PJC that Architectural Design I students can take the class on our campus or take dual credit courses on the PJC campus for the 2018-19 school year.
  - **New Endorsement: CTE STEM – Robotics.** Based on the need to offer a STEM related Endorsement with SSISD focusing on growing STEM interest in the elementary and middle school, we have created the CTE STEM – Robotics Endorsement to add to our STEM-Math and STEM-Science core Endorsements. Students will take Principles of Information Technology in 9<sup>th</sup>, Computer Programming I in 10<sup>th</sup>, Robotics I in 11<sup>th</sup>, and Robotics II in their 12<sup>th</sup> grade year. We added Robotics II this school year. There were 22 students enrolled in Robotics I and 4 students were in Robotics II. We are working on continuing to build this program through this committee.
  - **New Endorsement: Video Game Design.** Based on students’ interest, we added the Video Game Design Endorsement this year. Students will take our existing courses as follows: Principles of Arts, AV Technology & Communications in 9<sup>th</sup> grade, Graphic Design or Digital Media in 10<sup>th</sup> grade, Animation in 11<sup>th</sup>, and the new Video Game Design course their senior year. Ten 8<sup>th</sup> grade students selected this endorsement as their Primary endorsement.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.
  - In 2016-17, CTE teachers and several core academic teachers will be trained in Project-Based Learning (PBL) by Region 6. PBL is a totally unique way of approaching teaching

and learning – placing the learning more in the hands of the students and making the teacher more of a facilitator of learning than the traditional teacher-led model of instruction.

- Our Teacher Externship Program began in 2016-17 with 8 teachers completing the program shadowing at Saputo and Clayton Homes. These teacher teams created PBL units that were implemented this school year. Five teachers will complete the Teacher Externship Program this summer shadowing at several different sites including the hospital lab, the Police Department, Sherriff's Department, Endless Printing, and Echo Publishing. Teachers will develop PBL units to implement during the 2018-19 school year.
- In 2018-19 all CTE courses will implement at least two PBL projects within their curriculum.

#### Career Cluster Round Table Discussion Purposes:

1. Evaluate 2017-18 Career Cluster Program Goals established in the fall meeting.
2. Make recommendations for 2018-19 goals
3. Review equipment/facilities needs for 2018-19
4. Complete CTE Advisory Member Program Evaluation Survey

---

#### Reports from each Career Cluster Area:

### Agriculture, Food and Natural Resources

Spring Meeting Goal Evaluation and Round Table Discussion:



Goals for 2017-18: Plant & Animal Science

#### **#1 - Update facilities: update and build new pens/corral system by the Greenhouse/Horticulture Lab to give students hand-on experience with vaccinating, feed management programs, etc.**

This goal is still in progress. Instead of renovating current corrals, it may be more effective to build new. Looking to add a squeeze chute and scales. TAMU-Commerce offered to help with designing the new corrals. Ag Mechanics and Welding 1&2 students could help with building the corral.

Pair with culinary to do a garden, use greenhouse for growing during the winter months.

#### **#2 - Certifications: BQA - all Livestock students certified this year, 11 currently enrolled. CVA - have at least one student that is in the Practicum course take and pass the CVA level 1 test at the Vet.**

This goal is still in progress. Hunter's Ed and Boater's Ed did not have interest this year. BQA and Beef Literacy Modules were more interesting. More hands-on activities could be added to the BQA certification. One student will take the CVA level 1 in the next 3-4 weeks. We should have more CVA certifications for the 2018-19 school year.

### Needs Assessment for 2018-19:

- Redo greenhouse siding
- Corrals for behind the lab
- Garden set up for use with Culinary.
- Partner with Rail 19 on processing beef that is raised and then culinary could be a part of cooking within the next few years.
- Ag Building classrooms, kitchen, storage, office, and bathrooms will need to be renovated before too long.
- Digital Steer scales

### Spring Meeting Goal Evaluation and Round Table Discussion:

#### Goals for 2017-18 - Welding:

#### **#1 - (Continued from 16-17) Increase student understanding of welding terminology and equipment used.**

- **Students need to be more aware of the different welding processes and their advantages, disadvantages, as well as why they are used.**
- **With the addition of new equipment (welding booths and Lincoln FlexTec 350's) GTAW or TIG welding on carbon steel should be more readily available.**
- **Increase students' knowledge and understanding of MIG welding and fabrication. Ensure that students understand the knowledge behind fabrication (math, safety, tool use, and welding). This includes everything from reading a tape measure to reading and understanding blueprints/project plans.**
- **The goal of 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding regarding the creation of the project.**

This goal is still in progress and is designed to be a perpetual achievement. More vocabulary tests pertaining to the vernacular of welding were given. Instructor tried to model the terminology by using it more frequently than the common names given to welding equipment and processes. GTAW/TIG welding steel was not accomplished due to the fact that the welders and booths were not fully functional until late March. Student's understanding of fabrication was challenged by encouraging them to develop project plans more independently. Roughly 80% of students obtained 70% mastery or more of creating show and auction projects by building or assisting to build projects. This goal will continue for the 2018-19 school year.

#### **#2 - Increase the number of students attaining industry recognized certifications.**

- **Continue the OSHA 10 Hour Certification for all students in Ag Mechanics, Welding I, and Welding II. The number of students needing this certification for the year is around 40.**
- **With the addition of becoming a certified AWS SENSE training facility, students should work on completing the criteria for certification as it aligns to the curriculum. Students that possess the desire and skill to obtain certification should get certification to be a SENSE Level 1 Entry Welder.**
- **Awaiting on clarification from the state on whether AWS D1.1 certification is the actual welding certification or if a qualification card is applicable. Certification is obtained through a student test at an Approved Test Facility and is quite costly. Qualification can be issued by any CWI (Certified Weld Inspector) at any facility.**

This goal is still in progress and is designed to continually improve. Two students obtained AWS D9.1 GMAW 3F downhill certifications through competition. Roughly 40 students were certified with the OSHA 10 Hour Safety certification, and Welding 1 students started the curriculum for AWS SENSE Level 1 certification by reviewing safety. These students will continue the training next year in Welding II while others will begin the certification process in Welding I.

**#3 - Incorporate AutoDesk Inventor into the program for students to use in planning and completing projects to enhance their computer skills and refine their project records.**

- **May start out at the pace of the student where all students show some very basic use of the program.**
- **Allow students that show more interest and skill at using the program to pursue certification if it can be done in a timely manner.**

This goal is still in progress. Introduction to AutoDesk Inventor was presented to the students with a higher level of resistance than anticipated. Students were given 2 weeks to explore the program and 0 expressed interest in using it beyond that for projects in the current year. Few students mentioned learning more for the next year. This goal will continue for the 2018-19 school year with potentially allowing students to explore other CAD options.

Needs Assessment for 2018-19:

A plate beveler/track torch was discussed for cutting welding coupons for certification practices. A weld bend test machine was also mentioned for testing welds. Tim Potts mentioned that Flowserve may have an extra bend tester.

---

## Architecture and Construction



### Spring Meeting Goal Evaluation and Round Table Discussion:

Goals for 2017-18:

**#1 - Retain the 2017-2018 students for next school year as they continue the sequence of classes. With a strong second year including the construction of a home and an explanation of the classes to follow, students will see the value in the endorsement and the continuation of courses. Goal will be to retain 100% of students in one of the two programs.**

This goal was not met at 100%. All students were not retained but numbers are still good because new students added the classes to their schedules. We discussed the sequence of courses with students and talked about what they will learn next year to try to retain future students. This goal will continue to grow and promote the program.

**#2 - Continue to research future equipment/facility needs for the additional course offerings and propose budget amounts for the 2018-19 school year that will meet those needs. Goal will be met by May 2018.**

This goal was met. Doing well with equipment and needs. Added the SketchUp program this year. We will continue to see that we have the latest tools and programs for our students each year.

**#3 – Successfully complete the house project on Fore Street utilizing our community partners as needed by May 2018.**

This goal has made steady progress and has been a learning experience! This goal will continue for the 2018-19 school year. Mr. Smithson is looking forward to additional support and manpower (more students) next year and counts this year as a success for student learning and zero injuries.

**#4- Students in Architecture course will become proficient in a design program such as Revit or Sketch Up and will include an original design in their e-portfolios by Spring 2018.**

This goal is still in progress. SketchUp full version was installed and used by students. This goal will continue next year with so much more to learn.

---

## Arts, AV Technology and Communications



### Goals for 2017-18:

**#1 - More student training in ethics, critical thinking, written skills, and general employability soft skills. Goal will be measured with a self-made teacher examinations and/or projects grading rubrics.**

This goal was met. Doing the PBL allowed students to gain more real-world insight on communicating with professionals and each other. They also received real feedback from a potential employer. This goal will continue for 2018-19.

**#2 - Work towards getting at least 30% of students certified in Adobe software in 2017-18 – specifically Adobe Photoshop, Premiere Pro, and Animate. Increase the percentage each year thereafter.**

This goal is still in progress. We are confident in our growth of students who became certified between all classes. The goal will continue, but it will be replaced with a goal that is more related to employability skills.

**#3 - Gear students toward solving more relatable, real-world problems. This will be achieved by Mr. Nelson's courses successfully getting the t-shirt operation running; Mr. Robinson's courses will successfully complete campus spotlight videos.**

This goal is still in progress. Next year, we feel more confident that this goal can be accomplished.



---

## Business, Marketing, and Finance

### Goals for 2017-18:

**#1 -To work with employers and businesses to gain insight into employer needs in the workplace for prospective employees so that we might better prepare our students for careers.**



- Career Fair Spring 2018

- Employers will conduct mock interviews with our students to help prepare them for employment after graduation from High School.

- Guest speakers within the Business, Marketing, and Finance classes in both the fall and spring semesters. Goal attainment to be measured by the number of speakers utilized within the 2016-17 school year.

-Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

Ways goal was met:

- Feed the pig challenge - 130 kids saved a total of \$20,000. Nathan Tigress won with \$10,000. Students worked with Alliance Bank to set up savings accounts

Paula Hass

- Guest Speaker – Army recruiter
- Students learned how to access TX Workforce website to search for jobs

Lynn Smith

- PBL Project – Employ Me – Students learned to fill out Employment Applications, Create Resumes, Interview Skills and participated in interviews with representatives from Saputo. Students also participated in a Community Service project (food pantry and clothing closet at League Street Church of Christ)
- Guest Speakers – Donna Smith – Big Smith’s BBQ  
Kevin Jenkins – SSISD – Transition Coordinator
- Students learned how to access TX Workforce website to search for jobs

Tracy Stewart

- PBL Project – Students chose a “failed product” and re-designed it. Students presented their “makeovers” to representatives from Alliance Bank for them to decide if their new product would be a success.
- Students learned how to access TX Workforce website to search for jobs

### **Proposed for next year:**

Informative Career Fair – Representatives from different businesses would be located at tables throughout the room (possibly in the Civic Center). Students would go to the different tables and listen to a 3-5-minute presentation about that persons job (duties, education, experience, salary range, etc.). – Educating students on actual position and what they do in that position. After the “speed dating” round students would have the opportunity to go back to some of the jobs they were interested in and ask questions and find out more details about the position.

## **#2 - To teach basic soft skills and public relation skills to students**

- Discuss and practice basic soft skills:

- Communication
  - Listening
  - Service - Courteous, polite, make customer feel important
- You are selling the "product" of the company/business by your politeness (upon entering the door) and culture you offer.
- Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

Ways goal was met:

Lynn Smith

- PBL – Employ Me – Soft Skills and interview skills were taught as part of PBL
- Mock interviews, how to shake hands, proper dress for interview, personal grooming
- Professionalism Grade
- Presentations – Students acted out a “scenario” dealing with communication or listening skills.

Paula Hass

- Soft Skills
- Mock interviews, how to shake hands, proper dress for interview, personal grooming
- Professionalism Grade

Tracy Stewart

- Soft Skills
- Mock interviews, how to shake hands, proper dress for interview, personal grooming
- Professionalism Grade

## **#3 - Teach basic money handling, awareness of physical money (counting and managing money), balancing a checkbook, and growing awareness of spending habits and budgeting.**

- Dollars & Sense – hands-on lessons to be incorporated in the fall and spring semester.
  - Career Prep - Counting change, calculating percentages.
- Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

Ways goal was met:

Paula Hass, Lynn Smith, Tracy Stewart

- Continue to count back money
- Practice how to reconcile your account
- Writing a check
- Credit cards
- Field Trip – Federal Reserve & School Store (P. Hass, L. Smith)
- Started school store to be expanded and continued next year (P. Hass, L. Smith)
- Taxes

## **#4 - Incorporate speech, keyboarding, and presentation as a fundamental skill in each Business, Marketing, and Finance course.**

- PBL Projects will allow students to obtain these skills
- Goal attainment will be measured through student mastery in classroom assignments, project grading rubrics, and teacher observations.

Ways goal was met:

Paula Hass

- Presentations – Public Service Announcement – Dangers of debt

Lynn Smith

- Employment Interviews (good & bad examples)
- Students created a video or PowerPoint promoting a proposed business or product and presented it
- Students utilize keyboarding games to improve speed and accuracy in BIM-A

Tracy Stewart

- Presentations — Re-make product and present to community members
- Research existing businesses (competition) if they bring in new product

---

## Education and Training



### 2017-18 Goals:

**#1 – Try to stay in contact with former students to check to see if on track to become a teacher - maybe high school freshman e-mail college freshman (Grow Your Own Program).**

Goal was met and will continue.

**#2 – Keep goals for 2016-2017 – just expand:**

**#1 - Increase number of students receiving certifications by offering the AAFCS Education Fundamentals Certification for Instructional Practices and/or Practicum in Education students for the 2017-18 school year. Goal will be to certify at least 10 students.**

Nine students passed AAFCS this year. Goal will continue for next year.

**#2 – Students will complete e-portfolios in each Education & Training class and will upload at least one project in the spring semester and one project in the fall semester as artifacts for Education & Training courses.**

Goal was met and will continue.

**#3 - Allow opportunities for students to become familiar with post-secondary education through having guest speakers from post-secondary education, College/Career Fair, and class research projects. Goal attainment will be measured by the number of opportunities students are provided during the fall and spring semesters.**

Goal was met and will continue

**#4 - Students will be given an opportunity to hear from someone with more than 10 years education experience through inviting guest speakers and observing teachers on the High School campus through the Instructional Practices course and off-campus through the Practicum in Education course.**

Goal made progress this year and will continue for next year.

**#3 - Look into grants for education – Contact Region 8. Look into scholarships for students in practicum.**

Goal in progress and will continue.

**Proposed new goal for 2018-19:**

Increase use of technology to analyze educational data.

---

## Health Science



### 2017-18 Goals:

**Goal # 1: Add more sites for practicum. For example, case management, social working, and Medical Records. Establish what our students can and cannot do while at the clinical sites.**

Goal was met.

**Goal #2: To keep students in areas that they show more interest in for a longer period of time. One or two weeks for Practicum I and three weeks for Practicum 2.**

Goal was met.

**Goal # 3: Students will participate in mock interviews and practice applying for a job. Students will be put in front of a mock interview board consisting of people that they do not know to give a real world scenario.**

Goal was met.

**Goal #4: HOSA students to become more involved in the community. Participate in parades, walks/runs held here in town, hospital events and Terrific Tuesdays.**

Goal was met.

**Goal #5: To establish a ground zero plan between Lacie, Cassie, and Brynn on what our expectations are from the Principles courses all the way through to Practicum I & II.**

Goal was met.

**Goal # 6: NEIMS ICS course 100 & 700 at least offered to the seniors. No cost at all and done online. Practicum students will complete. This is a training that all employees of facilities that accept Medicaid and/or Medicare must complete.**

We are not doing the NEIMS Course we are going to be doing a 10-hour OSHA Safety Course that must be completed prior to entering the clinical sites.

**A few highlights from our discussion of what has been accomplished this year is as follows:**

**\*\*Multiple students offered jobs/internships for the summer.**

**\*\*3 students passed the CMA certification**

**\*\*\$200,000.00 awarded in scholarship money to our seniors**

\*\*Setting up the simulation lab over the summer that will include an exam room, nurses station, reception area, hospital room and EMS training area.

\*\*OSHA Training will be completed during the two weeks prior to entering the clinical site for the 2018/2019 school year. 10-hour safety course.

\*\*55 students enrolled in practicum-I in the fall and we had 77 applications picked up. 72 completed and returned for evaluation.

\*\*HOSA volunteered a lot this year but we are going to have to improve on participation from members. Competitions should be revamped this year as Brynn and Cassie both judged the skills part of competition in the metroplex and now have seen firsthand what our students should expect. We hope to have advancements next year in competition. We had one student two spots away from advancing in medical terminology. Brynn, Cassie and Lacie will be attending the international HOSA conference that will be held in Dallas in June.

\*\*The EMT program will be offered in the spring of 2019.

\*\*AHA BLS we certified 70 students. Students that were clinical received an AHA certification and students who were not clinical received Emergency Care and Safety Institute certifications and we had 70 for that certification as well.

### **New Proposed Goals for 2018/2019:**

1. Survey monkey for key questions for interview debriefing via email instead of paper versions. More lead time in scheduling interviewers for practicum mock interviews.
2. HOSA encourage students to compete to go to Orlando and Galveston prior sign ups ending. September childhood cancer awareness month with EMS; to kick off that month and fundraising HOSA kids work the pancake breakfast with EMS. Splitting the proceeds with HOSA. 503C would help with splitting the money. Increase in fundraising for HOSA.
3. Contact foundation and area healthcare providers about HOSA scholarships.
4. Instructors course being taken June 4<sup>th</sup> Brynn and Lacie.
5. 2019 mandated equipment for AHA CPR instruction- up to date on guidelines.
6. Spring of 2019 add another student certification (possibly patient care tech, dental assistant or physical therapy assistant.) Will contact TAMU Commerce advisor.
7. Reach out to different healthcare entities for equipment donations.
8. HOSA will increase student and community awareness towards different health related issues

---

## Hospitality and Tourism



### 2017-18 Goals:

**#1 – Ready students for today’s job market with real skills for job interviewing and completing necessary employment applications and documents. Students should be able to present themselves in a more desirable manner so employers will want to hire them. Customer service skills need to be improved on as well.**

It was discussed how we used a PBL to train students on completing proper resumes, job applications and other documents needed for employment. During the PBL students also had a day they had formal interviews with local business owners and were graded

on their completed resumes and employment forms as well as a formal interview. Students were dressed in business attire and were then trained by an etiquette specialist during a 5-course meal. They were instructed on how to present themselves in dress and manner of a business luncheon. The Culinary Arts department also provided and served the entire meal and the younger classes were all involved in proper plating and serving.

Next year we intend on using this goal again and the same PBL but to a greater degree with my Junior and Seniors being interviewed with the Sophomore and Freshmen completing the meal planning and service. I will preface this with more training in advance.

**#2 – Food Handlers license will be obtained by all culinary students starting in the first year so students will know all sanitation techniques for cooking. Also, they will all be required to work in our High School cooking and catering program to gain practical knowledge. Truer culinary skills will be emphasized and learned. For example, it is good for students to learn how to follow a recipe and make spaghetti for example, but a student should learn solid culinary skills such as how to prepare the five mother sauces.**

We obtained a substantial number of certifications this year. After discussing with the group, we all agreed to set certain certifications for each class. Next year our certifications will be as follows: Intro to Culinary – Food Handlers License and CPR Certification, Culinary Arts AAFCS Test, Practicum – American Culinary Federation Cook Certification, Advanced Culinary – American Culinary Federation Pastry Chef Certification.

These certifications will be impressive to employers for job placement in the culinary field and relevant in the industry. It was debatable if the Pro Start certification would be an asset to someone in the current job market. So, we won't continue that as an option in the future at this point; although we may participate in their competitions in the future. This goal had improvements and will improve more in the next year. More emphasis on classroom training will be given in preparation for these exams earlier in the year. I felt I waited too late to complete these tests this year and could have given them a bit more training to preface the exam.

**#3 –We will find mentors for students to have apprenticeships in different culinary opportunities in our community. Learning real job skills outside our classroom. This will also give students more contacts in local job markets.**

We discussed last year changing the sequence of courses for the upcoming school year to include the following: 9th – Intro to Culinary Arts (instead of Principles of Hospitality Services); 10th – Culinary Arts I; 11th – Advanced Culinary Arts; 12th – Practicum in Culinary Arts.

We have these courses now on the schedule for the up coming school year. The new classes and curriculum is more in keeping with Culinary school and paired with certifications to back up skills in preparing for the job market.

In addition, students have been placed in jobs currently with two local businesses and we will be placing them next year in Practicum in multiple job opportunities to strengthen their practical skills and to gain knowledge to be more marketable for employment. Finding mentors for students to have apprenticeships in different culinary opportunities in our community. Learning real job skills outside our classroom is a great asset for them. So, this goal was met.

All students were required to work in our High School catering and café program. I feel I will be able to utilize our improved classroom space and with the addition of our new equipment to be able to offer more regular and more available opportunities for students to prepare food and serve our school and community, They will be gaining job experience even during school in our café with a working POS system and improve our front of the house skills. With a working dishwasher we will be able to serve customers with real dishes instead of disposable— making a better dining experience. We will be creating a website and starting a food blog/Twitter account, which will highlight our food experiences in our café and cooking opportunities. We also will have more emphasis in different dietary needs and specialty menus for special diets and nutrition. With the FFA completing our garden beds, we hope to keep an herb garden as well as seasonal vegetables for preparation. Pop up days/nights will be an opportunity for Intro to Culinary students to bring their planned restaurants to life for real customers. More competitions will be sought out and planned in school and outside of school for students to put their skills to the test. Each student will have a portfolio outlining Culinary proficiencies met that they will be able to attach to a resume. It is my hope that we will broaden our students minds and pallets this year.

---

## Information Technology

### 2017-18 Goals:

**DIM #1 - Increase use and knowledge of industry standard software, Photoshop CC, in Digital Media classes... Students will be working towards earning a certification in Adobe Photoshop CC, with a 30 percent passing rate (roughly 30 students)**

This goal is still in progress and will continue for next year. Eighty-four students tested, 14 passed. For the next school year: 1) Find better study materials; 2) Set review goals before moving on to exam.



**DIM #2 - Use PBL and collaborate with other CTE instructors to adopt a local business to create/update logo designs for advertising the business.**

Goal was met and will continue with the same style of PBL projects.

**Programming 1&2 – Introduce HTML & SQL to each level of my programming classes to prepare them for industry standard jobs. Basic understanding of web-based services and such will be a great goal to strive for.**

The goal was not met (SOLID 2 – Still in progress) in teaching ALL of my classes basic HTML and SQL. I think moving forward, just teaching the upper level class about HTML+SQL will be enough to prepare them for the basics. Basic web technologies should be covered in PIT, regardless it would be a good thing moving forward to focus on basic terminology, so they could strengthen their vernacular.

**Web Technologies – Implement and discuss data structures. Creating and understanding relational schema will be important in web tech class. Create and establish a local database to better understand its required technologies.**

Implement and discuss basic data control. (3 – Not met) Eg. “What is a database? What is a DBMS?” I need to go back and revisit this topic with a better lesson plan in place. It seems like it could be taught, even in an intro class, however it will take a lot of learning on their part:

- a. What is the point of organizing data?
- b. Where is it all stored?
- c. What tools can we use to organize everything?
- d.

**Discussion around programming and web technologies.**

- a. Implement a PBL based around creating a local DBMS and basic SQL queries.
- b. Upper level programming – Aim for SQL. SQL is used A LOT in most professional settings.
- c. For either class, look at cool ways to implement physical building blocks. Eg:
  - a. Buying Raspberry Pi’s to create a small computer network.
  - b. Use Raspberry Pi to bridge a cool interdisciplinary project. For example, creating a program that will turn on a motor that waters the greenhouse when temperatures are above a certain degree.
- d. Real life interviews. Stephens Johnson (community rep.) mentioned practicing for interviews. He said that he couldn’t stress how important it is being comfortable in interviews. I could easily implement that into almost all my classes.

---

## Law and Public Safety

### 2017-18 Goals:

**#1 - Explore interest with Practicum of Law students in Firefighter careers. Formulate the needed tools and processes to get the classes going.**

In progress, polled students and found some interest but not enough to base classes on. The decision was made to continue to gauge progress toward this goal.





**#2 - Incorporate more speakers in the classroom as well as provide more field-trip opportunities. Goal will be to increase the number of guest speakers in the classroom and provide at least one field trip opportunity for the 2016-17 year.**

This goal was met and will still be in progress. We had some speakers, but not as many as last year. We will plan at least 1 field trip per semester next year. Next year, per Chief Sanders SSPD, students will be able to come out to their Range and spend a day training with SWAT officers on building searches and active shooter trainings.

**#3 – Explore scholarship opportunities within the community as well as within the State. Report will be provided during the spring Advisory meeting.**

This goal is in progress. Checked with the State Bar local president, Roper and contact was not returned. We will check into Chance Ringler and Stan Avery scholarships for public safety. This is possibly available locally.

**#4 - Continue to explore and generate internship opportunities for Practicum class 2017/18 School Year to allow students to obtain hands-on experience. Goal will be to have at least two internships ready for the 2017-18 Practicum course. Report will be provided during the spring Advisory meeting.**

This goal is in-progress. We currently have 6 Practicum sites. The goal is to seek out other opportunities for students to gain experience. Specifically: Adult Probation and possibly somewhere in the Court House.

**Equipment Needs for 2018-19 Discussed:**

Simulated Glasses used for field-sobriety tests.

---

## Transportation

### 2017-18 Goals:

**#1 – Continue to establish good relationships with community businesses in both auto tech and small engines industries. Goal will be to increase attendance for the Advisory meeting by three members for the spring meeting and continue through the following year.**

Still in progress. One of the ideas that Tony Whitworth, from Carrol Shelby School of Automotive, had was to partner with Lowes, and put on a 45 min lawnmower maintenance class on a Saturday morning, covering push mowers.

**#2 – Create more visual displays to teach concepts. Students will complete display boards to use in instruction.**

Goal was met. Students constructed a board with all the electrical components of a riding mower and all the wiring.

**#3 – Emphasize electrical skills throughout the curriculum and continue to stress safety.**

Goal was met. Industrial Safety and OSHA rules are taught at the beginning of each year. Electrical safety, along with Fire safety are taught. Basic electricity is taught in Principles of Transportation. This goal will continue for the next school year.



#### #4 – Work with students on hiring processes, especially the job interview process.

Goal was met. We cover interviewing for the job in my Small Engines class.

---

## STEM

### 2017-18 Goals:

#### #1 - Robotics students to compete in a competition for the 2017-18 school year. We are exploring the VEX competitions instead of FIRST based on the level of competition and resources.



Goal was not met. Students did not compete this year. We will have a new Robotics instructor next year and will focus on competition. We have debated whether to go with First or Vex competitions. The committee feels we should really consider using Vex. At the University level, VEX is tied closely with STEM education—especially for electrical engineering. It is easy to integrate the VEX concepts into the classroom and modules are provided to teach. Mrs. Phillips said we should have two full VEX kids from a grant several years ago. We will take students to Greenville High School to show them their Robotics areas as well as visit Innovation First in Greenville.

#### #2 - Take the Robotics Teams to visit our Middle School and Elementary campuses to market STEM and our Robotics program.

We did take students to the Middle School campus as an introduction to the different endorsement offerings for the high school. SSISD has started a Girls in Engineering program focusing on 3<sup>rd</sup>-5<sup>th</sup> graders. More emphasis is going to continue at the elementary campuses with Lego competitions. The Middle School was very successful this year in the Lego competitions, going to the state level for the first year. We want to continue that interest through high school through proper marketing and building a successful program here at the high school. We discussed that “Success breeds Success”.

#### #3 - Retain at least 50% of Robotics I students for Robotics II for the 2018-19 school year.

This goal was not met. We had 22 students in Robotics I this year and 5 students in Robotics II. There are only 5 students requesting Robotics II next year of the 22. Only one student in Robotics I this year was a senior. Ms. Arledge will look at the course selections for other Robotics I students from this year to see where they went.

Plans to help retain for next year:

- Field trip to Greenville High School and Innovation First at the beginning of the school year to gain interest in growing a program. Let students help develop ideas to grow the program and let them take ownership in helping with that goal.
- Create a Robotics Club after school program to hook 9<sup>th</sup>-12<sup>th</sup> graders into the program instead of waiting until their junior year to take Robotics.
- Change the sequence of courses to not require Computer Programming, but to recommend it as the technology credit. Start Robotics I in grade 10, Robotics II in grade 11, and add Practicum in IT for Grade 12. We are afraid that forcing students to take Computer Programming during their 10<sup>th</sup> grade year might deter them from continuing in the program.

- Visit TAMU-Commerce Electrical Engineering department at the end of the year.
- Visit with Saputo, Innovation First, Flowserve, EDC, and any other company that would be interested in sponsoring our Robotics Team.
- Look at incorporating more realistic PBL projects into the curriculum—such as building smart cities. Talk with Mike Hoybook to see if he would allow our students to visit his Smart home.

---

## Adjournment

Jenny Arledge adjourned the meeting at 2:30 pm.

## Next Meeting

Our next CTE Advisory Committee meeting will be held in the fall with the specific meeting time and date to be announced by the beginning of the fall semester. The next meeting will focus on determining goals for the 2018-19 school year for CTE as well as goals for each career cluster area.

Thanks to our Career and Technical Education Advisory Committee, we will continually strive to explore and discover new ways of strengthening and growing our Career and Technical Education programs and to better connect our students with their future careers.

# Articulated CTE Courses through PJC

# PJC Articulated Courses and Certification/Associate Degree Endorsements

Articulated credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level. Articulated credit is absolutely FREE! Students can take up to 15 credit hours of articulated credit that saves in the form of time and costs of college tuition and fees.

## Articulation Agreement with Paris Junior College (PJC)

Sulphur Springs High School has signed articulation agreements with Paris Junior College for twenty high school Career and Technical Education (CTE) courses. Those courses and their PJC equivalent courses are as follows:

### SSHS CTE Course

Accounting I  
Accounting II  
Ag Mechanics & Metal Technologies  
Anatomy & Physiology  
Business Information Management I **AND** Business Information Management II  
Computer Maintenance  
Health Science  
Medical Terminology **AND** Problems & Solutions  
Principles of Business, Marketing & Finance **AND** Business Law  
Principles of Business, Marketing & Finance **AND** Marketing Dynamics  
Principles of Business, Marketing & Finance **AND** Money Matters  
Principles of Health Science  
Principles of Information Technology  
Telecommunications & Networking  
Web Technologies  
Welding  
Advanced Welding

### PJC Course (Credit Hours)

ACNT 1311 Introduction to Computerized Accounting (3)  
ACNT 1303 Introduction to Accounting I (3)  
WLDG 1425 or 1307  
MDCA 1309 Anatomy & Physiology for Medical Assistants (3)  
ITSC 1309 Integrated Software Applications I (3)  
  
ITSC 1325 Personal Computer Hardware (3)  
HPRS 1102 Wellness and Health Promotion (1)  
HITT 1305 Medical Terminology (3)  
BUSG 1301 Introduction to Business (3)  
  
MRKG 1311 Principles of Marketing (3)  
  
BUSG 1304 Personal Finance (3)  
  
HPRS 1201 Introduction to Health Professions (2)  
ITSC 1301 Introduction to Computers (3)  
ITNW 1325 Fundamentals of Networking Technologies (3)  
IMED 1316 Web Page Design I (3)  
WLDG 1457  
WLDG 1428

### Student Articulation Requirements:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation Graduation Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled at PJC and have completed twelve (12) semester hours of credit (which can include dual credit).
6. Request for college credit to be granted for the articulated courses within fifteen (15) months from date of high school graduation.

# SSHS-PJC ARTICULATED COURSE CREDIT

Articulated credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level. Articulated credit is FREE! Students can take up to 15 credit hours of articulated credit that saves in the form of time and costs of college tuition and fees.

SSHS courses that are articulated with PJC are listed on the right along with their PJC equivalent courses.

In order to receive articulated course credits through PJC, the following requirements must be met:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation High School Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled at the college and have completed twelve (12) semester hours of credit (which can include dual credit/concurrent credit coursework taken in high school).
6. Request for college credit to be awarded for the articulated courses within fifteen (15) months from the date of high school graduation.

Please see Ms. Arledge in the library if you have any questions or email questions to [JARLEDGE@SSISD.NET](mailto:JARLEDGE@SSISD.NET)

## CTE COURSES UNDER THE ARTICULATION AGREEMENT:

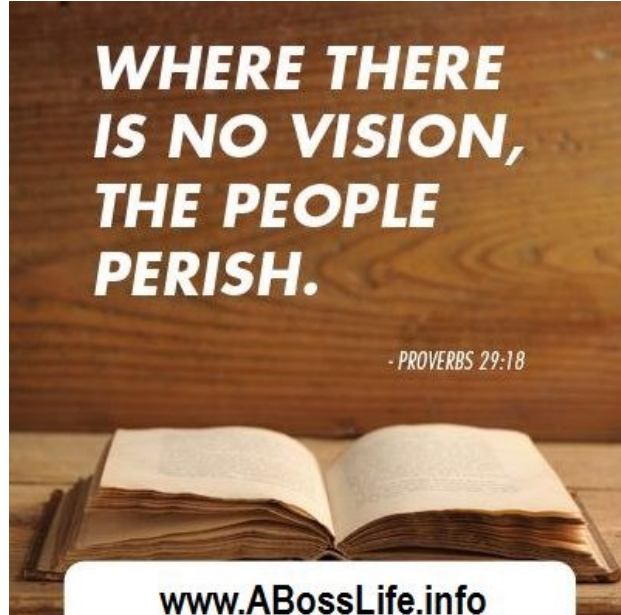
High School	WECM College Course
Accounting I	ACNT 1311
Accounting II	ACNT 1303
Anatomy & Physiology	MDCA 1309
BIM I AND BIM II	ITSC 1309
Business Law (and completion of Principles of Business Marketing & Finance)	BUSG 1301
Computer Maintenance	ITSC 1325
Health Science	HPRS 1102
Marketing Dynamics	MRKG 1311
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business Marketing & Finance)	BUSG 1304
Principles of Health Science	HPRS 1201
Principles of Information Technology	ITSC 1301
Telecommunications & Networking	ITNW 1325
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding	WLDG 1307
Advanced Welding	WLDG 1428 + WLDG 1417+ WLDG 1457 taken as dual credit

# CTE Meetings

CTE PD 2017! Great to  
Best! August 17 Meeting







1 - <http://schools.ssisd.net/page/sshs.home>

**CTE Vision:** Career & Technical Education students will graduate ready for college, career, and life in a global society.

### **Mission:**

The mission of Sulphur Springs High School Career & Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

### **CTE Goals:**

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards
4. Increase connections between core academic courses and CTE courses through project-based learning (PBL) experiences.



*2 - Admin Retreat Topics: Cultural Shift - Fundamental Purpose*

1. Shift from focus on teaching to focus on learning.
2. Shift from an emphasis on what is taught to a fixation on what students learned.
3. Shift from coverage of content to demonstration of proficiency.
4. Shift from providing teachers with curriculum documents such as state standards and curriculum guides to engaging collaborative teams in building shared knowledge regarding essential curriculum.
5. Shift from learning by listening to learning by doing.
6. Shift from individual teachers attempting to discover ways to improve learning/results to collaborative teams of teachers helping each other improve.
7. From an assumption that "these are my kids" to "these are our kids".

Good to Great Video Highlights: Great to BEST – What it takes.

1. Passion to Win!
2. Passion to Invent
3. Passion on Strategies & Tactics
4. Discipline to Achieve Daily Target
5. Discipline to Forge Ahead Always!
6. Discipline of Commitment
7. Evaluation at all levels.
8. Learning from Best Practices
9. Begin with the End in Mind
10. Overcome ALL Obstacles

- 11. Encourage every Small Win
- 12. Support Others
- 13. Celebrate WIN

**What we are doing GREAT!**



**3 - HOUSE Project - Fore Street**



SULPHUR SPRINGS  
HOPKINS COUNTY  
ECONOMIC DEVELOPMENT CORPORATION

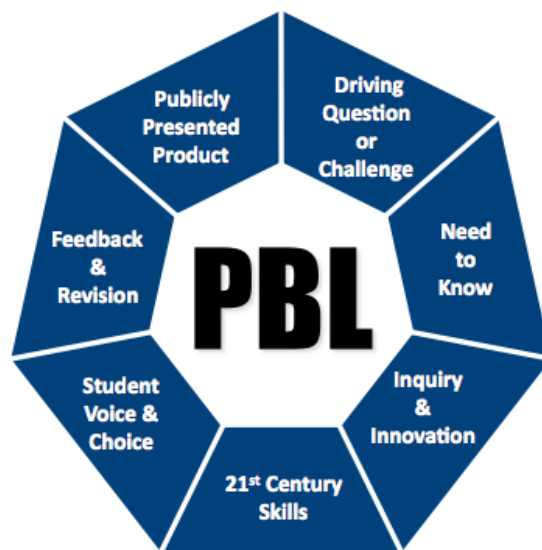
**4 - Teacher Externship Program**

**Saputo & Clayton Homes**



5 - AG SHOP REMODEL

## Project-Based Learning - PBL



**Year 1** - Use PBL lesson unit built in training with Region 6 - make sure you create frequent checkpoints and rubrics to grade projects. Make sure the final projects are public in some way.

**Year 2** - Create/ use at least two PBL lesson units

**Year 3 and after**- Continue to use and build PBL lesson units throughout each course.

## Student EPortfolios



### **Started two years ago:**

Year 1 - All Principles Courses

Year 2 - All CTE Courses

### **\*\*Year 3 - All CTE Courses**

- **Add PBL Project and any other projects that are significant to showcasing student skills**
  - **Students write a reflection of the project when added**
- **Update Resume**
- **Use pathbrite.com**
  - Mrs. Townsend and Tech Team will train or come in your classroom to help students set up -
  - If you want to learn or refresh, Sept after school training or you can access online video training.

## Increased Student Certifications

### **Perkins Report**

- 2014-15: 103 certifications earned
- 2015-16: 121 certifications earned
- 2016-17: 235 certifications earned
  - 156 passed/252 took = 61.9%

### **Agriculture:**

1. Boater's Education - Wildlife & Fisheries
2. Hunter's Education - Wildlife & Fisheries
3. Floral Design Level 1 - Floral Design
4. OSHA - Ag Mechanics
5. AWS D1.1 (Structural Steel Welding) - PJC
6. Texas Beef Quality Assurance - Livestock Production
7. **NEW - AWS SENSE - Welding II**
8. **NEW - Veterinary Assistant - Pract in AG**
9. **LOOK INTO: Autodesk Inventor Certified User - Welding I**

### **Architecture & Construction**

1. **LOOK INTO- AAFCS - Pre-Professional Certification in Interior Design Fundamentals**
2. **LOOK INTO: Autodesk Revit Architecture Certified User**
3. **LOOK INTO - NCCER for Construction**

### **Auto Repair**

1. ALLDATA Automotive Information Specialist - Auto Tech II
2. **LOOK INTO: NA3SA - National Automotive Student Skills Standards Assessment**
3. **LOOK INTO: ASE**

### **Business, Marketing & Finance**

1. Microsoft Office Specialist in Word, Excel, Access, & PowerPoint - BIM I
2. **NEW - Mastering Quickbooks Level I or Quickbooks Certified User - Acct II**
3. **LOOK INTO- A\*S\*K Concepts in Finance - Acct I**
4. **LOOK INTO- A\*S\*K Fundamental Business Concepts - Entrepreneurship**
5. **LOOK INTO - MOS SharePoint - BIM II**

### **Education & Training:**

- AAFCS Education Fundamentals - Practicum in Education

### **IT/ARTS AV:**

1. Adobe Certified Associate Photoshop - DIM & Graphic Design I
2. JAVA Associate Programmer - Programming II

3. **NEW - Adobe Certified Associate Premier - AV Production II**
4. **LOOK INTO- Adobe Certified Expert Illustrator- Graphic Design II**
5. **LOOK INTO - Adobe Certified Associate Dreamweaver or WOW Certified Web Designer - Web Design**
6. **LOOK INTO - Sun Certified Java Associate - Programming II**

#### **Health Science:**

1. Clinical Certified Medical Assistant (CCMA) - Practicum II
2. Healthcare Provider CPR, AED, & Standard First Aid - Health Science I
3. **NEW - Certified Nurse Assistant (CNA) - Practicum PJC**
4. **LOOK INTO: Emergency Care Attendant or Emergency Medical Technician**
5. **LOOK INTO: Medical Coding Certification/Certified Coding Associate**
6. **LOOK INTO: Phlebotomy Technician**

#### **Hospitality & Tourism**

1. Texas Food Handler - Intro to Culinary
2. AAFCS - Pre-PAC Culinary Arts - Practicum in Culinary
3. CPR/First Aid - Intro to Culinary
4. **NEW: National Restaurant Association ProStart - Practicum**

#### **Law & Public Safety**

- **? - County Jailer Certification**



- **Career Prep I & II**
- Practicum in Agriculture
- Practicum in Audio/Video Production
- **Practicum in Culinary Arts**
- Practicum in Education
- **Practicum in Health Science/Practicum CNA**
- Practicum in Information Technology/IT-TECH
- Practicum in Law & Public Safety
- Practicum in Transportation



How can we become the BEST?



New for 2017-18

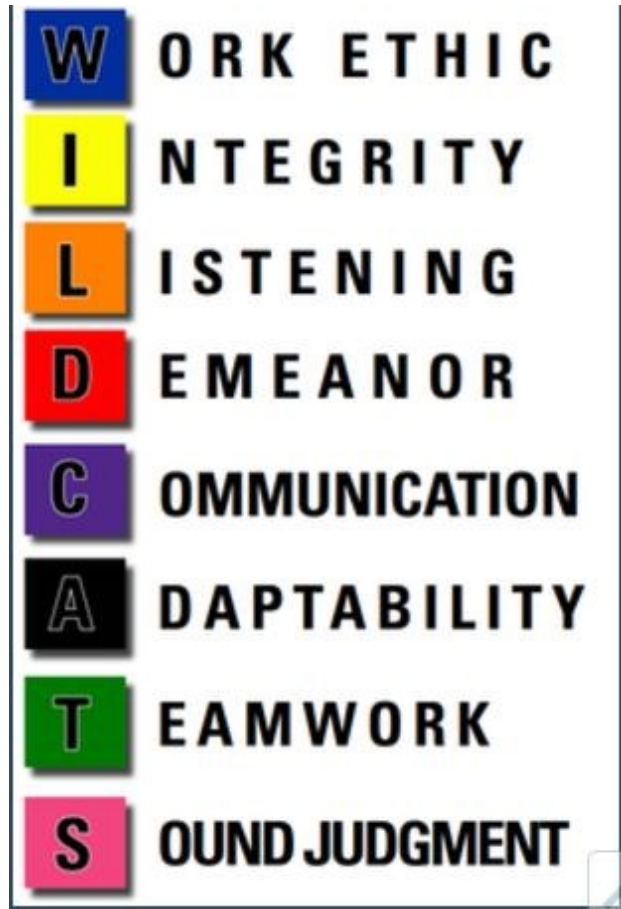
# initiative

## **Sulphur Springs ISD**

### **Excellence in Teaching & Learning**

**Sulphur Springs ISD pledges a commitment to:**

1. A Safe and Orderly Environment
2. A Clear and Focused Mission
  - Vision, Mission, and Goals
  - Values: What we believe
3. A Climate of High Expectations
  - Culture of Achievement: A true belief that all students can learn
  - Goal setting with data
  - Strong relationships among staff
4. Quality Instructional Leadership
  - Recruit and hire talented teachers
  - Quality professional development
  - Professional collaboration through learning communities
  - Data driven decisions
5. Equal Opportunity to Learn and Time on Task
  - Guaranteed and Viable Curriculum
  - Best practice in teaching and learning
  - Instruction for enrichment and individualized intervention
  - Extended instruction through longer days or after school programs
6. Frequent Monitoring of Student Progress
  - Balanced assessment plan
  - Targeted student intervention
  - Quality relationships with students
  - Regular feedback for improved achievement
7. Positive Home to School Relationships
  - Transparency for all
  - Parent involvement
  - Supportive relationships with parents
8. Critical 21st Century Soft Skills
  - Work Ethic and Integrity
  - Listening
  - Positive Demeanor (Interpersonal Skills)
  - Communication
  - Adaptability
  - Teamwork
  - Sound Judgment (Problem Solving)




**WILDCAT Posters:**

Recognize students every six weeks for their soft skills performance in the classroom.

Write their names under the soft skill as soon as you witness it on the laminated poster.

**\*\*Stress NO CELL PHONES!**


**SSHS Career & Technical Education**  
**Student Appraisal Review**

**Date of Review:** [Click here to enter text.](#)      **Semester/Year:** [Click here to enter text.](#)  
**Student Last Name:** [Click here to enter text.](#)      **Student First Name:** [Click here to enter text.](#)  
**Course Name:** [Click here to enter text.](#)      **Instructor:** [Click here to enter text.](#)

**RATINGS**

**Work Ethic:** A set of values based on the virtue of hard work and perseverance.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Integrity:** Doing the right thing even if no one is watching you.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Listening:** To attend closely for the purpose of understanding and learning.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Demeanor:** The positive personality traits you demonstrate to others.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Communication:** To share or convey information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands through speech, gestures, writings, and behavior.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Adaptability:** The ability to adapt or cope to changing situations and expectations.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Team Work:** The cooperative work done by a team of people.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Sound Judgment:** The capacity to assess situations or circumstances and make wise decisions.  
 60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**PERFORMANCE**

**Attendance**     60 = Poor     70 = Fair     80=Satisfactory     90=Good     100=Excellent

**Comments:** [Click here to enter text.](#)

**OVERALL RATING (AVERAGE THE RATING NUMBERS ABOVE)**      [Click here to enter text.](#)

Student Signature \_\_\_\_\_      Date \_\_\_\_\_

**Students Performance Evaluations:**

Use the Appraisal Review document to assess student's soft skills each semester

**ATC - Texas Advanced Technical Credit**

ATC provides a pathway for high school students to earn credit toward a college technical certificate or degree. ATC courses are offered at public high schools in Texas and articulate to courses at Texas community and technical colleges. They address relevant career and technical education content and instruction and offer enhanced curricula to meet rigorous college-level requirements.

<https://www.atctexas.org/>

**Teachers** must meet one of the two following requirements to be eligible to teach a course for Advanced Technical Credit:

**Requirement 1:** The teacher must have a baccalaureate degree or higher with a major in the teaching discipline.

OR

**Requirement 2:** The teacher must have a minimum of an associate degree and three (3) years verifiable non-teaching work experience directly related to the teaching discipline.

**Students:**

- Select ATC courses that align with their degree goals
- Complete the ATC course as a junior or senior to receive college credit. A college may elect to award credit for the course taken in grades 9 and 10, but the final course in the sequence must be taken in grades 11 or 12.
- Earn an 80 or better in each course.
- ATC courses will be designated with the letter "A" to denote "Articulated Credit" on their transcript.
- Will earn students Performance Acknowledgements as well on their transcript. I will have to manually enter those in when you have provided a list of all that have earned 80 or above as a 11th or 12th grade student.

**AG**

- Livestock Production
- Equine Science
- Veterinary Medical Applications
- Wildlife, Fisheries, and Ecology Management
- Agriculture Mechanics & Metal Technology

**Architecture & Construction**

- Interior Design
- Construction Technology I
- Next year: Construction Technology II
- Next year: Architectural Design I

**Arts/Audiovisual Technology & Communications**

- Animation I
- Audio/Video Production II
- Graphic Design & Illustration I

- Graphic Design & Illustration II
- Commercial Photography
- Next Year: Video Game Design

### **Business, Marketing & Finance**

- Principles of Business Marketing & Finance
- Business Information Management I
- Business Information Management II
- Next Year?: Business Law
- Accounting I

### **Health Science**

- Medical Terminology AND Principles of Health Science
- Health Science Theory
- Anatomy & Physiology

### **Hospitality & Tourism**

- Culinary Arts

### **Human Services**

- Lifetime Nutrition & Wellness
- Child Development

### **Information Technology**

- Principles of Information Technology
- Computer Programming I
- Computer Programming II
- Digital Media
- Web Technologies

### **Law, Public Safety**

- Principles of Law
- Court Systems & Practices

### **Manufacturing**

- Welding II

## Marketing

- Entrepreneurship

## Transportation

- Automotive Technology II

## New Curriculum/End of Year Purchases



1. Did you receive all?
2. Problems with online?
3. Pearson training - Friday, Sept. 22 from 2:30 - 3:30 in the library - we will connect with Skyward in October

## 8th Grade Success Class - IS NO MORE!

### 10 Sessions -

6 sessions led by Middle School and High School Counselors + Me

4 sessions - CTE Teachers

Things to do:



Plan CTE Advisory Committee Meetings

Fall Meeting - Set Goals - October 2 - Lunch from 11:00 - 1:00

Time to Learn



Breakfast Club?



Lunch & Learn?

Collaboration Time with Core Teachers?

Shadow another teacher?

We decided to have Breakfast Club – one in the fall and one in the spring.

## Inventory - Tags

I will be using one of your conference periods to complete inventory for your room by October (goal).

## CTSO's



**Join us!**

1. Encourage all your students to join a CTSO: *Student surveys last year indicated that 415 of our CTE students were NOT in a CTSO.*
  - a. BPA
  - b. FFA
  - c. FCCLA
  - d. HOSA
  - e. SkillsUSA
  - f. NTHS

2. **Earning Letter Jackets through a CTSO:** Students may earn letter jackets if they have NOT already earned a letter jacket by meeting the following requirements:
  - a. Student must participate in qualifying competitive events.
  - b. Student must be a paid member of the CTSO program for a minimum on three (3) years.
  - c. Student must participate in the CTSO fundraisers each year meeting the required member quota.
  - d. Student must complete the number of community service hours required by the CTSO each year.
    - i. \*NOTE: Each CTSO will inform students of the specific criteria as they apply to #1-4 requirements as listed above. All four (4) requirements must be met within the specific criteria set for each CTSO program and do NOT apply if the student has already earned their letter jacket through another school organization.

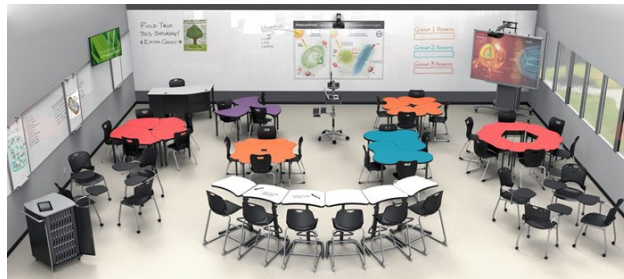
## Budget



Sept 1 - New Budget

- Get purchase orders ready now - Purchase Order Request Form - Form in TEAMS or get from Carol
- General Budget - Total \$313,000
  - I will email amounts to each department with totals for the year.
- PERKINS - \$45,674 - need to spend early -
  - must use for one of the required uses:
    - 1. Academic/CTE Integration
    - 2. Link to Postsecondary CTE
    - 3. All Aspects of Industry
    - 4. Expand the use of technology
    - 5. Provide professional development
    - 6. Evaluate Perkins-Funded Programs
    - 7. Initiate, Improve, & Expand Quality of CTE Programs
    - 8. Sufficient size, Scope and Quality
    - 9. Activities for Special Populations.

### Spending Ideas: Building Collaborative Classrooms





- Workshop area - where teacher can teach small groups
- Add color with furniture
- Tables on wheels that can be adjusted to make different size groups or be used alone
- Portable whiteboards - use as room dividers
- TV screens around the room with HDMI cord for students to connect and display to groups
- Swing chairs in different colors
- Adjustable height tables
- Whiteboard walls, chalkboard walls, magnetic walls



**Due Date: Sept 1**

1. Scope & Sequence for EACH course in OneDrive
2. PBL Unit in OneDrive **SSHS CTE Curriculum**
3. Course Syllabus in OneDrive **SSHS CTE Curriculum**- when you have them
4. CTSO - Dates & Information - Put in **TEAMS** or email me
5. CTE Advisory Members - update - List is in **TEAMS**

# CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date:

Thurs, Aug 17, 2017

Meeting Time: 8:30 - 11:30 am

Place/Room:

Library

Last Name	First Name	Signature	Birthdate	T-Shirt Size
Bailey	Joel	<i>Joel Bailey</i>	7-13	L
Carter	Pam	<i>Pam Carter</i>	5-7	XL
Davis	Christina	<i>Christina Davis</i>	1-25	M
Evert	Melissa	<i>Melissa Evert</i>	6-6	L
Halter	Bob	<i>Bob Halter</i>	10-14	XL
Hass	Paula	<i>Paula Hass</i>	12-20	XL
Holland	John	<i>John Holland</i>	5-4	XL
Luper	JT	<i>JT Luper</i>	8-20	L
Meador	Mike	<i>Mike Meador</i>	10/9	XL
Nelson	Brandon	<i>Brandon Nelson</i>	10-3-3	XL
Price	Megan	<i>Megan Price</i>	10-22	M
Reeder	Cassie	<i>Cassie Reeder</i>	2-2	M
Robinson	Demetra	<i>Demetra Robinson</i>	11/22	M
Robinson	Heath	<i>Heath Robinson</i>	4-2	L
Smith	Brynn	<i>Brynn Smith</i>	6-1	M/L
Smith	Lynn	<i>Lynn Smith</i>	7-29	M

Last Name	First Name	Signature	Birthdate	T-Shirt Size
Smithson	Harold	<i>Harold Smithson</i>	6/28/56	2XL
Stewart	Tracy	<i>Tracy Stewart</i>	11/16	S
Stracener	Lacie	<i>Lacie Stracener</i>	10/01	M
Stribling	Debbie	<i>Debbie Stribling</i>	12/20	XL
Wilder	Matt			
Wiggins	Nick	<i>Nick</i>		

Townsend Meredith M  
 McChesnee Carol  
 Medge, Tenn Jimmy  
 11-5-85 L  
 10-29 2XL  
 M

# CTE MEETING SIGN-IN SHEET

Facilitator: Pearson Rep

Meeting Date:

Friday, Sept. 22, 2017

Meeting Time: 2:30 – 3:30 – Pearson Training

Place/Room:

Library

Last Name	First Name	Signature	Birthdate	T-Shirt Size
Bailey	Joel	<i>Joel Bailey</i>		
Carter	Pam	<i>Pam Carter</i>	5-7-16	XL
Davis	Christina			
Evert	Melissa			
Halter	Bob			
Hass	Paula			
Holland	John			
Luper	JT			
Meador	Mike			
Nelson	Brandon	<i>Brandon Nelson</i>		
Price	Megan			
Reeder	Cassie			
Robinson	Demetra			
Robinson	Heath	<i>Heath Robinson</i>		
Smith	Brynn			



# CTE PBL TRAINING SIGN-IN SHEET

Facilitator: Meredith Townsend

Meeting Date: Thursday, Sept. 28, 2017

Meeting Time: 8:00 – 3:30 pm

Place/Room: Library

Last Name	First Name	Signature
Carter	Pam	<i>Pam Carter</i>
Evert	Melissa	<i>Melissa Evert</i>
Meador	Mike	<i>Mike Meador</i>
Reeder	Cassie	<i>Cassie Reeder</i>

Breakfast Mtg  
September 29

Delilue Strubling

Christina Davis

Ramela Carter

Paula Hass

Cassie Reeder

Jane Stracener

Heather Robinson

MATT WILDER

Bob Halter

Melissa Ewart

David [unclear]

St. Luper

Jegand Price

Don [unclear]

Tracy Stewart

Lynne Smith

# CTE 8<sup>TH</sup> GRADE SPEED CAREER CRUISING PLANNING MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date: Thursday, Oct. 26, 2017

Meeting Time: 3:30 – 3:45 pm

Place/Room: Library

Last Name	First Name	Signature
Bailey	Joel	✓
Carter	Pam	Pam Carter
Davis	Christina	CDavis
Evert	Melissa	ME
Halter	Bob	Bob Halter
Hass	Paula	Paula Hass
Holland	John	John Holland
Luper	JT	JT
Meador	Mike	
Nelson	Brandon	Brandon Nelson
Price	Megan	
Reeder	Cassie	
Robinson	Demetra	Demetra Robinson
Robinson	Heath	
Smith	Brynn	Brynn Smith

Last Name	First Name	Signature
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Matt	<i>Matt Wilder</i>
Wiggins	Nick	<i>Nick Wiggins</i>
McAlister	Christie	<i>Christie McAlister</i>
Pech	Pam	<i>Pam Pech</i>

CTE Meeting: Jan. 8, 2018



<https://youtu.be/49312B2i3v4>

CTE Meeting: Jan. 10, 2018

**Agenda:**



1. PBL
2. Budget
3. Online Curriculum
4. Labor Market Update EDC
5. Student Certifications
6. WILDCAT Student Evaluations
7. Lesson Planning
8. Events for Spring

Project-Based Learning (PBL)

- Share your PBL's

- Goal - Each teacher should use the PBL designed in the training this year.
- Next year - increase to at least two PBL projects in your curriculum. Eventually, we should become focused on teaching through PBL model rather than out of a textbook.
- If you need help, plan a time to meet with Meredith.
- Possible PBL - work with Mr. Dick - 3D printer available.
- Additional Training:
  - MagnifyLearning - June 25-28 in Indiana - \$500 for individuals, \$450 for groups of 5 or more - PBL Jumpstart and PBL Coaching
  - BIE - PBL World 2018 Conference - Napa Valley California - \$900 early bird - PBL 101 and PBL Coaching
- Students need to save their projects - online portfolio somewhere

## Essential Project Design Elements Checklist

Does the Project Meet These Criteria?			?
<p><b>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</b> The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p><b>ChALLENGING PROBLEM OR QUESTION</b> The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p><b>SUSTAINED INQUIRY</b> The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>			
<p><b>AUTHENTICITY</b> The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.</p>			
<p><b>STUDENT VOICE &amp; CHOICE</b> The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p><b>REFLECTION</b> The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.</p>			
<p><b>CRITIQUE &amp; REVISION</b> The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>			
<p><b>PUBLIC PRODUCT</b> The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>			

Mr. Halter - hydraulic arm development project in Principles of Transportation - excellent!!!!

## Budget



- We have budget and Perkins money we need to spend.
  - I'll provide an updated sheet with balances.
- Save \$ for trips, but spend majority by February so students can benefit this year.
  - Think about improving your areas - what could make your classroom more real-world, more collaborative, more engaging for students?
- TEA auditors will be coming in March.
- Inventory: I'll give each of you the inventory sheet I have.



- Update it if needed
- If you have time to tag items, let me know.
- We will need to have everything tagged and checked off before summer.
- "P" on your inventory means it was bought with Perkins funds.



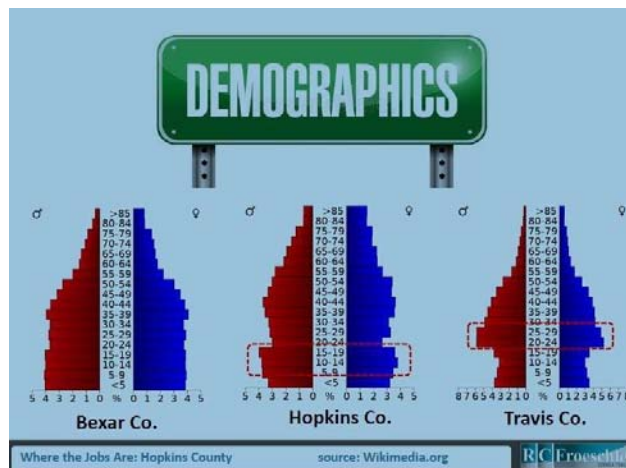
- I need a list of all online curriculum with your access codes/passwords as soon as possible. Please put in my box.
- Please make sure you are using the online curriculum - most was purchased with 8 year licenses.



# Where the Jobs Are A Fresh Look at the Texas and Hopkins County Labor Market



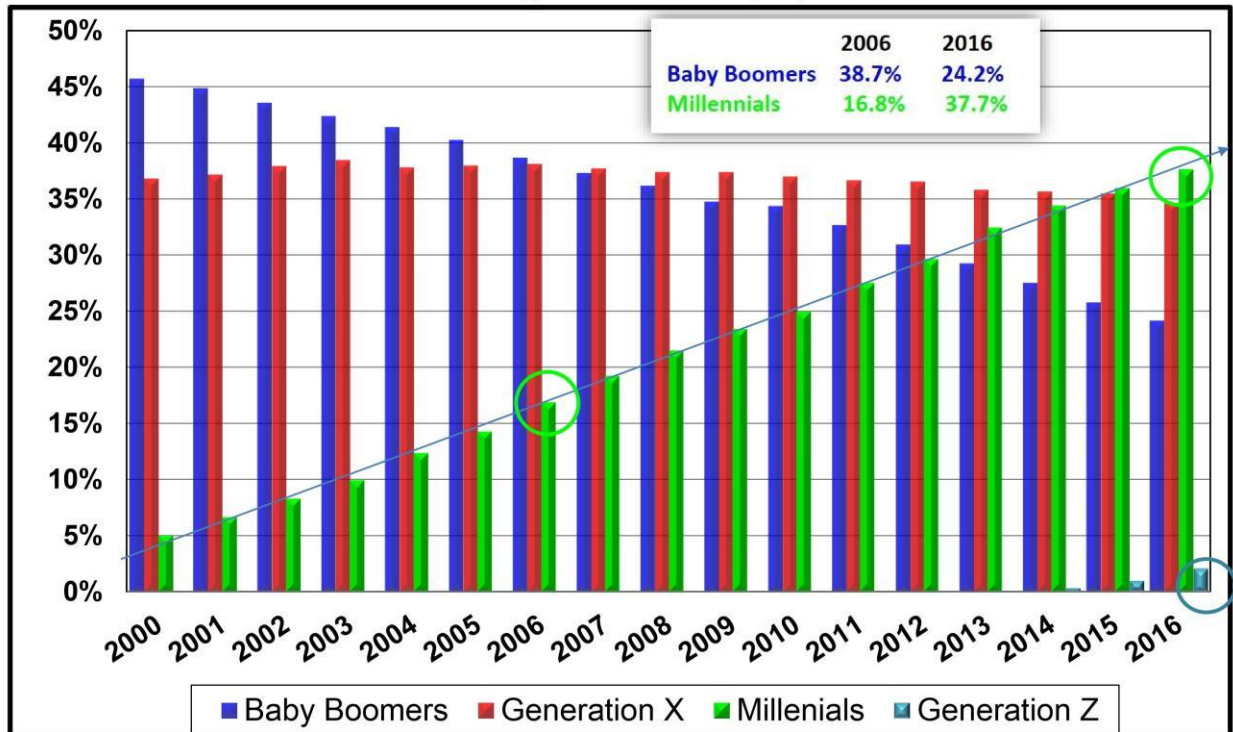
Richard Froeschle  
rich@richfroeschle.com  
(512) 585-8231







## Millennials Show Unique Consumption & Social Trends

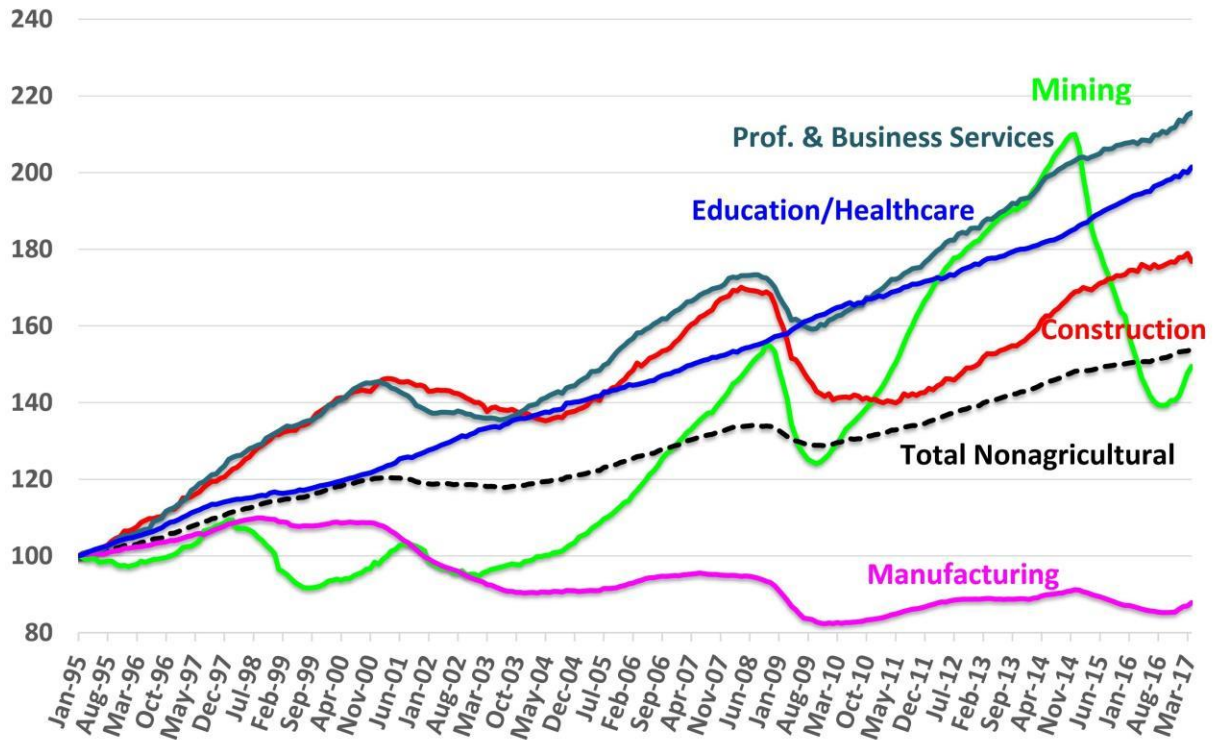
### Generational Percentages of Texas Employment 2000-2016



Where the Jobs Are: Hopkins County Source: Census ACS/PUMS

Living Arrangement	1975	2016
% living with parents	14.7%	22.9%
% living with parents or family member	20.8%	38.5%
% living with spouse	31.9%	19.9%
Homeowner	51.9%	28.8%
Bachelor's degree or higher	22.8%	37.0%
Employed	66.8%	77.0%
Median income	\$36,850	\$34,837
Men  -11.9%	\$45,908	\$40,401
Women  28.5%	\$22,895	\$29,429
<b>Nuclear (family) Meltdown (25-34yr olds)</b>		
% meeting all 4 major life milestones: living away from parents, ever married, lived with a child, in the labor force	45.0%	24.0%

## Texas Industry Employment Momentum 1995-2017



Where the Jobs Are: Hopkins County

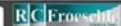
source: TWC/LMCI CES

### Hot Texas Job Listings: September 2017 (last 60 days)

Occupational Title	Job Postings	CHG YR Ago	Median Wages \$
1. Registered Nurses	14,814	-6,374	\$70,386
2. Heavy Truck Drivers	13,728	-3,023	\$42,828
3. Retail Salespersons	9,078	-1,832	\$27,363
4. Supervisors, Retail Sales Workers	9,019	-1,547	\$47,106
4. Customer Service Representatives	7,620	-1,429	\$33,248
6. Maintenance & Repair Workers, Gen	7,094	-158	\$35,617
7. Software Developers, Applications	6,099	905	\$104,908
8. Supervisors, Office & Admin Support	6,097	-856	\$61,728
9. Computer User Support Specialists	5,387	-859	\$52,142
10. Supervisors, Food Prep & Serving Wkrs	5,330	-1,463	\$38,720
11. Management Analysts	5,167	1,053	\$97,702
12. Accountants	4,496	-101	\$80,494
13. Computer Systems Analysts	4,434	27	\$93,612

Where the Jobs Are: Hopkins County

source: Wanted Analytics/HWOL



**Technology Changes Jobs & Education Requirements**  
**Robots at an Amazon Fulfillment Center**



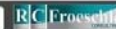
Where the Jobs Are: Hopkins County



**The Argument for Skills over Occupational Titles:**  
**Some New Jobs, Some Combined Jobs & 'Rebranded' Jobs**

Job Title	Job Title
1. Business Intelligence Analyst	11. Cyber Security Specialist
2. Cognitive Systems Engineer	12. Agile Project Manager
3. Computer Security Incident Responder	13. Social Media Manager
4. Solar Thermal Technician	14. Drone Pilot
5. Big Data Engineer or Architect	15. Accessibility Design Specialist
5. Strategic Resource Mapping Manager	16. Client Onboarding Specialist
7. Cloud Services Specialist	17. User Experience (UI/UX) Designer
8. Computer Graphics Animator	18. Mobile App Developer
9. Search Engine Optimization Manager	19. Chief Culture Officer
10. Digital Marketing Technologist	20. Talent Aggregator

Where the Jobs Are: Hopkins County



**Texas 2014-2024 Occupational Projections**

Largest Employment	Most Net Jobs Added	Fastest Growing	Most Job Openings
Retail Salespersons	Combined Food Prep Wkrs	Statisticians	Retail Salespersons
Office Clerks, General	Retail Salespersons	Occupational Therapy Assistants	Combined Food Prep Workers
Combined Food Prep Wkrs	Personal Care Aides	Nurse Practitioners	Cashiers
Cashiers	Registered Nurses	Diagnostic Medical Sonographers	Writers & Waitresses
Customer Service Reps	Customer Service Reps	Operations Research Analyst	Office Clerks, General
Personal Care Aides	Office Clerks, General	Interpreters & Translators	Customer Service Reps
Registered Nurses	Writers and Waitresses	Reinforcing Iron & Rebar Workers	Registered Nurses
Writers and Waitresses	Janitors & Cleaners	Physical Therapist Assistants	Personal Care Aides
Farm & Ranch Managers	Cashiers	Cardiovascular Technologists	Manual Laborers & Stock Handlers
Secretaries & Admin Assts.	Heavy and Tractor-Trailer Truck Drivers	Physician Assistants	Janitors and Cleaners
Janitors & Cleaners	Cooks, Restaurant	Cartographers & Photogrammetrists	General & Operations Mgrs.

Where the Jobs Are: Hopkins County




### Hopkins County Occupational Projections 2017-2027

Occupation	2027 Proj. Jobs	CHG 2017	2016 Wage	L.Q.
<b>Total - All Occupations (1.0% growth rate)</b>	<b>16,633</b>	<b>1,512</b>	<b>\$40,400</b>	<b>1.00</b>
1. Combined Food Prep & Serving Workers	625	95	\$18,900	1.55
2. Retail Salespersons	544	63	\$25,500	1.06
3. Registered Nurses	365	45	\$63,500	1.11
4. Heavy and Tractor-Trailer Truck Drivers	542	45	\$37,600	2.70
5. Personal Care Aides	160	43	\$18,500	0.70
5. Farmers, Ranchers & Ag. Managers	889	34	\$72,700	9.67
7. Construction Laborers	205	30	\$30,100	1.43
8. Manual Laborers & Freight/Stock Movers	299	30	\$26,200	1.03
9. Medical Secretaries	159	28	\$26,600	2.32
10. Landscaping & Groundskeeping Workers	194	25	\$27,000	1.45
11. Cashiers	412	23	\$19,500	1.12
12. Home Health Aides	74	22	\$24,200	0.59
13. Nursing Assistants	212	21	\$22,400	1.30
14. Waiters and Waitresses	211	21	\$19,300	0.74

Where the Jobs Are: Hopkins County source: Chmura Economics 

### Texas Primo Job Opportunities: Above AVG Prospects thru 2024

Occupational Title	PER CHG	GR/REP Rate	TOT AAO	Typical Education	Annual Wage
Registered Nurses	31.23%	1.3	10,815	Bachelor's	\$69,891
Teacher K-12, ex. Special Ed	24.58%	3.3	14,595	Bachelor's	\$52,813
Accountants & Auditors	23.65%	0.9	6,175	Bachelor's	\$78,488
Computer Systems Analysts	32.11%	2.5	2,635	Bachelor's	\$94,045
Computer User Support Specialists	24.55%	1.9	2,120	Some college	\$51,180
Software Developers, Applications	27.36%	1.9	2,065	Bachelor's	\$99,827
Management Analysts	24.45%	1.8	1,590	Bachelor's	\$96,032
Market Research/Marketing Analysts	32.37%	2.7	1,265	Bachelor's	\$75,383
Software Developers, Systems	23.25%	1.6	1,250	Bachelor's	\$104,176
Paralegals & Legal Assistants	27.14%	1.2	1,095	Associate's	\$53,195
Network & Computer Systems Admins	20.75%	1.6	1,080	Bachelor's	\$85,346
Medical & Health Services Managers	28.80%	1.1	1,070	Bachelor's	\$101,268
Training & Development Specialists	21.83%	0.9	1,055	Bachelor's	\$64,043
Personal Financial Advisors	30.38%	1.2	895	Bachelor's	\$107,263
Computer & Info. Systems Managers	27.52%	2.3	730	Bachelor's	\$148,608

Where the Jobs Are: Hopkins County source: TWC/LMCI 2014-2024 projections 

### 21 Most Valuable Career Skills Earning Pay Premium

Career Skill (MONEY+ Payscale)	PCT\$\$	Career Skill	PCT \$\$
1. SAS stat package	6.1%	12. Risk control/mgmt.	3.9%
2. Data mining/warehousing	5.1%	13. SAP material mgmt.	3.9%
3. Search engine marketing	5.0%	14. Business analysis	3.8%
4. Data modeling	5.0%	15. IT security/infrastructure	3.7%
5. Contract negotiation	5.0%	16. Lean manufacturing	3.6%
6. Software development	4.9%	17. Business Forecasting	3.5%
7. Strategic project mgmt.	4.4%	18. Health/clinical education	3.4%
8. Strategic planning	4.3%	19. CAD/CAM design	3.4%
9. Technical product sales	4.3%	20. Systems troubleshooting	3.3%
10. Customer service metrics	4.3%	21. Business development	3.0%
11. Financial analysis	4.0%		

(source: MONEY + PayScale)

Where the Jobs Are: Hopkins County 

Highest Earning Bachelor's Programs 2016 (4D CIP)		
Bachelor's Graduates by Major (TX) (100+)	Grads	Earnings
1. Registered Nursing, Nursing Administration	10,453	\$67,318
2. Chemical Engineering	549	\$65,580
3. Petroleum Engineering	559	\$63,724
4. Construction Engineering Technologies	401	\$61,641
5. Electrical Engineering Technologies/Techs	142	\$57,070
6. Computer/IT Administration & Mgmt.	250	\$56,924
7. Computer Science	536	\$56,893
8. Computer Engineering	375	\$56,143
9. Electrical/Electronics & Comm. Engineering	1,214	\$55,869
10. Civil Engineering	819	\$54,266
11. Industrial Production Technologies	315	\$53,541
12. Computer & Information Sciences	1,880	\$53,406
13. Industrial Engineering	373	\$51,183
14. Computer Systems Analysis	192	\$50,950

Where the Jobs Are: Hopkins County

Highest Earning Associate's Programs 2016 (4D CIP)		
Associate's Graduates by Major (TX) (50+)	Grads	Earnings
1. Fire Protection	243	\$67,261
2. Registered Nursing, Administration, Research	5,434	\$56,861
3. Electrical and Power Transmission Installers	128	\$56,639
4. Construction Engineering Technologies	80	\$56,110
5. Electromechanical & Instrumentation Techs	657	\$51,849
6. Quality Control & Safety Technologies	235	\$51,788
7. Physical Science Technologies/Technicians	1,029	\$48,209
8. Allied Health Diagnostic & Treatment Professions	2,282	\$43,190
9. Electrical Engineering Technologies	204	\$43,119
10. Industrial Production Technologies	264	\$41,724
11. Dental Support Services and Allied Professions	466	\$38,544
12. Drafting/Design Engineering Technologies	509	\$37,243
13. Heating, AC & Refrigeration Technologies	163	\$36,561
14. Health Services & Allied Health Sciences, Gen.	253	\$36,314

Where the Jobs Are: Hopkins County

<p><b>Workplace Skills</b></p> <p><b>Workplace Basics!</b></p> <p>Communication skills</p> <p>Getting along with others</p> <p>Critical thinking</p>	<p><b>Will</b></p> <p><b>Willing to take a job:</b></p> <ul style="list-style-type: none"> <li>✓ At lower level, lesser wage</li> <li>✓ In a different locale</li> <li>✓ Show flexibility &amp; initiative</li> </ul>
<p><b>Skills</b></p> <p><b>Strong academics</b></p> <p><b>High School diploma</b></p> <p>Post secondary schooling</p> <p>Appropriate technical skills</p>	<p><b>Distill</b></p> <p>On the Job Training</p> <p>Informal learning</p> <p>Continuing education</p> <p><b>Career Lattice</b></p>

Where the Jobs Are: Hopkins County

## Student Certifications Focus

### State Accountability Final List

**What we ARE doing:**



1. AWS D1.1 Structural Steel - PJC
2. AWS SENSE Welding Level 1
3. Certified Nurse Aide/Assistant - PJC
4. Certified Veterinary Assistant
5. Certified Clinical Medical Assistant
6. Emergency Medical Technician - PJC

***What we COULD pursue:***

- ASE Certifications - Automotive Maintenance & Light Repair
- Certified Patient Care Technician (NHA)
- MOS - Excel Expert
- MOS - Word Expert
- MOS - Master Certification
- NCCER - Construction Technology
- Oracle Certified Associate Java SE 8 Programmer
- Quickbooks Certified User

**PER Certification List**

***What we ARE doing:***

1. AAFCS Pre-Professional Certification in Culinary Arts
2. AAFCS Pre-Professional Certification in Education Fundamentals
3. Adobe Certified Associate - Photoshop
4. ALLDATA Certified Automotive Information Specialist
5. American Welding Society SENSE Certification
6. Certified Clinical Medical Assistant
7. Certified Nurse Aide
8. Emergency Medical Technician
9. Floral Design Certification Level 1
10. Microsoft Office Specialist - Word, Excel, Access, PowerPoint
11. Certified Veterinary Assistant
12. Texas Beef Quality Assurance

***What we COULD pursue:***

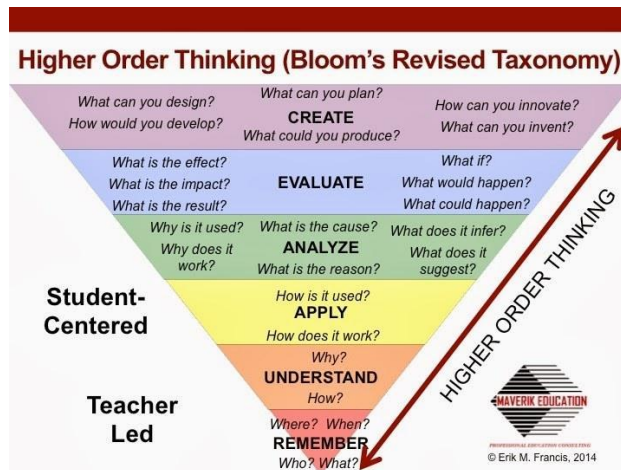
1. ASK Fundamental Business Concepts (Entrepreneurship)
2. AAFCS Pre-Professional Certification in Interior Design Fundamentals (Interior Design)
3. AAFCS Pre-Professional Certification in Personal and Family Finance (Dollars & Sense)
4. Adobe Certified Associate - Premiere Professional
5. Adobe Certified Expert - Illustrator
6. **ASE - Automotive Maintenance & Light Repair**
7. Autodesk Inventor Certified User
8. **Certified Patient Care Technician**
9. County Jailer Certification?
10. Microsoft Office Specialist SharePoint
11. **Microsoft Office Excel Expert**
12. National Automotive Student Skills Standards Assessment
13. **NCCER Construction Technology**
14. **Quickbooks Certified User**
15. Sun Certified JAVA Associate
16. World Organization of Webmasters (WOW) Certified Web Designer

**W** ORK ETHIC  
**I** NTEGRITY  
**L** ISTENING  
**D** EMEANOR  
**C** OMMUNICATION  
**A** DAPTABILITY  
**T** EAMWORK  
**S** OUND JUDGMENT

Student Evaluations?

Lesson Planning





1. **TEKS**
2. **Frame the Lesson** Post in the room.
  - a. **Objective:** We will... tie to TEKS
  - b. **Closing Task:** I will... how will students demonstrate mastery of the objective/assessment activity
3. **Seed Questions:** HOT (Higher Order Thinking) questions - use Bloom's, use as Stop & Talk discussions within the lesson.
4. **Sequence of Instruction:**
  - a. Bell Ringer (5 min)
  - b. Engage/Motivation Lesson Intro (5 min)
  - c. Whole Group Instruction/New Concept (10-12 min)
  - d. Group Practice/Small Group Instruction (10 min)
  - e. Independent Practice (10 min)
  - f. Lesson Closure (5 min)
    - i. See handout full of closure/assessment activities
5. **Enrichment:**
6. **Re-teach:**



- **January**

- 8th Grade Four-Year Planning/Course Selections
- Breakfast Club
- Promote your program sequence in Principles courses so that students will continue the sequence - poll students to see how many will continue and ensure they are signed up for the right classes to continue the program of study. Recruit students--especially specific genders to build a better balance for our nontraditional courses for females and males
  - **Nontraditional courses for Females:**
  - Livestock Production
  - Small Animal Management
  - Equine Science
  - Advanced Animal Science
  - Floral Design
  - Practicum in Agriculture
  - Architectural Design
  - Construction Technology
  - Principles of Arts, AV & Communications
  - Culinary Arts
  - Practicum in Culinary Arts
  - Principles of Information Technology
  - Law Enforcement I

- Forensic Science
- Welding & Advanced Welding
- Entrepreneurship
- Small Engine Technology & Auto Basics
- Automotive Technology & Advanced Auto
- **Nontraditional Courses for Males**
  - Vet Med Applications
  - Instructional Practices
  - Practicum in Education
  - Accounting I & II
  - Health Science
  - Practicum in Health Science
  - Lifetime Nutrition & Wellness
- BPA - Regional Leadership Conference/Competition
- FFA - Fort Worth Stock Show
- **February**
  - 9th-11th Course Selections
  - CTE Month
    - CTSO Weeks: BPA 5th - 9th; FCCLA 12th-16th; FFA 19th-23rd; HOSA 26th-March 2; SKILLS?
    - Board Presentation - February 11 - 6:00/ Culinary Arts meal/ CTSOs short presentations.
    - Mayor Proclamation - Thursday, February 1 - Library - Time to be announced. All CTE classes will be invited.
    - Feb. 22 - Presentation to the Rotary Club (20-25 minutes) - CTSO Presidents?
    - Hallway presentations - have them ready and in the hallway by Feb. 1
    - Newspaper article highlighting programs - ?
    - Video production highlighting areas - ? - Look at CTE Month Videos<sup>1</sup>

---

<sup>1</sup>[http://www.acteonline.org/ctemonth\\_videocontest/#.WINV4FWnF0w](http://www.acteonline.org/ctemonth_videocontest/#.WINV4FWnF0w)

- Graphic Design/DIM Posters - Logo<sup>2</sup> - Design their own.
- Master Schedule Planning - Courses, Sections, Teachers
  - Architecture teacher
- BPA State Leadership Conference/Competition
- FCCLA - Regional Leadership Conference/Competition
- FFA - San Antonio Livestock Show
- **March**
  - Endorsement Signing Night - Open House Night TBA
  - Practicum/Career Prep Planning Meeting - Change handbook and application process for next year.
  - FFA - Houston Livestock Show
- **April**
  - FCCLA - State Leadership Conference/Competition
- **May**
  - Student/Teacher CTE Evaluation Surveys
  - Advisory Meeting
  - Inventory Completed
  - BPA National Leadership Conference/Competition
- **June**
  - FCCLA National Leadership Conference/Competition

---

<sup>2</sup><http://www.acteonline.org/assets/0/182/22106/7ff058c8-1941-40bf-b1ee-f1031a15ad69.png>

# CTE 8<sup>TH</sup> SPRING SEMESTER MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date:

Monday, Jan. 8, 2018

Meeting Time: 3:30 - 3:45 pm

Place/Room:

Library

Last Name	First Name	Signature
Bailey	Joel	
Carter	Pam	<i>Pam Carter</i>
Davis	Christina	<i>Christina Davis</i>
Evert	Melissa	<i>Melissa Evert</i>
Halter	Bob	<i>Bob Halter</i>
Hass	Paula	<i>Paula Hass</i>
Holland	John	<i>John Holland</i>
Luper	JT	<i>J.T. Luper</i>
Meador	Mike	<i>Mike Meador</i>
Nelson	Brandon	<i>Brandon Nelson</i>
<del>Price</del>	<del>Megan</del>	
Reeder	Cassie	<i>Cassie Reeder</i>
Robinson	Demetra	<i>Demetra Robinson</i>
Robinson	Heath	<i>Heath Robinson</i>
Smith	Brynn	<i>B. Smith</i>



Last Name	First Name	Signature
Smith	Lynn	<i>Lynn Smith</i>
Smithson	Harold	<i>Harold Smithson</i>
Stewart	Tracy	<i>Tracy Stewart</i>
Stracener	Lacie	<i>Lacie Stracener</i>
Stribling	Debbie	<i>Debbie Stribling</i>
Wilder	Matt	<i>MATT WILDER</i>
Wiggins	Nick	
Williams	Kelsey	<i>Kelsey Williams</i>

# ***Career & Technical Education***

## ***Meeting Agenda***

April 2, 2018  
9:30 – 10:30 am

Type of Meeting: CTE Department Meeting

Meeting Facilitator: Jenny Arledge

- I. Call to order
- II. Teacher Externships – need at least 3 CTE teachers
- III. Practicum/Career Prep – Pre-requisite Checklist
- IV. Annual Conferences in April – please email me a date/time
- V. Advisory Meeting – May 25, 2018 from 11:00 – 12:00
- VI. Region 6 Program Evaluation – April 12-13
- VII. Budget
  - A. Spend remaining budget
  - B. Plan for summer conferences/Professional dues
- VIII. Student Certifications
- IX. Nepris – Has anyone used?

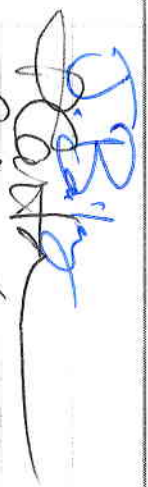
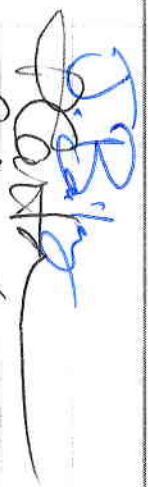
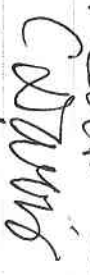
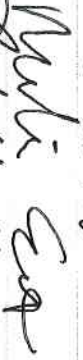








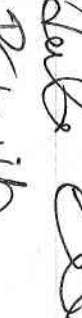
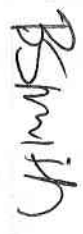
# CTE MEETING SIGN-IN SHEET – SPRINGS MEETING

Facilitator: Jenny Arledge

Meeting Date: Monday, April 2, 2018

Meeting Time: 9:30-10:30 am

Place/Room: Library

Last Name	First Name	Signature
Bailey	Joel	
Carter	Pam	
Davis	Christina	
Evert	Melissa	
Halter	Bob	
Hass	Paula	
Holland	John	
Luper	JT	
Meador	Mike	
Nelson	Brandon	
Reeder	Cassie	
Robinson	Demetra	
Robinson	Heath	
Smith	Brynn	

Last Name First Name Signature

Smith Lynn

*Lynn Smith*

Smithson Harold

*Harold Smithson*

Stewart Tracy

*Tracy Stewart*

Stracener Lacie

*Lacie Stracener*

Stribling Debbie

*Debbie Stribling*

Wilder Matt

*Matt Wilder*

Wiggins Nick

*Nick Wiggins*

Williams Kayla

*Kayla Williams*

**CTE News**



## FFA meets Rep. Ratcliffe

Sulphur Springs High School FFA President Spencer Brewer and Secretary Brennan Murray attend the Annual Farm Bureau meeting Thursday, Aug. 24, in Paris, where they got to meet Congressman John Ratcliffe (R-Texas). At the meeting they led the Pledge along with two Prairiland FFA members heard a report from Congressman Ratcliffe about current agriculture/trade topics on Capitol Hill. In picture above, from left, are two Prairiland FFA members, Rep. Ratcliffe, and Sulphur Springs FFA members Brennan Murray and Spencer Brewer. From left, in the picture at right, Brennan Murray, Congressman John Ratcliffe and Spencer Brewer.

Submitted photo

## Revamped state website allows users to personalize features and services

AUSTIN – The Texas Department of Information Resources (DIR) and Texas NIC have revamped the official state website, Texas.gov, focusing it on delivering an experience that users can tailor to their specific needs.

These new features include:  
 ■ Favorites: Users can “favorite” links they use on a regular basis by clicking the star next to many popular services on the site, such as driver license/ID renewal, vehicle registration renewal, vital records,

popular occupational and professional licenses, and more. These favorites are stored in the tools area of Texas.gov for quick and easy access later.

■ Themes: Two new themes are now available on Texas.gov – Texas State Parks and High Contrast. Texas State Parks was the winning theme from a Twitter poll that Texas.gov conducted earlier this year. This theme features several crowd-sourced photos showcasing the beauty of Texas’ parks. And, in keeping with Texas.gov’s commit-

ment to provide an accessible website for all Texans, the High Contrast theme better accommodates users with visual impairments.

■ Share: This functionality lets users share via email or Twitter the sections of Texas.gov that they find useful or interesting. The website offers more than 1,000 services that can be completed online, as well as direct access to other helpful resources including an agency directory, map, and more. By enabling users to share

areas of the site with their “network”, the state is continuing to grow awareness and use of this secure, convenient resource.

■ Popular Searches: Texas.gov’s already powerful search function was further enhanced to provide immediate access to three of the most-searched services on the site: vehicle registration renewal, driver license renewal, and birth certificate request.

■ Back-To-Top: Texas.gov’s single page, long-scrolling layout now offers users the ability

to quickly return to the top of the page with a simple click of the back-to-top button.

In addition to the new features, Texas.gov continues to welcome users with a friendly, approachable tone, delivers an organized, filterable “Find It” table for access to more than 2,500 government services and information links, and offers responsive design and styling to fully accommodate users visiting from a mobile device.

**About Texas.gov**  
 Texas.gov is the official web-

site of the state of Texas, and is a collaborative public-private partnership managed by the Texas Department of Information Resources (DIR). Texas.gov helps state and local government entities web-enable their services, and operates without tax funds through a partnership between the state of Texas and Texas NICUSA, LLC (Texas NIC). Texas NIC builds, operates, maintains, and markets Texas.gov, and is part of digital government firm NIC’s family of companies.

**TEXAS**  
COUNTRY FORD.com

**2017 Ford Escape**

MSRP	\$24,720
Retail Customer Cash	-\$2,500
Retail Bonus Customer Cash	-\$1,000
Texas Country Ford Discount	-\$1,520

**\$19,700**  
PLUS TTL



STK# D40602

**\$11,995**  
PLUS TTL



STK# 150337

**Ford F150 Supercrew**  
(On All Remaining 2017 F150 Supercrew XLT's in Stock)

MSRP	\$48,065
XLT Chrome Discount	-\$2,000
XLT Navigation Discount	-\$500
Retail Customer Cash	-\$2,500
Retail Bonus Customer Cash Bonus	-\$250
Bonus Customer Cash	-\$1,500
Texas Country Ford Discount	-\$4,750

**2017 Ford Fiesta**

MSRP	\$15,930
Retail Customer Cash	-\$3,000
Texas Country Ford Discount	-\$935



STK# D69742

**\$11,500**  
OFF MSRP

Save an Additional \$ 2,750.00 When Financed with FMCC and Retail Trade assistance and Farm Bureau Discounts Added\*

\*Not all customers qualify for FMCC Financing. Customers that currently Own a 1995 or newer or Lease a Ford/Lincoln/Mercury/Competitive Car, Truck or SUV who Trade In or have an expiring Lease will receive Trade-In Assistance Bonus Customer Cash toward the purchase of an eligible vehicle. Farm Bureau Discount offered to current Farm Bureau Members. See Texas Country Ford for details.

[https://www.ssnewstelegram.com/news/job-shadowing-earns-teachers-rewards/article\\_895d2104-7d2e-11e7-bbe0-c7547fa4717c.html](https://www.ssnewstelegram.com/news/job-shadowing-earns-teachers-rewards/article_895d2104-7d2e-11e7-bbe0-c7547fa4717c.html)

Education

## Job shadowing earns teachers rewards

Faith Huffman Aug 9, 2017 Updated Aug 11, 2017



Sulphur Springs-Hopkins County Economic Development Corporation Board named Sulphur Springs High School English teacher Emily Westbrook and business teacher Lynn Smith's "You're Hired" project-based learning unit best lesson unit Monday.

Courtesy

Eight members of the Sulphur Springs High School faculty were selected for a Teacher Externship, a program started by SSHS and Sulphur Springs-Hopkins County Economic Development Corporation, in which teachers create project-based learning units gleaned from their experiences job shadowing professionals at two local businesses.

The program was started this summer, with eight teachers selected through an application process. The educators were then divided into four teams, each consisting of a career and technical education teacher and a core academic teacher.

"The goal of the teacher externship program was for teachers to be placed in a local company to shadow in order to gain valuable insight into today's workplace and to create a project-based learning unit that would combine standards from CTE and core academic areas with job skills that students need to be successful," said Jenny Arledge, SSHS director of college and career readiness.

Teams included geometry teacher Carrie Bohman and construction and auto tech teacher Harold Smithson, chemistry teacher Lori Owen and health science teacher Lacie Stracener, geometry teacher Kevin Tanton and architecture and hospitality services teacher Christina Davis, and English teacher Emily Westbrook and business teacher Lynn Smith.

The teams consisting of Bohman, Smithson, Tanton and Davis spent the four-day period at Clayton Homes. The teams including Owen, Stracener, Westbrook and Smith spent four days at Saputo.

“The teams were provided with opportunities to go through new employee orientations, attend manager and leader meetings, interview employees, tour the facilities and really see every aspect of each company. The companies provided an amazing opportunity. They were very transparent and allowed the teachers to really ask pertinent questions to gain valuable insight not only into the company but to gain relevant knowledge of what today’s students need in order to be successful in the workforce,” said Arledge.

Afterward, the teaching teams spent a fifth day utilizing the training they received from Region 6 Educational Service Center to finalize a project-based learning unit, which will be taught in CTE courses this year.

“PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. Our CTE department is committed to using this teaching method in all CTE courses. This year will be our beginning year, and teachers will use at least one PBL lesson unit during this introductory year. Each year, we will continue to add PBL lesson units and build each course to eventually be taught using the PBL model of real-world, hands-on experience that will help students develop important soft skills and critical thinking skills that are needed for them to be successful after high school,” Arledge explained.

Monday, each teacher team presented the lesson units and shared with the Economic Development Corporation Board Monday what they learned through the externship program. The EDC then selected the best lesson unit. Westbrook and Smith’s lesson, “You’re Hired,” earned that distinction.

“You’re Hired” is designed to “lead students through the entire hiring process from completing a job application to the interview process.”

“Saputo has agreed to come and interview students at the end of the project,” Arledge noted.

To compensate the teachers for their work this summer, externship participants were “provided compensation by the Economic Development Corporation for their four days of shadowing and were provided an Exchange Day, which translates to professional development hours, for their day of planning.” Smith and Westbrook “earned additional compensation” with their lesson unit, according to Arledge.



[https://www.ssnewstelegram.com/news/students-build-house-for-class-project/article\\_a76bf70c-a087-11e7-bf1a-0b3c526baeeb.html](https://www.ssnewstelegram.com/news/students-build-house-for-class-project/article_a76bf70c-a087-11e7-bf1a-0b3c526baeeb.html)

Sulphur Springs ISD

## Students build house for class project

Faith Huffman Sep 23, 2017 Updated 35 min ago



Jenny Arledge, Sulphur Springs High School director of college and career readiness, was on-hand for the Construction I class ribbon cutting at 128 Fore St. in Sulphur Springs Thursday, where students (in background) will be receiving hands-on real-world experience in planning for and building a permanent structure. Isabel Reyna

A group of students from Sulphur Springs High School will be able to say at the end of the year that they've done in class what others have not. The Construction I class will be building a house, according to the future owners' specifications, for their project this year.

This marks their second year taking construction classes. Last year, the students were enrolled in principles of construction and architecture last year. They built two sheds to be sold, including one donated for auction at the annual Help A Child benefit.

The goal is to expand the program each year, to offer students more opportunity to learn hands-on real-world skills.

"The house will be located on the corner of Fore and Katherine Street. We will have help from area contractors along the way, but a large part of the project will be completed by our students," said Jenny Arledge, SSHS director of college and career readiness.

Harold Smithson, class instructor, says initially the plan was for the students to "build a tiny house that's portable to sell." The geometry and construction classes were to have an active role in the project. The project was to be sold to raise funds for next year's project.

Those plans changed a bit. The geometry classes will still take field trips to the site periodically to see practical application of geometry in the construction workplace. The architecture and construction class, the first year construction students, will also have a role later on constructing a detached carport onto the new house in the spring. The architecture and construction principles class, in addition to constructing the garage, will also work with the potential homeowner to pick out flooring, cabinets, doors, paint and other finishing materials.

However, the majority of the work on the house, where legally and safely possible, will be conducted by the Construction I class this year.

The school owns the land at 128 Fore St., located behind the Dairy Queen on Main Street, not too far from the high school and district administration building. The superintendent recommended the use of the property to build a house. While in the planning process, Sulphur Springs City Manager Marc Maxwell noted that a local woman wants to buy the property and had a set of plans on what she wanted in a house for the site. The project took off from there, with a potential buyer in place who offered first refusal for the finished property, Smithson explained.

Consulting with Clayton Homes, the class will follow their operating process, with team leaders responsible for construction of different parts of the house. Overall, there are three team leaders – Sonny Brown, Nomar Rivera and Ashton Tracy – who oversee teams of five students at the site, with student Chris Tangy serving as safety officer and Smithson getting the students to and from the site by bus and overseeing the entire operation.

The team leaders meet each Friday to discuss the project, just as the Clayton Homes team leaders do, to make sure all is going according to the plan and correctly.

The house itself will be about 1,355 square feet, with another 600 feet added for the porch, then there will be the detached garage the first year students will building in the spring. Students took a 1/4-inch scale and enlarged it to 1/2-inch scale. And, it will cost considerably more to construct than the \$2,000 sheds the students made last year – and won't move like the portable buildings did.

Students have to learn and follow OSHA requirements, which includes computer time learning safety topics.

"It's a lot of common sense, the majority of it," Tangy pointed out. "You need to know how to do things safely, to do them right, know how to do them properly so there are not injuries."

The team leaders said most of the students on their teams have been cooperative, doing what's asked. Per an agreement with the campus administrators any construction student who deliberately does not follow safety procedures will automatically be sent to SAC for a day.

"There's no room for injury," Tangy adds.

Smithson will be on hand as the staff advisor, but he won't be holding their hands but will gently guiding them through the process. They have to be responsible for their tasks.

Smithson says the three team leaders and safety officer take their jobs seriously, realizing that if they fail to do so, they will be pulled from the position and someone else appointed by the teacher to take their place.

The students will do the framing, painting, trimming, doors and things of that nature. On other things they'll be working alongside or observing skilled tradesmen to get a first-hand look at them.

Because of the critical nature of a home's foundation, Westbrook Concrete poured the foundation on which the home will sit. The students will soon begin framework.

"We won't be doing the plumbing. Fite and Co. Plumbing will be doing that. The students can help set fixtures, but by law we could not, unless they're an apprentice. We can set sinks and toilets. They'll do the final tie-ins. We can't otherwise assist the plumber. We can help the electrician," Smithson noted.

The students will be on hand to see the insulation go in, but won't be involved in any of the spraying-on.

And, officials at Clayton Homes, one of the projects' many sponsors, have also offered to send a team in to help the students with the project, if it falls too far behind schedule and the students get "in a bind."

"It's a community project," Smithson points out.

To mark the project officially getting off the ground, a ribbon cutting ceremony was held Thursday, with the students, teacher and school personnel sponsors and community invited to take part.

While not every student taking the construction and architecture class plans to pursue a career in the class, the team leaders and safety officer are enjoying it.

"It's definitely a class where you have to learn and keep your head straight," Tracy added.

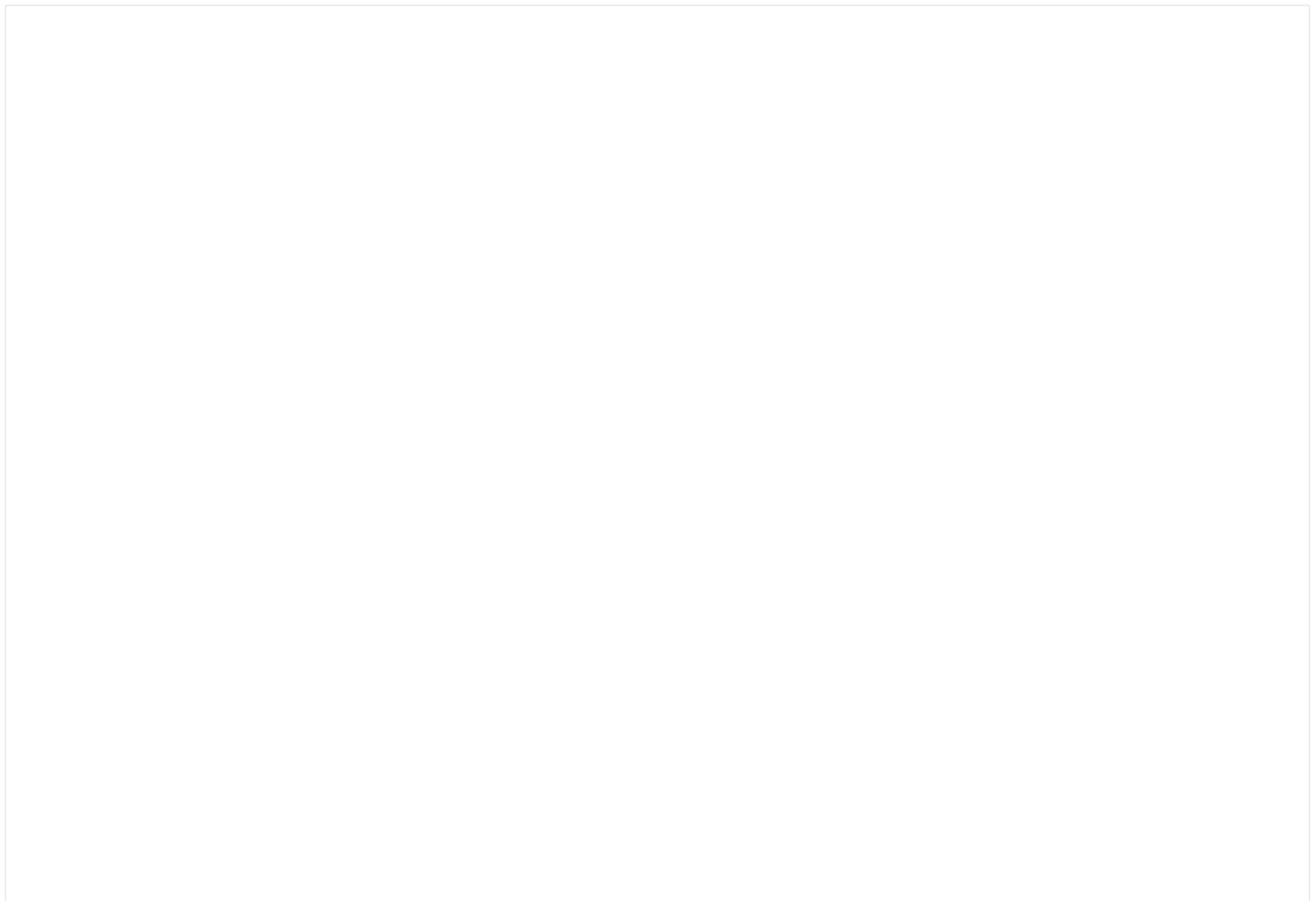
"It's cool to have a class you don't have to work on school grounds," Brown said. "This class is definitely my favorite class. You don't have to do a lot of worksheets."

"It definitely helps you get an idea of what you like," said Tracy of the class. "It'll look great on a portfolio."

Students' grade comes from their participation. Smithson explained he give them 20 points a week, 20 each class day for participation. Like any job, the students are required to arrive to class on time, with the gear they'll need, ready to work. If they are late, they automatically lose 10 points for the day. If they forget their hard hat, they don't work. If they don't work, they're not participating, thus their grade suffers.

And, if a person gets written up for a safety violation, they're rewarded with a day in SAC. Horseplay is not permitted — there's no place for it on a construction site, the team leaders pointed out.

At the conclusion of the project, the students will make a promotional video for the program.



# **CTSO Accomplishments & Recognitions**

### National Technical Honor Society

There were 35 members in the National Technical Honor Society GERAL KENNEDY Chapter of Sulphur Springs High School for the 2017-18 school year. Twenty new members were inducted on January 22, 2018 at 6:00 pm in the High School cafeteria in our annual Induction Ceremony. The officers for the year were:



President        Spencer Brewer  
Vice President   Emily Nance  
Secretary       Peyton Dietze  
Treasurer       Kendell Blake

The NTHS members worked with several community service projects this year. Those were: Empty Stocking, Special Olympics, Special Games Day, and elementary campus field days.

### Business Professionals of America (BPA)

There were 42 members in Business Professionals of America (BPA) for the 2017-18 school year. Seventeen members competed at the Regional Leadership Conference in Plano, TX. Six of those advanced to the state level of competition in Corpus Christi. At the State Leadership Conference. One student ran for a National officer position, but did not get elected. One student earned 5th place at the state competition. No students qualified for National competition this year.



The 2017-18 Officers were:

President - Natalie Cruz  
Vice President - Chase Crouch  
Secretary - Felipe Alba  
Treasurer - Madison O'Kelly  
Reporter and Historian - Syndey Kuiper

BPA students participated in one community service project this year. Students collected canned food, clothes and health and toiletry supplies to donate to a local group that travels to Dallas once a month to provide a meal, clothing and supplies to a homeless shelter.

### Family, Career and Community Leaders of America (FCCLA)

There were 105 members in Family, Career and Community Leaders of America (FCCLA) for the 2017-18 school year, of which 80 participated in at least one activity during the year. Sixteen members and three advisors attended the Region III Competition. Eleven of those members advanced to the State competition.



Officers for the 2017-18 school year were:

President - Makinsie Friddle  
Vice President of Programs - Brianna Hernandez  
Vice President of Peer Involvement - Alyson Vaughn  
Vice President of Public Relations - Braely Vickery  
Vice President of Finance - Kacie Bates

FCCLA members participated in the following community service projects:

- Donated cans of food to local food pantry
- Worked Empty Stocking
- Hosted a school-wide blood drive
- Baked cookies for CASA cookie walk
- Catered Cattleman's Classic
- Organized and carried out Easter Egg Hunt for Head Start
- Worked booth for Endorsement Signing Night

## FFA

We have 268 FFA members this year.



This fall and start of Spring has been a great year so far. We have done many exciting things and would like to thank Mrs. Arledge, the Sulphur Springs School District and the School Board for supporting us in all of our endeavors.

After Hurricane Harvey hit the Gulf Coastal region our FFA chapter along with Cumby FFA and other chapters from our District decided to collect Livestock feed and supplies to help out all the ranchers that lost so much during that time. We filled our stock trailer with over 4 tons of feed, 30-40 bags of shavings, and feed pans to be delivered to Kirbyville Texas in first of October. Breanna Sells, Blaine Flemens, and Phillip Rater made the trip down with Mr. Holland to drop the feed off at a donation drop point.

We competed in numerous Leadership Development Events. The following teams competed in the Paris District Contest Nov. 6th.

- Public Relations
- Job Interview
- Chapter Quiz Team
- Greenhand (freshman) Quiz Team
- Creed Speaking
- Greenhand Creed Speaking, and
- Radio

Elida Miller, Annie Horton, Savannah Allen, and Maurie Flecker placed 1<sup>st</sup> in the Greenhand Quiz Contest and Advanced to the Area 6 Contest. Savannah Allen also Advanced to Area in Greenhand Creed Speaking where she won the Area contest.

Savannah Allen competed in the Texas FFA State Leadership Development Event contest held in Huntsville, Tx at Sam Houston State University. At the start of the year there were 641 hopeful contestants trying to make it to State Contest with only 20 of the very best making it. Savannah had to advance out of the first heat at state by being in the top 5 of her heat. The next day she competed with the top 10 best speakers across the state and placed 7th overall!

This year we have 10 Beef Heifer Show Team members. They are Breanna Sells, Hayden Daniel, Jodie Tippit, Blaine and Micah Flemens, Phillip Rater, Sydney Swatsell, Savannah and Blaine Allen, and Cash Vititow. Throughout the year the FFA Beef Heifer Show Team has traveled to Livestock Shows across The State

- Four States Fair, Texarkana
- East Texas State Fair, Tyler and
- Ft. Worth Stock Show and Rodeo,

We traveled to the Houston Livestock Show and Rodeo during the Month of March with 10 Beef Heifers, several Ag Mechanics projects, and 4 market goats.

February 22-24 had 50 SS FFA members competing in the NETLA County Show.

---

On February 26<sup>th</sup> hosted the Area 6 FFA Convention where there were over 900 FFA Members, Advisors, and guests from all across North East Texas at the Civic Center Auditorium.

In March and April, we competed in Several CDE judging events at Tarleton State University and Area 6 Contest.

The Ag students have filled the greenhouse with bedding plants, hanging baskets and ferns for the Annual Plant Sale that was held on April 7<sup>th</sup>.

The ag mech students built projects for this year's auction that was held on April 28.

The BBQ build off was held on May 11<sup>th</sup> at Sulphur Springs High School, and the banquet was on May 15<sup>th</sup>.

Students will also be traveling to the State FFA Convention in Ft. Worth Texas in July.

## HOSA

There were 66 total members for the 2017-18 school year. There were 56 active members with 22 competitors. No advancements were made this year.

### Participation Events:

Hopkins County Stew Festival

Halloween Pumpkin Carving with Hopkins Place

Thanksgiving with Rock Creek Rehab/Nursing

Christmas at Carriage House Manor

Sweethearts Ball at Valentines day with Rock Creek Rehab/Nursing

Easter with Hopkins Place

Heart of Hope Fun Run- Heart of Hope Pregnancy Center

(2) Senior Citizen Expo- Stroke awareness

(2) Health Fairs with Christus Trinity Mother Frances Hospital

Disaster Preparedness Drill with Christus Trinity Mother Frances Hospital

Rotary Club and School Board Presentations

Dentistry from the Heart

Relay for Life



### Officers were :

President- Kaylee Jefferson

VP-Brianna Hernandez

Treasurer- Jennifer Lopez

Historian- Lily Worth

Report- Macie Moore

Parliamentarian- Macee Hollins

### Chairmen:

Corde Mayo

Logan Caton

Gisselle Garcia

# Endorsements in CTE



## SSHS Endorsements in CTE

With the passage of House Bill 5, schools were expected to provide at least one of five major endorsements: (1) Arts & Humanities, (2) Business & Industry, (3) Multidisciplinary, (4) Public Service, and (5) STEM. Sulphur Springs High School is fortunate enough to be able to offer all five of these endorsements as well as increasing our endorsement offerings to thirty-nine by creating specific career focus areas for each endorsement. Of the endorsement offerings provided by Sulphur Springs High School, twenty-seven are directly tied to our Career and Technical Education programs. There are twenty-one different focus areas provided for Business & Industry Endorsements, five different focus areas provided for Public Service Endorsements, and one focus area for STEM. The following represent the CTE Endorsement offerings:

### Business & Industry Endorsements:

1. Ag Animal Science
2. Ag Plant Science
3. Ag Welding
4. Structural Steel Welding Certificate (PJC)
5. Architecture
6. Construction
7. Arts/AV Broadcast News
8. Arts/AV Journalism
9. Video Game Design
10. Business Management & Administration
11. Business Medical Management & Billing Certificate (PJC)
12. Office/Computer Applications Certificate (PJC) Office Accounting Certificate (PJC)
13. Accounting
14. Office Accounting Certificate (PJC)
15. Culinary Arts
16. IT Business Computer Applications Certificate (PJC)
17. Digital Media
18. Programming
19. Programming with JAVA Associate Programmer Certification
20. Marketing
21. Auto Repair

### Public Service Endorsements:

1. Education & Training
2. Health Science
3. Enhanced Nurse Aide Certificate (PJC)
4. Law, Public Safety, Corrections & Security

### STEM

1. Robotics

CTE Endorsements are outlined in the SSHS Graduation Plans Guide is available online at <http://schools.ssisd.net/users/0031/docs/2015-16%20SSHS%20Graduation%20Plans.pdf>.

---

## Endorsement Selections by Students

The table below represents primary endorsement selections for our 8<sup>th</sup> grade students for the past three years. The table outlines the number of students who selected the endorsement and the % based on the number of students in the class. The ranking is used as a reference to quickly view the top selected endorsements for each year.

*8<sup>th</sup> Grade Student Endorsement Selections are presented on the following pages.*

---

	2014			2015			2016			2017			2018		
Endorsement	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank
Public Service Endorsement - Health Science Focus	60	20%	1	64	18%	1	73	21%	1	62	20%	1	53	16%	1
Public Service Endorsement - Law, Public Safety, Corrections & Security Focus	32	11%	2	22	6%	4	35	10%	2	27	9%	3	32	10%	2
Business & Industry Endorsement - AG Animal Science Focus	12	4%	7	17	5%	6	24	7%	5	24	8%	4	23	7%	3
Business & Industry Endorsement - AG Welding Focus	28	9%	3	35	10%	2	26	8%	3	18	6%	5	22	7%	4
Business & Industry Endorsement - Hospitality/Tourism Culinary Arts Focus	10	3%	8	6	2%	16	8	2%	10	19	6%	5	19	6%	5
Arts & Humanities Endorsement - Music Instrumental Focus	8	3%	13	13	4%	9	7	2%	13	10	3%	7	18	6%	6
Public Service Endorsement - Education & Training Focus	23	8%	4	33	9%	3	25	7%	4	33	11%	2	16	5%	7
Business & Industry Endorsement - Transportation Auto Repair Focus	13	4%	6	17	5%	5	9	3%	9	14	5%	6	16	5%	8
Arts & Humanities Endorsement - Foreign Language Spanish Focus	0	0%	29	4	1%	24	0	0%	33	4	1%	11	11	3%	9
Business & Industry Endorsement - Art/AV Video Game Design										8	3%	8	10	3%	10
Arts & Humanities Endorsement - Art Focus	4	1%	20	14	4%	7	15	4%	8	18	6%	5	8	2%	11
Business & Industry Endorsement – Construction							8	2%	12	7	2%	9	8	2%	11
Public Service – Human Services							4	1%	21	4	1%	11	8	2%	11
Arts & Humanities Endorsement - Dance Focus	3	1%	21	6	2%	17	5	1%	15	4	1%	11	7	2%	12
STEM - Robotics										4	1%	11	7	2%	12
Business & Industry Endorsement – Architecture							18	5%	7	1	0%	13	7	2%	12

	2014			2015			2016			2017			2018		
<b>Endorsement</b>	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank
Business & Industry Endorsement - IT Digital Media Focus	10	3%	9	13	4%	8	18	5%	6	1	0%	13	7	2%	12
Multidisciplinary Endorsement - Academic Focus	16	5%	5	12	3%	10	0	0%	30	0	0%	16	7	2%	12
Business & Industry Endorsement - Arts/AV Journalism Focus	3	1%	23	5	1%	22	7	2%	14	5	2%	10	6	2%	13
Business & Industry Endorsement - Business Management & Administration Focus	9	3%	10	5	1%	19	4	1%	17	4	1%	11	6	2%	13
Arts & Humanities Endorsement - Music Vocal Focus	6	2%	15	5	1%	21	3	0.90%	22	6	2%	9	4	1%	14
Arts & Humanities Endorsement - Theatre Arts Focus	5	2%	18	10	3%	13	10	3%	8	4	1%	11	4	1%	14
Public Service Endorsement – Enhanced Nurse Aide Certificate	0	0%	38	12	3%	12	0	0%	31	2	1%	12	4	1%	14
STEM Endorsement - Science Focus	9	3%	12	3	1%	25	8	2%	11	1	0%	13	4	1%	14
Multidisciplinary Endorsement - Advanced Placement/Dual Credit Focus	2	1%	26	1	0%	30	0	0%	35	0	0%	16	4	1%	14
STEM Endorsement - Math Focus	9	3%	11	12	3%	11	4	1%	16	6	2%	10	3	1%	15
Business & Industry Endorsement - IT Programming Focus	7	2%	14	5	1%	20	4	1%	18	4	1%	11	3	1%	15
Business & Industry Endorsement - Arts/AV Broadcast News Focus	3	1%	22	0	0%	33	3	0.90%	25	4	1%	11	2	1%	16
Business & Industry Endorsement - Finance Accounting Focus	6	2%	16	1	0%	29	4	1%	19	2	1%	12	2	1%	16
Business & Industry Endorsement - Business Medical Management & Billing Certificate	0	0%	32	0	0%	36	0	0%	40	0	0%	13	2	1%	16
Arts & Humanities Endorsement - Foreign Language French Focus	1	0%	27	2	1%	28	0	0%	34	2	1%	12	1	0%	17

	2014			2015			2016			2017			2018		
<b>Endorsement</b>	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank	#	%	Rank
Business & Industry Endorsement– Ag - Structural Steel Welding Certificate	0	0%	37	7	2%	15	1	0.30%	28	1	0%	13	1	0%	17
Arts & Humanities Endorsement - Social Studies Focus	0	0%	30	0	0%	34	0	0%	38	0	0%	14	1	0%	17
Arts & Humanities Endorsement - Foreign Language Spanish & French Focus	2	1%	24	6	2%	18	0	0%	32	4	1%	11	0	0%	18
Business & Industry Endorsement - AG Plant Science Focus	0	0%	31	0	0%	35	0	0%	39	1	0%	13	0	0%	18
Business & Industry Endorsement - Finance Office Accounting Certificate	0	0%	33	0	0%	37	1	0.30%	29	1	0%	13	0	0%	18
Business & Industry Endorsement – IT Business Computer Applications Certificate	0	0%	34	1	0%	31	0	0%	36	1	0%	13	0	0%	18
Business & Industry Endorsement - IT Computer Maintenance & Networking Focus	2	1%	25	2	1%	27	3	0.90%	24	0	0%	14	0	0%	18
Business & Industry Endorsement - IT Programming with JAVA Associate Programmer Certification	1	0%	28	5	1%	23	3	0.90%	23	0	0%	15	0	0%	18
Business & Industry Endorsement - Marketing Focus	5	2%	19	8	2%	14	2	0.60%	26	0	0%	15	0	0%	18
Business & Industry Endorsement - Transportation Collision Repair Focus	6	2%	17	2	1%	26	2	0.60%	27	0	0%	15	0	0%	18
Business & Industry Endorsement– Business - Office Information Specialist	0	0%	36	0	0%	38	0	0%	41	0	0%	15	0	0%	18
Business & Industry Endorsement– Business - Office/Computer Applications Certificate	0	0%	35	1	0%	32	0	0%	37	0	0%	15	0	0%	18

### Endorsement Future Goals

Currently, our Sulphur Springs High School CTE program offers no endorsement strands directly related to Engineering or Cosmetology. Our future goal is to assess the needs in our community and among our students in these career focus areas. If the need is proven to be present and it is feasible to develop the programs financially, the following would be possibilities for endorsements for the future:

#### *STEM Endorsement – Engineering Focus*

9 <sup>th</sup> Grade	Concepts of Engineering & Technology
10 <sup>th</sup> Grade	Robotics & Automation
11 <sup>th</sup> Grade	Engineering Design & Presentation
12 <sup>th</sup> Grade	Advanced Engineering Design & Presentation

#### *Human Services Endorsement - Cosmetology*

9 <sup>th</sup> Grade	Principles of Cosmetology Design & Color Theory
10 <sup>th</sup> Grade	Introduction to Cosmetology
11 <sup>th</sup> Grade	Cosmetology I
12 <sup>th</sup> Grade	Cosmetology II

---

# PBMAS CTE Report Summary

INDICATOR	2017		DISTRICT RATE	2017	2017	2016		2016	2015	2015	2017 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	NUMERATOR				DENOMINATOR	NUMERATOR				
1. CTE STAAR® EOC PASSING RATE											
(i) MATHEMATICS	65.0 - 100	239	85.1	281	242	276	193	222	0		
(ii) SCIENCE	75.0 - 100	236	85.2	277	282	311	236	252	0		
(iii) SOCIAL STUDIES	70.0 - 100	228	90.8	251	267	278	202	222	0		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	497	69.5	715	488	653			0		
2. CTE LEP STAAR® EOC PASSING RATE											
(i) MATHEMATICS	65.0 - 100	19	73.1	26	12	15	6	9	0		
(ii) SCIENCE	75.0 - 100	10	75.6	18	*	*	*	*	0		
(iii) SOCIAL STUDIES	70.0 - 100	11	78.6	14	*	*	*	*	0		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	17	30.9	55	14	34			2		
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE											
(i) MATHEMATICS	65.0 - 100	145	81.0	179	140	163	112	133	0		
(ii) SCIENCE	75.0 - 100	113	75.8	149	140	158	119	131	0		
(iii) SOCIAL STUDIES	70.0 - 100	97	85.8	113	126	134	94	106	0		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	241	60.0	402	219	342			0		
4. CTE SPED STAAR® EOC PASSING RATE											
(i) MATHEMATICS	65.0 - 100	17	48.6	35	13	24	7	16	2		
(ii) SCIENCE	75.0 - 100	15	50.0	30	9	26	7	13	3		
(iii) SOCIAL STUDIES	70.0 - 100	12	53.3	21	10	18	10	21	2		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	11	12.9	85	10	60			4		
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)											
	0 - 2.8	9	0.8	1,176	10	998	6	860	0		
6. CTE GRADUATION RATE											
	80.0 - 100	200	93.9	213	176	184	169	179	0		
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES											
	STATE RATE	112	34.0	329							
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES											
	STATE RATE	65	18.0	361							

Detailed information on the assignment of performance levels can be found in the '2017 PBMS Manual' at <http://tea.texas.gov/pbm/PBMSManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. An asterisk (\*) is used to mask data in order to protect student confidentiality.



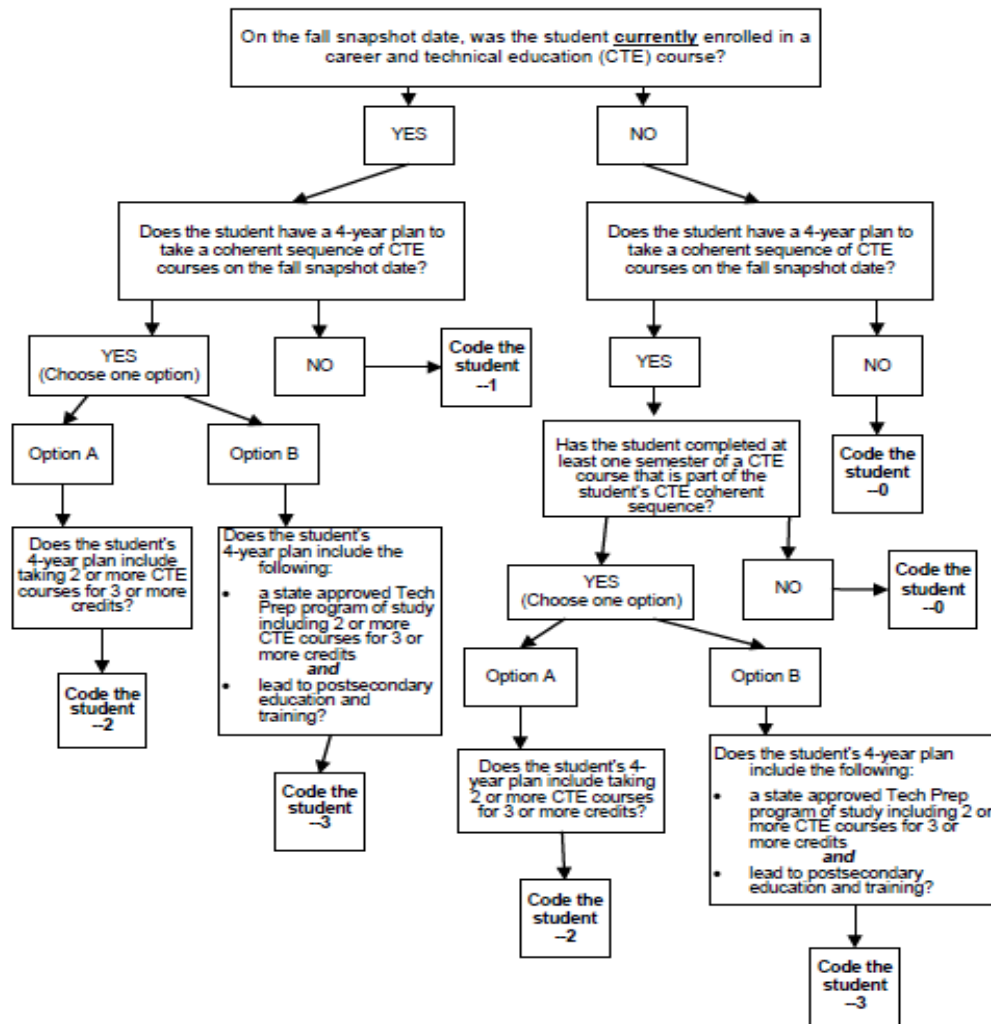
# PIEMS CTE Coding Summary

# PEIMS Coding Summary

## CTE Fall Indicator Codes

The following decision chart is used to identify students that have a 4-year plan to take a coherent sequence (2 or more CTE courses for 3 or more credits) of courses in CTE, and are enrolled in or have completed a semester of CTE courses which are a part of their CTE coherent sequence.

**Career and Technical Education Indicator Code  
Fall Decision Chart (E0031)**



### To summarize the chart:

Code 0 = Student is not enrolled in a CTE course

Code 1 = A student who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year, and the student's 4-year plan of study does not outline a coherent sequence of courses in CTE.

Code 2 = A student who is enrolled in a sequential course of study which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student has a 4-year plan to take two or more CTE courses for 3 or more credits.

Code 3 = Participants in Tech Prep programs, which is no longer an active program.

## 2017-18 Sulphur Springs High School CTE Student Enrollment

There were 1,211 students enrolled in CTE programs for the 2017-18 school year, making up 95.9 % of the student population.

### CTE Contact Hour Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours. To determine the CTE code to assign to a student, the district must first determine the code to assign to each CTE course. The following chart is used to determine the CTE code to assign to each CTE course:

CTE Course's Average Minutes per Day	CTE Code
45-89	V1
90-149	V2
150-180+	V3

Three contact hours is the maximum the district can claim for a single course. For students that are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ( $V1+V1+V1=V3$ ).

---

LEA-level Data  
 Campuses: All

2016 - 2017 Summer Collection, First Submission

LEA: 112901 - SULPHUR SPRINGS ISD

CTE Code	Weight Factor	Six-week 1		Six-week 2		Six-week 3		Six-week 4		Six-week 5		Six-week 6	
		Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours	Elig Days	Contact Hours
V1	1.0	11,467.0	11,467.0	9,758.0	9,758.0	9,164.0	9,164.0	12,472.0	12,472.0	12,924.0	12,924.0	9,236.0	9,236.0
V2	2.0	12,866.0	25,732.0	10,802.0	21,604.0	10,181.0	20,362.0	13,359.0	26,718.0	13,897.0	27,794.0	10,032.0	20,064.0
V3	3.0	5,113.0	15,339.0	4,152.0	12,456.0	3,906.0	11,718.0	5,602.0	16,806.0	5,681.0	17,043.0	4,142.0	12,426.0
V4	4.0	1,781.0	7,124.0	1,531.0	6,124.0	1,404.0	5,616.0	1,783.0	7,132.0	1,713.0	6,852.0	1,240.0	4,960.0
V5	5.0	398.0	1,990.0	350.0	1,750.0	323.0	1,615.0	457.0	2,285.0	451.0	2,255.0	310.0	1,550.0
V6	6.0	136.0	816.0	111.0	666.0	99.0	594.0	82.0	492.0	65.0	390.0	48.0	288.0

NOTE : Eligible Contact Hours = Eligible Days \* Weight

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

# Perkins 2017-18 Application & Allotment


<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08 School Year: 2017-2018
SAS#: PERKAA18	Vendor ID: 1756002535	

**2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**  
Certify and Submit

	Amendment #	Version #
	00	01

Application ID:	002062-033933-00-01	Status:	Submitted
TEA Due Date:	8/31/2017 5:00:00 PM	Application Type:	Formula
Organization:	Sulphur Springs ISD	SAS #:	PERKAA18
Campus/Site:	N/A		
Warning:	Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button.		

Form Description	Required	Last Updated
General Information		
GS2100 - Applicant Information	*	7/24/2017 9:55 AM
GS2300 - Negotiation Comments and Confirmation		
Program Description		
PS3012 - Local Plan	*	7/25/2017 11:38 AM
PS3350 - Accountability	*	7/24/2017 1:00 PM
PS3400 - Equitable Access and Participation	*	7/24/2017 1:00 PM
Program Budget		
BS6003 - Program Budget Summary and Support	*	7/25/2017 11:58 AM
Provisions Assurances and Certifications		
CS7000 - Provisions, Assurances and Certifications	*	7/24/2017 1:46 PM

	Organization: Sulphur Springs ISD	County District: 112901
	Campus/Site: N/A	ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

**2017-2018 Title I , Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Certify and Submit**

	Amendment #	Version #
	00	01

**Certification and Incorporation Statement**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official**

First Name	25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny		A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail	42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net		jarledge@ssisd.net	

**Submitter Information**

First Name	Last Name	Approval ID	Submit Date and Time
Jenny	Arledge	jarledg0318	7/25/2017 12:10:50 PM

Only the legally responsible party may submit this report.

Certify and Submit

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

General Information

GS2100 - Applicant Information

Part 1: Organization Information

Applicant

Organization Name				
Sulphur Springs ISD				
Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
631 CONNALLY ST		SULPHUR SPRINGS	TX	75482-
DUNS Number				Help
025863986				

School/Campus or Site

Organization Name				
Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code

Part 2: Applicant Contact

Primary Contact

First Name	25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny		A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail	42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net		jarledge@ssisd.net	
Mailing Address 1		Mailing Address 2		City	State	Zip Code
1200 Connally Street				Sulphur Springs	TX	75482 -

Secondary Contact

First Name	25 of 30	Initial	Last Name	24 of 30	Title	31 of 40
Derek			Driver		Principal	
Telephone	Ext.	Fax	E-Mail	43 of 60	Confirm E-Mail	43 of 60
903-885-2158	2200	903-439-6116	ddriver@ssisd.net		ddriver@ssisd.net	
Mailing Address 1		Mailing Address 2		City	State	Zip Code
1200 Connally Street				Sulphur Springs	TX	75482 -





Organization: Sulphur Springs ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002535  
 County District: 112901  
 ESC Region: 08  
 School Year: 2017-2018

SAS#: PERKAA18

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
 PS3012 - Local Plan

Part 1: Career Clusters Offered (select at least 3)

Career Cluster	Description
<input type="checkbox"/> Agriculture, Food and Natural Resources	Producing, processing, marketing, distributing, financing and developing agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
<input type="checkbox"/> Architecture and Construction	Designing, planning, managing, building, and maintaining the built environment
<input type="checkbox"/> Arts, A/V Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
<input type="checkbox"/> Business Management and Administration	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
<input type="checkbox"/> Education and Training	Planning, managing, and providing education and training services, and related learning support services
<input type="checkbox"/> Finance	Planning and services for financial and investment planning, banking, insurance, and business financial management
<input type="checkbox"/> Government and Public Administration	Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels
<input type="checkbox"/> Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development
<input type="checkbox"/> Hospitality and Tourism	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel-related services
<input type="checkbox"/> Human Services	Career pathways relating to families and human needs
<input type="checkbox"/> Information Technology	Entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services
<input type="checkbox"/> Law, Public Safety, Corrections and Security	Planning, managing, and providing legal, public safety, and protective services and homeland security, including professional and technical support services
<input type="checkbox"/> Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
<input type="checkbox"/> Marketing	Planning, managing, and performing marketing activities to reach organizational objectives
<input type="checkbox"/> Science, Technology, Engineering and Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services
<input type="checkbox"/> Transportation, Distribution and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance

Part 2: Programs of Study Help

Programs of Study Characteristics

<input type="checkbox"/>	CTE students are enrolled in coherent and rigorous academic and CTE courses.
<input type="checkbox"/>	Students and parents are given the opportunity to choose a program of study with an identified coherent sequence of courses.
<input type="checkbox"/>	Based on the Foundation High School Program that prepares students for college and career.
<input type="checkbox"/>	Promotes seamless transition from high school to college and career.
<input type="checkbox"/>	Provides opportunities for students to earn dual credit, Advanced Technical Credit, locally articulated credit, or AP/IB credit.
<input type="checkbox"/>	Provides opportunities for students to learn all aspects of an industry, including industry-recognized certification if appropriate.
<input type="checkbox"/>	Other (Specify):

Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 899 of 1500  
 LEA provides strong student experiences and understanding of all aspects of industry by offering all CTE students the opportunity to participate in career prep (work-based learning), practicums with job shadowing and internship experiences, field trips, and/or industry guest speakers. The LEA offers practicums with job shadowing and/or internship opportunities in Agriculture; Arts, AV, and Communications; Culinary Arts; Education and Training; Health Science; Information Technology; and Transportation career clusters. The LEA recently added practicums in Manufacturing and Law and Public Safety.

Describe how the district will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. 468 of 1500

Dual credit, concurrent courses, and AP courses have a higher academic weight to encourage students to strive for a higher GPA. Counselors, the Director of College and Career Readiness, and CTE Teachers meet periodically with individual students and groups. Career/College days are scheduled to familiarize students with needed skills and post-secondary educational requirements. These opportunities allow students to participate in the integration of academic and CTE coursework. Through offering new Endorsements leading to certifications through our local junior college, students are encouraged by Counselors and the Director of College and Career Readiness to take core academic dual credit and concurrent courses while in high school to help meet the twelve (12) semester hours of credit requirement for receiving articulated course credit which in turn allows CTE students an opportunity to graduate with not only an Endorsement in a particular career field, but also a Certification through the local junior college as well.

Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 1285 of 1500

All students in SSISSD, including CTE students, are held to the same high standards in TEC 28.025(b), and all Texas students must pass rigorous statewide achievement assessments in order to graduate from high school.

Describe how one program of study offered meets the elements found in Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122(c)(1)(A). Click the Help button for more information. 625 of 1500

The Agriculture and Manufacturing clusters combine courses including Principles of Agriculture, Ag Mechanics, Welding I and Welding II to provide high school students a seamless transition to post-secondary studies and the opportunity to receive post-secondary certifications, such as the Structural Steel Welding Certification. Articulation agreements have been put into place with our local junior college for students to obtain college credit upon course completion and meeting other student requirements based on the articulation agreements to move directly into a Certification program and/or an Associate level program of study. Dual credit and concurrent courses in core academic areas work together and along with the coherent sequence of CTE courses to provide rigorous course content and college credit that counts towards college certification and degree programs.

Part 3: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
 PS3012 - Local Plan

Part 4: Methods of Integration

b	Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.
b	Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
b	Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
b	Academic and CTE teachers participate in professional development activities, including business and industry training.
b	Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.
b	Academic teachers have strengthened the academic components of CTE curriculum.
b	Academic teachers, in some instances, teach individual lessons or modules for CTE courses, help CTE teachers to develop their own academic exercises, or provide additional opportunities for CTE students to enhance academic skills.
b	The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.
b	Both academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.
b	Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses.
e	School-Within-A-School - Academic teachers in English, math, science, and social studies are paired with CTE teachers and focus on a particular career cluster such as health science technology. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships.
b	Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.
b	Labor-market-driven career clusters have been implemented as a means to deliver coherent sequences of courses for addressing all aspects of the industries within each career cluster, and for providing career guidance and academic counseling.
e	Career academies have been developed and implemented for one or more career clusters. A strong business and industry component supports integration of technical knowledge and skills into the instruction of all teachers in the academy.
e	Other (Specify):

Part 5: Activities Utilized to Promote Preparation of Students for Nontraditional Fields

b	Provision of Recruitment Materials
b	Presentations by Counselors or Teachers
b	Presentations by Individuals in Nontraditional Fields
b	Professional Development Activities
e	Other (Specify):

Part 6: Special Populations (individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)

b	Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.
b	Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.
b	An expedited appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.
b	Parent-teacher conferences are held regularly to discuss students' progress and placement.
b	Parent training is provided by the district/shared services arrangement.
b	Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.
e	Other (Specify):

Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. 798 of 1500

The LEA ensures that CTE courses are available to all stakeholders regardless of their placement. During each student's academic review process, collaborative decisions are made to place students in the least restrictive environment, which may include placement in inclusion classes where collaboration with regular education teachers and students can be made. Response to Intervention (RTI) promotes the placement of students with disabilities into general education classes. CTE representation is included in all ARD Committee meetings. SSISD publishes a nondiscrimination notice through local news media, on the school's website, and in all promotional materials and actively follows the guidelines.

Describe how the district will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Include a list of the activities provided for special populations. 709 of 1500

The LEA encourages special population students to participate in: College/Career Day, Job Fair, extra instruction, acceleration opportunities, career guidance and counseling, job shadowing and/or internship opportunities, and opportunities to receive industry recognized certifications and/or endorsements that lead to post-secondary certification programs of study. Every opportunity is taken to ensure that all SSISD students have access to the tools and resources needed for them to reach their academic and career potential leading to a self-sufficient, high-skill, high-wage, and/or high-demand occupation. Single parents have access to counseling and guidance. Limited English Proficient students have access to extended help and materials printed in their native language when needed.

Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs. 1052 of 1500

CTE Advisory Committee members are utilized to annually evaluate access to CTE programs for all students. Administrators, Counselors, Teachers, Students, and Community members provide input for programs that enhance CTE opportunities for special populations, such as single parents, students from economically disadvantaged families, ESL students, and students with disabilities. By this process, certifications were made available to all students.

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
PS3012 - Local Plan

Part 7: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

b	The Career Development courses are offered at the middle/junior high school level.
b	Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
b	Career interest and aptitude assessment is conducted for all students in the seventh or eighth grade, and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	Career interest and aptitude assessment is conducted for all students in the ninth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	A 4-year plan of high school personal graduation plan is developed for each student pursuing a career cluster. The graduation plan identifies an appropriate coherent sequence of courses that includes academic and CTE courses leading to college and career success.
b	Career resources are available on all high school campuses.
b	Career resource centers are available on all middle school campuses.
b	A career placement coordinator assists students to continue their education and training.
b	Students are provided information on careers that are nontraditional for their gender.
b	Students are provided opportunities to understand opportunities in nontraditional fields.
b	Students are provided access to CTE courses based on personal academic and career goals.
b	Students are provided information on financial aid resources.
b	Linkage to future education training/opportunities is offered.
e	Other (Specify):

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 10 of 1500

SSISD Middle School Counselors work with the Director of College and Career Readiness to administer an interest/aptitude battery during students' Grade 8 year. SSISD High School Counselors and the Director of College and Career Readiness work together to administer and help students analyze interest/aptitude tests during students' Grade 9 year. Counselors and the Director of College and Career Readiness assist students using the data to develop career choices as well as career pathways that help ensure students obtain the necessary skills and training that will help them be successful at the post-secondary level. Four-year plans are developed for all students and include planned future goals leading to post-secondary education and/or technical skills training. All CTE courses provide career resources within their particular career cluster areas. ASVAB testing is administered during students' Grade 11 year. Counselors and the Director of College and Career Readiness work cooperatively to help match students with technical schools, community colleges, military, or four-year universities. Regional technical schools, colleges, and universities work with students to connect post-secondary opportunities for chosen career pathways through activities such as College/Career Day. Area industry representatives work closely with CTE Teachers through partnerships established through our CTE Advisory Committee, which has led to job shadowing/internship opportunities for students.

Part 8: Delivery of Professional Development

Required In-Service and Pre-Service Training				
#	Professional Development	Teachers	Administrators	Counselors
1	Effective Integration and Use of Challenging Academic and Career and Technical Education Provided Jointly with Academic Teachers	b	b	b
2	Effective Teaching Skills Based on Research That Includes Promising Practices	b	b	b
3	Effective Practices to Improve Parental and Community Involvement	b	b	b
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	b	b	b
Other Required Professional Development				
#	Professional Development	Teachers	Administrators	Counselors
1	Education Programs to Ensure that CTE Teachers Are Current with All Aspects of an Industry	b	b	b
2	Business Internships	b	b	e
3	Train Teachers to Effectively Use Technology to Improve Instruction	b	b	e

Part 8: Delivery of Professional Development (continued)  
Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). 624 of 1500

SSISD has academic/curriculum specialists on staff that train CTE and Academic Teachers in current instructional strategies to improve higher-order thinking skills, student grouping techniques and activities for collaborative learning, question/answer techniques, State testing requirements, and using disaggregated data to improve and promote the integration of coherent and rigorous content aligned with Academic and CTE standards. CTE and Academic Teachers utilize Region 8 Service Center and professional organizations for on-going professional development training. Counselors, the Director of College and Career Readiness, other Administrators, and new Teachers receive on-going training through local, regional, and state professional organizations as well. New Teachers are also assigned to a mentor teacher during their first year assignment for initial job training.

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description  
 PS3012 - Local Plan

Part 9: Developing, Improving, or Expanding the Use of Technology in CTE Programs

<input type="checkbox"/> b	Teacher Professional Development in Using Technology to Enhance Teaching and Learning
<input type="checkbox"/> b	Teacher Professional Development in State-of-the-Art Technologies
<input type="checkbox"/> b	Offering CTE Programs That Lead to High Technology and Telecommunications Careers
<input type="checkbox"/> b	Partnerships with High Technology Industries for Internships and Mentoring Programs
<input type="checkbox"/> b	Partnerships with High Technology Industries for Externships for Teachers
<input type="checkbox"/> b	Students Earn Valuable Certifications/Licensures in High Technology Careers
<input type="checkbox"/> e	Distance Learning Opportunities
<input type="checkbox"/> b	Online Learning Opportunities
<input type="checkbox"/> e	Other (Specify):

Part 10: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
2	Students	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
3	Academic Teachers	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
4	Business, Industry and Labor (including small businesses)	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
5	Representatives of Special Populations	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
6	Community Partners	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
7	Faculty	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
8	Administrators	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
9	CTE Teachers	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b
10	Other (Specify)	<input type="checkbox"/> e	<input type="checkbox"/> e	<input type="checkbox"/> e

Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program. 736 of 1500

All nine groups listed above are involved with aligning CTE programs with industry standards and needs, offering counsel on the development and implementation of CTE programs, providing input into establishing annual goals/objectives, and annual program evaluations. Each CTE career cluster assembles CTE Advisory Committee members and meets each semester as well as through on-going communication during the school year. Representative members include: industry professionals, business and community representatives, local junior college representatives, workforce agency representatives, teachers, administrators, counselors, parents and students. The local Economic Development Corporation and Workforce Agency provide input into current workforce needs/trends.




Part 11: Educator Recruitment and Retention

Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. 960 of 1500

SSHS employs twenty-one CTE teachers. SSISD strives to recruit highly-qualified CTE Teachers, Administrators, and Counselors by regularly visiting area universities and advertising nationwide through websites as job openings occur. SSISD is fortunate to have a bank of CTE Teachers that desire to work in the district. The local School Board has a high priority to maintain competitive wages and stipends to compete for Teachers with districts of comparable size. Underrepresented groups are included in recruitment efforts as listed above.

Describe efforts to improve the transition to teaching from business and industry, including mentorship programs. 1001 of 1500

New CTE Teachers are paired with experienced mentor Teachers and attend professional development training for new teachers provided by the district to offer guidance in making the transition from business and industry. Administrators works closely with new Teachers to guide and foster successful mentor relationships. New Teachers are encouraged to join professional organizations and attend professional organization conferences to receive additional support/training on an on-going, annual basis.

Schedule Status: Complete		FORMULA	Application ID: 0020620339330001
	Organization: Sulphur Springs ISD	County District: 112901	
	Campus/Site: N/A	ESC Region: 08	
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018	
2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application			
Program Description			
PS3350 - Accountability			
Summary of Forms			
<p>You must complete this schedule for yourself and each member of your shared services arrangement. Click on the link for the Fiscal Agent, Member, or Individual Applicant listed below to access and complete the schedule. A PS3350 must be prepared for each Fiscal Agent, Member, or Individual Applicant listed below to complete this schedule. After all have been completed, click Save below.</p>			
Status	Fiscal Agent/ Member /I ndividual Applicant	Last Updated	
	 PS3350 - for Applicant - 112901-Sulphur Springs ISD	7/24/2017 12:55:01 PM	

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Individual Applicant: 112901-Sulphur Springs ISD					
Part 1: Perkins Performance Measures (See the TEASE application CTER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)					
Actual for 2012-2013	Actual for 2013-2014	Actual for 2014-2015	Statewide Target %	Local Target %	Explain why the Local Target percentage was less than the Statewide Target percentage and describe strategies the LEA will use to improve CTE student performance.
<b>1S1 - Academic Attainment - Reading/Language Arts</b>					
94.24	98.18	88.33	96.23	96.23	
<b>1S2 - Academic Attainment - Mathematics</b>					
94.16	89.70	92.50	95.00	95.00	
<b>2S1 - Technical Skill Attainment</b>					
100.00	100.00	72.73	80.00	80.00	
<b>3S1 - Secondary School Completion</b>					
98.63	98.27	95.05	97.00	97.00	
<b>4S1 - Student Graduation Rates</b>					
100.00	97.19	94.05	97.00	97.00	
<b>5S1 - Secondary Placement</b>					
74.83	75.84	73.51	71.00	71.00	
<b>6S1 - Nontraditional Participation</b>					
42.40	40.57	34.17	46.00	40.09	Students select their course & Endorsement plans based on their own interests and are allowed to select any plan. Strategies: stress nontraditional participation through marketing nontraditional courses & informational meetings with district personnel, Advisory, & Counselors to emphasize benefits.
<b>6S2 - Nontraditional Completion</b>					
41.48	39.25	33.96	44.15	39.06	Students select their course and Endorsement plans based on their own interests and are allowed to select any plan. Strategies: Enhanced advising through meetings with Counselors, Director of College & Career Readiness, CTE Teachers & increased awareness of benefits for post-secondary opportunities.
0.00	0.00	0.00	0.00		
Describe district programs that are designed to enable special populations students to meet Perkins performance targets.					
LEA has incorporated multiple programs to ensure success with special populations students through co-teach (inclusion) classes, utilization of content mastery, & tutoring/acceleration classes. Students have opportunity to obtain industry recognized certifications through multiple Endorsement areas.					
Describe the process that will be used to evaluate and continually improve the district's performance.					
LEA uses disaggregated data from PBMAS, STAAR testing reports, School TEA Accountability Summary reports, number of students earning industry certifications, annual CTE program evaluations, and advisement from CTE Advisory Committee members to continually improve district and student performance.					

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

**2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Description**

**PS3400 - Equitable Access and Participation**

**Barriers and Strategies** Help

		All	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for:	€	€	€	€

**Barrier: Gender-Specific Bias** Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically under-represented groups to fully participate.	€	€	€
A02	Provide staff development on eliminating gender bias.	€	€	€
A03	Ensure strategies and materials used with students do not promote gender bias.	€	€	€
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender.	€	€	€
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.	€	€	€
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program.	€	€	€
A99	Other:	€	€	€

**Barrier: Cultural, Linguistic, or Economic Diversity** Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language.	€	€	€
B02	Provide interpreter/translator at program activities.	€	€	€
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	€	€	€
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds.	€	€	€
B05	Develop/maintain community involvement/participation in program activities.	€	€	€
B06	Provide staff development on effective teaching strategies for diverse populations.	€	€	€
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity.	€	€	€
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.	€	€	€
B09	Provide parenting training.	€	€	€
B10	Provide a parent/family center.	€	€	€
B11	Involve parents from a variety of backgrounds in decision making.	€	€	€
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents come to the school.	€	€	€
B13	Provide child care for parents participating in school activities.	€	€	€
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€
B15	Provide adult education with High School Equivalency test and/or English as a Second Language (ESL) classes, or family literacy program.	€	€	€
B16	Offer computer literacy courses for parents and other program beneficiaries.	€	€	€
B17	Conduct an outreach program for traditionally "hard to reach" parents	€	€	€
B18	Coordinate with community centers/programs	€	€	€
B19	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color.	€	€	€
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color.	€	€	€
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program.	€	€	€
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints.	€	€	€
B99	Other:	€	€	€

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Gang-Related Activities		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention.	€	€	€
C02	Provide counseling.	€	€	€
C03	Conduct home visits by staff.	€	€	€
C04	Provide flexibility in scheduling activities.	€	€	€
C05	Recruit volunteers to assist in promoting gang-free communities.	€	€	€
C06	Provide mentor program.	€	€	€
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
C08	Provide community service programs/activities.	€	€	€
C09	Conduct parent/teacher conferences.	€	€	€
C10	Strengthen school/parent compacts.	€	€	€
C11	Establish collaborations with law enforcement agencies.	€	€	€
C12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
C13	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	€	€	€
C99	Other:	€	€	€
Barrier: Drug-Related Activities		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	€	€	€
D02	Provide counseling.	€	€	€
D03	Conduct home visits by staff.	€	€	€
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	€	€	€
D05	Provide mentor program.	€	€	€
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
D07	Provide community service programs/activities.	€	€	€
D08	Provide comprehensive health education programs.	€	€	€
D09	Conduct parent/teacher conferences.	€	€	€
D10	Establish school/parent compacts.	€	€	€
D11	Develop/maintain community collaborations.	€	€	€
D12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
D13	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	€	€	€
D99	Other:	€	€	€
Barrier: Visual Impairments		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	€	€	€
E02	Provide program materials/information in Braille.	€	€	€
E03	Provide program materials/information in large type.	€	€	€
E04	Provide program materials/information in digital/audio formats.	€	€	€
E05	Provide staff development on effective teaching strategies for visual impairment.	€	€	€
E06	Provide training for parents.	€	€	€
E07	Format materials/information published on the internet for ADA-accessibility.	€	€	€
E99	Other:	€	€	€



<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Hearing Impairments		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	€	€	€
F02	Provide interpreters at program activities.	€	€	€
F03	Provide captioned video material.	€	€	€
F04	Provide program materials and information in visual format.	€	€	€
F05	Use communication technology, such as a telephone device for the deaf (TDD)/relay.	€	€	€
F06	Provide staff development on effective teaching strategies for hearing impairment.	€	€	€
F07	Provide training for parents.	€	€	€
F99	Other:	€	€	€
Barrier: Learning Disabilities		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	€	€	€
G02	Expand tutorial/mentor programs.	€	€	€
G03	Provide staff development in identification practices and effective teaching strategies.	€	€	€
G04	Provide training for parents in early identification and intervention.	€	€	€
G99	Other:	€	€	€
Barrier: Other Disabilities or Constraints		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Other Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other disabilities/constraints.	€	€	€
H02	Provide staff development on effective teaching strategies.	€	€	€
H03	Provide training for parents.	€	€	€
H99	Other:	€	€	€
Barrier: Inaccessible Physical Structures		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
J02	Ensure all physical structures are accessible.	€	€	€
J99	Other:	€	€	€
Barrier: Absenteeism/Truancy		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	€	€	€
K02	Develop and implement a truancy intervention plan.	€	€	€
K03	Conduct home visits by staff.	€	€	€
K04	Recruit volunteers to assist in promoting school attendance.	€	€	€
K05	Provide mentor program.	€	€	€
K06	Provide before/after school recreational or educational activities.	€	€	€
K07	Conduct parent/teacher conferences.	€	€	€
K08	Strengthen school/parent compacts.	€	€	€
K09	Develop/maintain community collaborations.	€	€	€
K10	Coordinate with health and social services agencies.	€	€	€
K11	Coordinate with the juvenile justice system.	€	€	€
K12	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
K99	Other:	€	€	€

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

**2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Description**

**PS3400 - Equitable Access and Participation**

**Barrier: High Mobility Rates** **Intended Beneficiaries of Strategies**

#	Strategies to Overcome Barrier of High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies.	€	€	€
L02	Establish collaborations with parents of highly mobile families.	€	€	€
L03	Establish/maintain timely record transferal system.	€	€	€
L99	Other:	€	€	€

**Barrier: Lack of Support from Parents** **Intended Beneficiaries of Strategies**

#	Strategies to Overcome Barrier of Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	€	€	€
M02	Conduct home visits by staff.	€	€	€
M03	Recruit volunteers to actively participate in school activities.	€	€	€
M04	Conduct parent/teacher conferences.	€	€	€
M05	Establish school/parent compacts.	€	€	€
M06	Provide parenting training.	€	€	€
M07	Provide a parent/family center.	€	€	€
M08	Provide program materials/information in home language.	€	€	€
M09	Involve parents from a variety of backgrounds in school decision making.	€	€	€
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
M11	Provide child care for parents participating in school activities.	€	€	€
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€
M13	Provide adult education with High School Equivalency test and/or ESL classes, or family literacy program.	€	€	€
M14	Conduct an outreach program for traditionally "hard to reach" parents.	€	€	€
M15	Facilitate school health advisory councils four times a year.	€	€	€
M99	Other:	€	€	€

**Barrier: Shortage of Qualified Personnel** **Intended Beneficiaries of Strategies**

#	Strategies to Overcome Barrier of Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	€	€	€
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	€	€	€
N03	Provide mentor program for new personnel.	€	€	€
N04	Provide intern program for new personnel.	€	€	€
N05	Provide an induction program for new personnel.	€	€	€
N06	Provide professional development in a variety of formats for personnel.	€	€	€
N07	Collaborate with colleges/universities with teacher preparation programs.	€	€	€
N99	Other:	€	€	€

**Barrier: Lack of Knowledge Regarding Program Benefits** **Intended Beneficiaries of Strategies**

#	Strategies to Overcome Barrier of Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits.	b	b	b
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	b	b	b
P03	Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	b	b	b
P99	Other:	€	€	€

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Lack of Transportation to Program Activities		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	€	€	€
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
Q03	Conduct program activities in community centers and other neighborhood locations.	€	€	€
Q99	Other:	€	€	€
Barrier: Other Barrier				
#	Strategies to Overcome Barrier of Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	€	€	€
	Other Strategy:			

Schedule Status: Complete		FORMULA		Application ID: 0020620339330001		
<b>eGrants Application</b> TEXAS EDUCATION AGENCY		Organization: Sulphur Springs ISD		County District: 112901		
SAS#: PERKAA18		Campus/Site: N/A		ESC Region: 08		
Vendor ID: 1756002535				School Year: 2017-2018		
2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application						
Program Budget						
BS6003 - Program Budget Summary and Support						
Statutory Authority:					Fund Code FAR/SSA	
Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270					244/331	
Part 1: Available Funding						
Final Amount				<a href="#">View List of Members</a>	45,674.00	
Reallocation						
Grand Total						
Total Funds Available:					45,674.00	
Part 2: Budget Summary by Class/Object Code						
Class/Object Code and Description				Program Costs	Admin Costs	Total Budget
6100	Payroll Costs					
6200	Professional and Contracted Services (Itemized in Part 5)			2,000		2,000
6300	Supplies and Materials (Itemized in Part 6)			40,174		40,174
6400	Other Operating Costs (Itemized in Part 7)			3,500		3,500
6500	Debt Services (Itemized in Part 8)					
6600	Capital Outlay (Itemized in Part 9)					
8911	Operating Transfers Out					
Subtotal						
Maximum Allowable Indirect Costs: \$ 447				Total Direct Costs:	45,674	45,674
0.980 % Indirect Costs <a href="#">Help</a>						
Grand Total						
Total Budgeted Costs				45,674		45,674
The remainder of Part 2 is hidden because there is no shared services arrangement.						

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 3: Waiver from the Minimum \$15,000 Requirement

<input type="checkbox"/>	Rural Sparsely Populated Area: The number of highway miles from the high school which is the nearest neighbor is at least 30 and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Number of Highway Miles from the High School:</td> <td style="width: 20%;"></td> <td style="width: 30%;">Name of High School:</td> <td style="width: 20%;"></td> </tr> </table>	Number of Highway Miles from the High School:		Name of High School:	
Number of Highway Miles from the High School:		Name of High School:			
<input type="checkbox"/>	Approved Charter School That Is Unable to Join an SSA				
	If either box above is checked, describe why the LEA is unable to join a shared services arrangement:				

Part 4: 6100 - Itemized Payroll Costs

Number of Positions

#	Position Title	Number of Program Positions	Number of Admin Positions
1.	Administrators [012] (6119)		
2.	Aides [033] (6129)		
3.	Career Coordinators [058/080] (6119)		
4.	Clerical Staff (6129)		
5.	Counselors [008] (6119)		
6.	Program Coordinator (6119/6129)		
7.	Special Populations Coordinators (6119/6129)		
8.	Supervisors [080] (6119)		
9.	Support Center Staff (6119/6129)		
10.	Other:		
11.	Other:		
12.	Other:		
13.	Other:		
14.	Other:		
15.	Other:		
16.	Other:		
17.	Other:		
18.	Other:		
19.	Other:		
20.	Other:		
21.	Other:		
22.	Other:		
23.	Other:		
24.	Other:		
25.	Other:		

Substitute, Extra-Duty, Benefits Help

1.	For Schoolwide Personnel Not Coded 8911	€	€
2.	Extra-Duty Pay/Beyond Normal Work Hours for Positions Not Indicated Above	€	€
3.	Substitutes for Public and Charter School Personnel for Positions Not Indicated Above	€	€

## 2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

## Program Budget

## BS6003 - Program Budget Summary and Support

## Part 5: 6200 - Itemized Professional and Contracted Services Costs

#		Class/Object Code and Description	Program Costs	Admin Costs
1.	6219/ 6239/ 6291	Professional and Consulting Services	2,000	
2.	6269	Rental or Lease of Buildings, Space in Buildings, or Land		
3.	6220	Postsecondary CTE tuition for students, for tuition in excess of the amount of ADA funds generated by those students. Allowable only when tuition payments are for groups of students and not in the name of individuals.		
<b>Subtotal</b>				
Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval				
Total Professional and Contracted Services Costs			2,000	

## Part 6: 6300 - Itemized Supplies and Materials Costs

Total Supplies and Materials Costs			40,174	
------------------------------------	--	--	--------	--

## Part 7: 6400 - Itemized Other Operating Costs

#		Class/Object Code and Description	Program Costs	Admin Costs
1.	6411	Out-of-State Travel for Employees. Must be allowable per Program Guidelines. LEA must keep documentation locally.		
2.	6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. LEA must keep documentation locally.		
3.	6413	Stipends for Non-Employees other than those included in 6419.		
4.	6419	Non-employee costs for conferences. Requires authorization in writing.		
<b>Subtotal</b>				
Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval			3,500	
Total Other Operating Costs			3,500	



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: PERKAA18

Vendor ID: 1756002535

School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 8: 6500 – Itemized Debt Service

#	Property Description				Class/Object Code and Description		Program Costs	Admin Costs
1.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
2.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
3.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
4.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
5.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
6.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
<b>Total Costs</b>								
							Total Debt Service Costs	

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 9: 6600 - Itemized Capital Outlay

Description of Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value or Useful Life (not ordinary repairs and maintenance)	Program Costs	Admin Costs

Equipment and Other Capital Outlay - Regardless of Unit Cost

€ Capital Outlay for Schoolwide Programs (not coded 8911)

#	Generic Item Description	PEIMS Code	Quantity	Program Costs	Admin Costs
1.					
2.					
3.					
4.					
5.	€				

Total Costs

Total Capital Outlay Costs		
----------------------------	--	--

Describe how the capital outlay requested will be used to accomplish the objectives of the project if different from the general uses described in the instructions.



<b>eGrants Application</b> <small>TEXAS EDUCATION AGENCY</small>	Organization: Sulphur Springs ISD Campus/Site: N/A Vendor ID: 1756002535	County District: 112901 ESC Region: 08 School Year: 2017-2018
---	--	---

**2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Budget**

**BS6003 - Program Budget Summary and Support**

**Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements**

**1. Integrate Academics with CTE Programs Using a Coherent Sequence of Courses**

<input type="checkbox"/>	We are implementing the College and Career Initiative.
<input type="checkbox"/>	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
<input type="checkbox"/>	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
<input type="checkbox"/>	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	Our academic and CTE teachers collaborate to develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

**2. Link CTE at the Secondary and Postsecondary Level**

<input type="checkbox"/>	Our CTE students follow programs of study that link secondary and postsecondary education.
<input type="checkbox"/>	Some or all of our CTE teachers are qualified to teach courses for Advanced Technical Credit.
<input type="checkbox"/>	Our LEA offers opportunities for students to enroll in courses that lead to dual credit or articulated credit.
<input type="checkbox"/>	Our LEA encourages CTE students to participate in the Foundation High School Program with Endorsements.
<input type="checkbox"/>	Our students use career exploration software to research postsecondary requirements for their personal career goals.
<input type="checkbox"/>	Our LEA utilizes Go Centers to assist students in planning postsecondary education.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

**3. Provide Students with Strong Experience in and Understanding of All Aspects of an Industry (may include career preparation learning experiences)**

<input type="checkbox"/>	Our LEA offers multiple career preparation learning opportunities for our students.
<input type="checkbox"/>	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.
<input type="checkbox"/>	Business and industry partners regularly provide us with input to ensure that our students receive strong experience in and understanding of all aspects of their industries.
<input type="checkbox"/>	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

**4. Develop, Improve, or Expand the Use of Technology in CTE Programs**

<input type="checkbox"/>	Our LEA strives to ensure that the technology and software in our classrooms are equivalent to technology used by business and industry.
<input type="checkbox"/>	Our LEA requires or encourages our students to receive industry licensures and certifications utilizing various technological applications.
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>	Our LEA utilizes web pages for teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	We offer web-based instructional opportunities to our students.
<input type="checkbox"/>	Our students use software to explore career options and postsecondary educational requirements.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements (continued)

5. Provide Professional Development Programs to Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

Who Are Involved in Integrated CTE Programs

<input type="checkbox"/>	b	Our CTE and academic teachers are required to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.
<input type="checkbox"/>	b	Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.
<input type="checkbox"/>	b	Our CTE teachers attend state professional development conferences for their instructional areas.
<input type="checkbox"/>	b	We offer professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.
<input type="checkbox"/>	b	Members of business and industry provide professional development to our staff about workplace requirements.
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>

6. Develop and Implement Evaluations of the CTE Programs Carried Out with Funds, Including an Assessment of How the Needs of Special Populations Are Being Met

<input type="checkbox"/>	b	We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>

7. Initiate, Improve, Expand, and Modernize Quality CTE Programs, Including Relevant Technology

<input type="checkbox"/>	b	Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.
<input type="checkbox"/>	b	Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>	b	We offer professional development in technology and industry/job market trends.
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>

8. Provide Services and Activities That Are of Sufficient Size, Scope, and Quality to Be Effective

<input type="checkbox"/>	b	Our LEA is implementing the College and Career Initiative.
<input type="checkbox"/>	b	All or most our CTE students are pursuing a coherent sequence of courses.
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>

9. Provide Activities to Prepare Special Populations for High-Skill, High-Wage, or High-Demand Occupations That Will Lead to Self-Sufficiency

<input type="checkbox"/>	b	Our CTE staff collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.
<input type="checkbox"/>	b	We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
<input type="checkbox"/>	b	Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.
<input type="checkbox"/>	b	Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.
<input type="checkbox"/>	b	CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	e	Other: <input style="width: 80%;" type="text"/>

<b>eGrants Application</b> TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018

**2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application**

**Program Budget**

**BS6003 - Program Budget Summary and Support**

Part 11: Required Uses of Funds Required Uses of Funds

**Use of Perkins Funds (Program Costs Plus Administration Costs)**

#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration			3,000				3,000	6.57
2.	Link to Postsecondary CTE			4,000	2,000			6,000	13.14
3.	All Aspects of an Industry			3,000	1,500			4,500	9.85
4.	Expand the Use of Technology			5,000				5,000	10.95
5.	Provide Professional Development		1,500					1,500	3.28
6.	Evaluate Perkins-Funded Programs		500					500	1.09
7.	Initiate, Improve, and Expand Quality CTE Programs			20,174				20,174	44.17
8.	Sufficient Size, Scope, and Quality			3,000				3,000	6.57
9.	Activities for Special Populations			2,000				2,000	4.38
<b>Subtotals (Total percentage may not equal 100% due to rounding.)</b>									
			2,000	40,174	3,500			45,674	100.00
Indirect Costs									
<b>Total Budgeted Costs</b>								45,674	

**Use of State & Local Funds**

#	Required Use of State & Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration								
2.	Link to Postsecondary CTE								
3.	All Aspects of an Industry								
4.	Expand the Use of Technology								
5.	Provide Professional Development								
6.	Evaluate Perkins-Funded Programs								
7.	Initiate, Improve, and Expand Quality CTE Programs								
8.	Sufficient Size, Scope, and Quality								
9.	Activities for Special Populations								
<b>Subtotals (Total percentage may not equal 100% due to rounding.)</b>									
			2,000	40,174	3,500			45,674	
<b>Grand Total (Excluding Indirect Costs)</b>									

Part 12: Pooling of Perkins Funds (SSAs Not Eligible)

<input type="checkbox"/> Funds will not be pooled	<input type="checkbox"/> Funds will be pooled
What amount of funds will be pooled?	
List County/District Numbers for LEAs That Will Pool Funds:	
<input type="checkbox"/> Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors	
<input type="checkbox"/> Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data	
<input type="checkbox"/> Implementing CTE Programs of Study	
<input type="checkbox"/> Implementing Technical Assessments	

Schedule Status: Complete		FORMULA	Application ID: 0020620339330001
	Organization: Sulphur Springs ISD	County District: 112901	
	Campus/Site: N/A	ESC Region: 08	
SAS#: PERKAA18	Vendor ID: 1756002535	School Year: 2017-2018	
2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application			
Provisions Assurances			
CS7000 - Provisions, Assurances and Certifications			
<div style="text-align: center; border: 1px solid black; padding: 5px;">General and Fiscal Guidelines</div>			
	I certify my acceptance and compliance with all General and Fiscal Guidelines.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Program Guidelines</div>			
	I certify my acceptance and compliance with all Program Guidelines.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">General Provisions and Assurances</div>			
	I certify my acceptance and compliance with all General Provisions and Assurances requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Debarment and Suspension Certification</div>			
	I certify I am not debarred or suspended. I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Program-Specific Provisions and Assurances</div>			
	I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.		
<div style="text-align: center; border: 1px solid black; padding: 5px;">Lobbying Certification</div>			
	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.		
	This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.		
<ol style="list-style-type: none"> <li>1. Complete and attach the <a href="#">Disclosure of Lobbying Activities</a> form.</li> <li>2. To complete the online form, follow the instructions on Page 2 of the form.</li> <li>3. Click the Print button on the bottom of Page 1.</li> <li>4. Sign the form.</li> <li>5. Scan the signed form.</li> <li>6. Save the scanned form to your desktop.</li> <li>7. Use the Attach File button on the Application Menu page to attach your signed form to this eGrants application.</li> </ol>			



Texas Education Agency

Application ID: 002062033933

Organization: SULPHUR SPRINGS ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002535

County District: 112901  
 ESC Region: 08  
 School Year: 2017-2018

SAS #: PERKAA18

Notice of Grant Award

Application Submit Date: 7/25/2017

		Amendment Number: 00								
NOGA ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
18420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A170043 84.048A	USDE	42001806	7/25/2017	8/15/2018	\$0.00	\$45,674.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 002062033933, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee

The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract

Approval ID of the Commissioner of Education or Designee  
 Texas Education Agency

Date

8/10/2017

**Texas Education Agency  
Supplement to Notice of Grant Award (NOGA)**

<b>1</b>	<b>Subrecipient Name</b>  Sulphur Springs ISD 631 CONNALLY ST SULPHUR SPRINGS, TX 75482	<b>2</b>	<b>Subrecipient Unique Entity Identifier</b>  112901
<b>3</b>	<b>Subrecipient Information</b>		
	Grant name:	CARL D. PERKINS BASIC FORMULA GRANT	
	Subaward period of performance start and end date:	See NOGA certificate	
	Amount of federal funds obligated by this action:	See NOGA certificate	
	Total amount of federal funds awarded:	See NOGA certificate	
	Indirect cost rate:	0.980%	
	De minimis indirect cost rate:	Not applicable	
	Research and development grant:	Not applicable	
<b>4</b>	<b>Subrecipient Terms and Conditions</b>		
	<p>(1) New EDGAR including 2 C.F.R. Part 200 applies</p> <p>(2) Grant program requirements</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(b) Incorporated by reference in Program Guidelines</p> <p style="margin-left: 20px;">(c) Incorporated by reference in General Provisions and Assurances</p> <p style="margin-left: 20px;">(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements</p> <p style="margin-left: 20px;">Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records</p> <p style="margin-left: 20px;">Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(a) Incorporated by reference in NOGA transmittal letter</p>		
<b>5</b>	<b>Name of Pass-Through Entity</b>  Texas Education Agency	<b>6</b>	<b>Contact Information for TEA Awarding Official</b>  See NOGA certificate
<b>7</b>	<b>Federal Award Information</b>		
	Federal awarding agency:	USDE	
	Federal award identification number:	See NOGA certificate	
	CFDA number:	See NOGA certificate	
	CFDA name:	Career and Technical Education -- Basic Grants to States	
	Federal award date:	July 1, 2017	
	Total amount of federal award:	\$65,710,986	
<b>8</b>	<b>Federal Award Project Description</b>  Incorporated by reference in program guidelines		



Texas Education Agency

Application ID: 002062033933

Organization: SULPHUR SPRINGS ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002535

County District: 112901  
 ESC Region: 08  
 School Year: 2017-2018

SAS #: PERKAA18

Notice of Grant Award

Application Submit Date: 7/25/2017

Amendment Number: 00

NOGA ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
18420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A170043	USDE	42001806	7/25/2017	8/15/2018	\$4,085.00	\$49,759.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 002062033933, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee

The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract

Approval ID of the Commissioner of Education or Designee  
 Texas Education Agency

Date

12/6/2017

**Texas Education Agency**  
**Supplement to Notice of Grant Award (NOGA)**

<b>1</b>	<b>Subrecipient Name</b>  Sulphur Springs ISD 631 CONNALLY ST SULPHUR SPRINGS, TX 75482	<b>2</b>	<b>Subrecipient Unique Entity Identifier</b>  112901
<b>3</b>	<b>Subrecipient Information</b>		
	Grant name:	CARL D. PERKINS BASIC FORMULA GRANT	
	Subaward period of performance start and end date:	See NOGA certificate	
	Amount of federal funds obligated by this action:	See NOGA certificate	
	Total amount of federal funds awarded:	See NOGA certificate	
	Indirect cost rate:	0.980%	
	De minimis indirect cost rate:	Not applicable	
	Research and development grant:	Not applicable	
<b>4</b>	<b>Subrecipient Terms and Conditions</b>		
	<p>(1) New EDGAR including 2 C.F.R. Part 200 applies</p> <p>(2) Grant program requirements</p> <p style="padding-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="padding-left: 20px;">(b) Incorporated by reference in Program Guidelines</p> <p style="padding-left: 20px;">(c) Incorporated by reference in General Provisions and Assurances</p> <p style="padding-left: 20px;">(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements</p> <p style="padding-left: 20px;">Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records</p> <p style="padding-left: 20px;">Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward</p> <p style="padding-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="padding-left: 20px;">(a) Incorporated by reference in NOGA transmittal letter</p>		
<b>5</b>	<b>Name of Pass-Through Entity</b>  Texas Education Agency	<b>6</b>	<b>Contact Information for TEA Awarding Official</b>  See NOGA certificate
<b>7</b>	<b>Federal Award Information</b>		
	Federal awarding agency:	USDE	
	Federal award identification number:	See NOGA certificate	
	CFDA number:	See NOGA certificate	
	CFDA name:	Career and Technical Education -- Basic Grants to States	
	Federal award date:	July 1, 2017	
	Total amount of federal award:	\$65,233,627	
<b>8</b>	<b>Federal Award Project Description</b>		
	Incorporated by reference in program guidelines		



# Program Enhancements

## Use of Funds by Program Area:

### General:

- Region 8 Service Contract
- Region 6 Program Evaluation for CTE Program Effectiveness

### Ag

- RealityWorks - Horse model for Equine Science
- Animal Science Lab equipment: draining and drying rack, bacteria microscope slide, biology survey slide set, mammalian histology slide set.
- Installed cabling for Internet connection in the new Ag classroom
- Repaired the plasma cutter
- Replaced the bay lighting in the Ag shop with LED lights
- FFA manuals for classroom instruction
- Updated electrical wiring to handle new welding booths
- Epson Powerlite projector was purchased and mounted in new Ag classroom
- Added new furniture for the Ag classroom: teacher desk & 24 chairs, 10 student tables, & chairs, 2 computer tables, 6X4 white board, bookshelf
- Purchased portable building to store Wildlife equipment properly
- Purchased new gloves and safety glasses for welding students
- Grainger air regulator, pressure gauge, black pipe for welding booths
- Purchased welding shop equipment needed: squares, tape measures, wrenches, drill bit sets, etc.
- Purchased demo sutures, suture tool kit with case, nail clippers, dental anatomy & aging equine, confirmation anatomy chart, and horse anatomy coloring atlas for Equine Science
- Student dry erase boards (30) with class set of markers for collaboration
- Added student insurance for Vet Med Practicum students
- OSHA 10-hour training course for 55 students
- Paid for one student for the Texas Floral Certification Level I (other students earned scholarships)
- CVA Certification manual and student certification for one student
- ICEV online curriculum
- New Dodge 3500 Crew 4 wheel drive truck

### Auto Tech

- Premier refrigerant, recovery, recycling and recharging machine
  - Ranger Nextgen swing-arm 25" tire changer and digital wheel balancer
  - Duralast 1 and half ton jack
  - New LED bay lights for Auto Shop
  - CEV supplementary curriculum
  - Updated ALLDATA online repair series
  - Added new air compressor, tire spreader, impact gun, strutt tainer, charger, speck evaporative cooler, and other general tools for Auto shop
  - Added Kelvin Education project motors, motor mounts, hovercraft kit, Cub Cadet lawn mower lift, and other general tools for Small Engine classroom
  - Added new classroom tables (10) and chairs (20) for Auto Tech classroom
-

## Architecture & Construction

- GW Architecture textbooks for new course and ICEV online curriculum for Architecture & Construction
- Dewalt 5 tool cordless and 12' 15 amp dual, 10 amp bandsaw, Honda generator, air compressor, Hitachi metal sheers, Lincoln plasma cutter, Werner ladder and step ladder, nailgun, Hitachi siding nailer, cement mixer, construction stapler, brushless screw guns, and other general tools for Construction
- Fire extinguisher and brackets for construction trailer
- Equipment container for house supplies storage
- Architecture kits
- OSHA 10-hour training for 15 Construction students
- MDX Safety Training Services initial setup fee for NCCER certification site

## Arts, A/V Technology & Communications; Information Technology

- 8 Dell OptiPlex 7450 computers with 23" screens
- Certiport Adobe License
- Xerox workcenter multi-function color printer
- 2 red Nikon D3400 digital camera with 18-55 mm lens
- Switchable stereo headphones - 2
- Video Game Design curriculum - proposed new course
- A+ curriculum for computer programming
- Set of 4 Wacom Intuos Pro Medium digitizers for Arts AV and IT areas
- LED camera light, Sony adapter charger, and tripod stand for AV Production
- Classroom set of dry erase boards/markers for student collaboration
- Adobe student certifications 25 vouchers for Adobe Premiere/Animate

## Business, Marketing & Finance

- Certiport MOS License
- Certiport Quickbooks Exam vouchers and GMetrix Practice
- ICEV supplementary curriculum
- New furniture for Business classroom: teacher desk, storage cabinet, presentation station, bookcase, collaboration tables and student chairs
- Set of headphones for BIM classroom
- Classroom set of dry erase boards and markers for student collaboration

## Education & Training

- RealityWorks RealCare birth process kit
- Add curriculum for FCS online supplementary teachers resources
- Added 5 Janome school model sewing machines for FCS area
- Purchased Ellison superstar die cut machine for Education & Training
- Laser color printer for FCS area
- Added new zuma rocker chairs and tables to Education & Training classroom
- AAFCS Education Certifications for students - 11

## Health Science

- Vizitech 3D virtual reality computer system
- Vizitech Med table AR package - human body mat with 6 tablets
- Medical exam table
- Blood drawing chair/ Phlebotomy station
- CNA course curriculum and DHO Health Science textbooks for Practicum students
- RealityWorks geriatric sensory impairment kit, buttocks intramuscular injection simulator, upper arm intramuscular injection simulator, pro doppler package set, EKG machine, blood pressure simulator, simulation whiteboard, blood drawing chair and phlebotomy work station, storage cabinet, and other general equipment/supplies for new hospital simulation rooms
- New furniture for Health Science classroom and Practicum classroom: 30 rocker chairs, 7 lab tables, 26 lab stools
- Set of dry erase boards/markers and mobile whiteboard for student collaboration
- Sheep heart dissection kit for A&P

## Hospitality & Tourism

- Dell DVD RW Drive - USB for Culinary videos
  - Updated fire extinguisher in Culinary Arts room
  - Paid for grease trap service - Culinary Arts room
  - Purchased culinary arts kitchen equipment
  - Added a new reach-in freezer, undercounter commercial dishwasher, and walk-in refrigerator, cooling rack , 3 five-tier freestanding shelving unites, 3 stainless steel work tables, handicap accessible work table, and other kitchen supplies to Culinary Arts kitchen
  - Added 3 hot food tables and guard shelf, mobile storage cabinet, Casio cash register, and other general kitchen supplies to Hospitality kitchen
  - Added new zuma rocker chairs and tables to Hospitality Services classroom
  - Class set of dry erase boards and markers for collaboration activities
  - ServeSafe student online certifications for Food Handlers (27) and AAFCS Culinary Certifications (3)
- 

## Law

- Purchased Foresic analysis glass kits and glass kit refills and crime scene materials for Forensic Science
  - Class set of dry erase boards/markers for student collaboration
  - New furniture for Law classroom: judges bench, 24 chairs, 12 tables, and 2 metal bookcases
  - Purchased new CEV online curriculum for Law and 110 student online accesses
-

# Student Certifications

## Student Certifications by Area

### Agriculture

Floral Design Level 1 Certifications – Floral Design students. Six students took the exam, 3 passed.  
Those students were:

1. Cameron Horton
2. Alice Lopez
3. Madison Roberson

OSHA 10-Hour Safety Training Certifications – Welding students. 36 students took and passed the exam.  
Those students were:

Abron, Aliyah	Keller, Haydan
Alvarez-Booth, Cody	Kirkpatrick, Jonah
Blake, Kendell	Leo, Chandler
Booher, Sharkey	Matlock, James
Bryant, Jarred	Maynard, Blake
Crouse, Austin	McKinney, Cason
Davilla, Jose	Norris, Chad
Davis, Joseph	Smithers, Jessica
Davison, Jumierquai	Tijerin, Brayon
Gafford, Ireland	Timmons, Michah
Gammill, McKenna	Tracy, Ashton
George, Carlye	Vargas, Samantha
Gomez, Jose	Wade, Patrick
Greenway, George	Walker, Haydan
Hammons, Ryan	Wilkins, Khavon
Hansen, Mickayla	Yanez, Oliver
Hitt, Tony	Zapata, Brenteon
Holt, Landis	
Johns, Jastin	

Structural Steel Welding Certification (AWS D9.1) – Advanced Welding student. Two students took and passed. Those students were:

1. Jesus Abrego
2. Brennan Murray

Texas Beef Quality Assurance Certification – Livestock Production students. Seven students took and passed. Those students were:

1. Nicholas Atkinson
  2. Hayden Daniel
  3. Callie Harvey
  4. Colten Nolen
  5. Klarissa Nottingham
  6. Colby Pace
  7. Haydan Walker
-

### Auto Repair

AllDATA Automotive Information Specialist Certifications – Auto Tech II students. Three students took and passed the exam. Those students were:

1. Ryan McKinney
2. Samuel Ponce
3. Jesus Zarco

OSHA 10-Hour Safety Training Certifications – Auto Tech students. 13 students took and 9 students passed the exam. Those students were:

1. Sonny Brown
2. Charlie Gibson
3. Blake Higgins
4. Luis Martinez
5. Dylan Odom
6. Kaden Pace
7. Christopher Tangy
8. Jose Vargas
9. Michael Wren

### Business, Marketing, & Finance

Microsoft Office Specialist (MOS) Word 2016 Certifications – BIM students. 37 students took the exam, 34 passed. Those students were:

- |                          |                       |
|--------------------------|-----------------------|
| 1. Nalalia Allen         | 18. Matthew Johnson   |
| 2. Jessica Ash           | 19. Sydney Kuiper     |
| 3. Cameron Beard         | 20. Valerie Lindsey   |
| 4. Jacquelyn Bocanegra   | 21. Emily Muro        |
| 5. Riley Brantley        | 22. Kylie Murray      |
| 6. Madison Carrell       | 23. Gavin Myrdahl     |
| 7. Skyler Claypool-Chote | 24. Carter Page       |
| 8. Campbell Cody         | 25. Noe Ponce         |
| 9. Jacquelyn Cruz        | 26. Meagan Shearin    |
| 10. Shelbee Foster       | 27. Shatalya Smith    |
| 11. David Grinnan        | 28. Dakota Soles      |
| 12. Kolson Hale          | 29. Hatie Tellez      |
| 13. Ryan Hammons         | 30. Madison Wachowiak |
| 14. Chase Haney          | 31. Brandon Wall      |
| 15. Jaime Hernandez      | 32. Kevin Wilks       |
| 16. Emma Hughes          | 33. Zoe Wioson        |
| 17. Alberto Ibarra       | 34. Oliver Yanez      |
-

Microsoft Office Specialist (MOS) Excel 2016 Certifications – BIM students. 13 students took the exam, 11 passed. Those students were:

1. Cameron Beard
2. Riley Brantley
3. Madison Carrell
4. Campbell Cody
5. Jacquelyn Cruz
6. Shelbee Foster
7. David Grinnan
8. Isaac Gutierrez
9. Alberto Ibarra
10. Sydney Kuiper
11. Oliver Yanez

Microsoft Office Specialist (MOS) Access 2016 Certifications – BIM students. 11 students took the exam, 5 passed. Those students were:

1. Riley Brantley
2. Jacquelyn Cruz
3. David Grinnan
4. Valerie Lindsey
5. Shatalya Smith

Microsoft Office Specialist (MOS) PowerPoint 2016 Certifications – BIM students. 27 students took the exam, 26 passed. Those students were:

1. Nalalia Allen
2. Jessica Ash
3. Cameron Beard
4. Jacquelyn Bocanegra
5. Riley Brantley
6. Jacquelyn Cruz
7. Shelbee Foster
8. David Grinnan
9. Isaac Gutierrez
10. Chase Haney
11. Colbria Harrison
12. Alberto Ibarra
13. Matthew Johnson
14. Sydney Kuiper
15. Valerie Lindsey
16. Emily Muro
17. Kylie Murray
18. Alex Plumley
19. Meagan Shearin
20. Shatalya Smith
21. Dakota Soles
22. Hatie Tellez
23. Madison Wachowiak
24. Kevin Wilks
25. Zoe Wilson
26. Oliver Yanez



Microsoft Office Word 2016 Expert Certifications – BIM students. 4 students took the exam, 3 passed. Those students were:

1. Jacquelyn Cruz
2. David Grinnan
3. Alberto Ibarra

### Education & Training

AAFCS – Education Fundamentals Certifications – Practicum in Education students. Nine students took the exam, 7 passed. Those students were:

1. Angela Bautista
2. Gracie Kane
3. Mariah McCord
4. Madison O'Kelly
5. Madelyn Pendergrass
6. Peyton Vickery
7. Zoe Wilson

AAFCS – Early Childhood Education Certifications – Practicum in Education students. Two students took and passed. Those students were:

1. Caitlyn Williams
2. Lainey Whittle

### IT/Arts AV

Adobe Certified Associate Adobe Photoshop – DIM students. 42 students took the exam, 12 passed. Those students were:

1. Harrison Allen
2. Ashlyn Bimmerle
3. Pdraig Flanary
4. Jason Gloar
5. Benjamin Grinnan
6. Jordan Gonzales
7. Matthew Harper
8. Meredith Hooten
9. Nathan Little
10. Michael McCord
11. Alex Post
12. Sydney Washburn

Adobe Certified Associate Adobe Photoshop – Graphic Design students. 93 students took the exam, 21 passed. Those students were:

- |                          |                        |
|--------------------------|------------------------|
| 1. Angela Brown          | 12. Wesley Parks       |
| 2. Jaeel Espinoza        | 13. Eduardo Ramirez    |
| 3. Jaqueline Espinoza    | 14. Matthew Robinson   |
| 4. Kaitlyn Ferrill       | 15. Mikala Rogers      |
| 5. McKenna Gammill       | 16. Ana Rosales        |
| 6. Carlye George         | 17. Alexandra Shotwell |
| 7. Brandon Griffith      | 18. Kaitlyn Stewart    |
| 8. Callie Harvey         | 19. Allie Thurman      |
| 9. Jabe Humphries        | 20. Caitlyn Williams   |
| 10. Grayson McClure      | 21. Chris Yanez        |
| 11. Vladyslava Nazarenko |                        |
-

Adobe Certified Associate Adobe Illustrator – Graphic Design students. 63 students took the exam, 9 passed. Those students were:

1. Jael Espinoza
2. Kaitlyn Ferrill
3. Brandon Griffith
4. Callie Harvey
5. Grayson McClure
6. Macie Moore
7. Eduardo Ramirez
8. Kaitlyn Stewart
9. Caitlyn Williams

Adobe Certified Associate Adobe Animate – Animation students. 19 students took the exam, 3 passed. Those students were:

1. Lesly Martinez
2. Blake Talmage
3. Weston Vasquez

### Health Science

Certified Clinical Medical Assistant (CCMA) – Practicum in Health Science students. 8 students took the exam, 5 passed. Those students were:

1. Alejandro Benitez
2. Logan Caton
3. Kate Flores
4. Delores Hughes

Certified Nurse Assistant (CNA – Practicum in Health Science students. 5 students took the exam, 5 passed. Those students were:

1. Alexi Boyd
2. Brandon Diodado
3. Leslie Garcia
4. Sierra Hillis
5. Omar Ramirez

Healthcare Provider CPR & AED & Standard First Aid Certifications – Health Science students. 96 took and passed the exam.

### Hospitality Services

Texas Food Handler Certification – Culinary students. 25 students took and passed. Those students were:

1. Jessi Booth
  2. Jesse Carrillo
  3. Kelsie Conliffe
  4. Robert Cote
  5. Jael Espinoza
  6. Wylie Hinton
  7. Alexis Hooten
  8. Cameron Kahn
  9. Sydney Kuiper
  10. Valerie Lindsey
  11. Samantha Medina Pyle
  12. Michael Mercer
  13. Jazmin Ortiz
  14. Alex Ramirez
  15. Enrique Quiroz-Renteria
  16. Melina Rivera
  17. Lois Rocha
  18. Ivette Romero
  19. Meagan Shearin
  20. Ellie Thompson
  21. Mieke Van Benthem
  22. Alfredo Vargas
  23. Aleas Weir
  24. Jatavius Williams
  25. James York
-

AAFCS Pre-PAC – Culinary Arts Certifications – Culinary students. 3 students took the exam, 2 passed. Those students were:

1. Madison Clark
2. Caleb Yanez

CPR/First Aid Certifications – Culinary students. 28 students took and passed.

---

State List	Perkins	Certification	# 2017-18	# 2016-17	# 2015-16	# 2014-15
No	Yes	<b>AAFCS – Education Fundamentals</b>	7	4		
No	Yes	<b>AAFCS Pre-PAC – Culinary Arts</b>	2	6	4	
No	Yes	<b>AAFCS - Early Childhood Education</b>	2			
No	Yes	<b>AAFCS - Pre-Professional Certification in Interior Design Fundamentals</b>	0			
No	No	<b>Adobe Animate</b>	3			
No	Yes	<b>Adobe Certified Associate Adobe Photoshop</b>	33	49	27	
No	Yes	Adobe Premier	0			
No	Yes	<b>Adobe Illustrator</b>	9			
No	Yes	ALLDATA Automotive Information Specialist	3	8	5	
Yes	Yes	ASE Automotive Maintenance & Light Repair	0			
Yes	Yes	AWS D1.1 (PJC)	0	1		
Yes	Yes	AWS D9.1	2			
Yes	Yes	AWS Sense				
No	No	Boater's Education Certification	0	14	14	
Yes	Yes	Certified Clinical Medical Assistant (CCMA)	4	5	3	
Yes	Yes	Certified Nurse Aide (CNA)	5			
Yes	Yes	Certified Veterinary Assistant	0			
Yes	Yes	Emergency Medical Technician	0			
No	Yes	Floral Design Level 1	3	5		
No	No	Health Care Provider – CPR Certification	83	80	106	94
No	No	Hunter's Education Certification	0	18	26	10
No	Yes	Microsoft Office Specialist (MOS) Access 2013	5	21	15	19
No	Yes	Microsoft Office Specialist (MOS) Excel 2013	11	27	32	27
No	Yes	Microsoft Office Specialist (MOS) PowerPoint 2013	26	51	17	46

No	Yes	Microsoft Office Specialist (MOS) Word 2013	34	46	30	23
Yes	Yes	Microsoft Office Specialist - Word Expert	3			
Yes	Yes	Microsoft Office Specialist - Excel Expert	0			
No	No	OSHA (Welding program)	36	94		
No	No	OSHA (Auto Tech)	9			
Yes	Yes	Quickbooks Certified User	0			
No	Yes	Texas Beef Quality Assurance	7	15	12	
No	No	Texas Food Handler Certification	25	16	27	29
<b>Total Certifications Offered</b>			<b>23</b>	<b>17</b>	<b>13</b>	<b>7</b>
Total Students Certified			312	460	318	248
			-148	142	70	

# Survey Results - Program Evaluation

---

## CTE Program Evaluation Surveys

Evaluation of our CTE programs is vital to improvement. Surveys with program evaluation questions were provided to CTE Advisory Committee members, school administration, teachers, and students. The results of the surveys are as follows:

### CTE Advisory Committee Members

There were 25 responses made to the survey.

1. The Advisory Committee meets as a group in scheduled meetings, maintains records of each meeting (agenda, sign-in sheet, and reports/minutes), and includes appropriate industry representatives.

[More Details](#)

Exemplary	13
Above Expectations	8
Proficient	1
Below Expectations	0
Unsatisfactory	0



2. The Advisory Committee includes representatives from school administration, counselors, parents and/or students, academic faculty, and appropriate industry representatives.

[More Details](#)

Exemplary	9
Above Expectations	11
Proficient	2
Below Expectations	0
Unsatisfactory	0



3. The recommendations from the advisory committee are acted upon and/or incorporated into the curriculum and the results relayed to all committee members.

[More Details](#)

Exemplary	11
Above Expectations	8
Proficient	3
Below Expectations	0
Unsatisfactory	0



4. Informative materials and/or meetings are used to enlighten educators, parents, students, businesses/industries, and the general public concerning CTE programs.

[More Details](#)

Exemplary	13
Above Expectations	6
Proficient	3
Below Expectations	0
Unsatisfactory	0



5. A sound public relations program is being conducted in the school and community (radio, TV, news stories, brochures, civic appearances, etc.).

[More Details](#)

Exemplary	8
Above Expectations	7
Proficient	5
Below Expectations	1
Unsatisfactory	0



6. Advisory committee members are encouraged to review facilities, courses, and instructional materials.

[More Details](#)

Exemplary	7
Above Expectations	9
Proficient	6
Below Expectations	0
Unsatisfactory	0



7. The CTE programs have a mission and measurable performance targets that are aligned with industry expectations.

[More Details](#)

Exemplary	11
Above Expectations	8
Proficient	3
Below Expectations	0
Unsatisfactory	0



8. A process is in place to review CTE goals, performance targets, and evaluate CTE programs on an annual basis.

[More Details](#)

Exemplary	10
Above Expectations	12
Proficient	0
Below Expectations	0
Unsatisfactory	0



9. The computer hardware, software, lab equipment, tools, etc. provided in the CTE programs are comparable to those used in the industry.

[More Details](#)

Exemplary	5
Above Expectations	11
Proficient	5
Below Expectations	1
Unsatisfactory	0

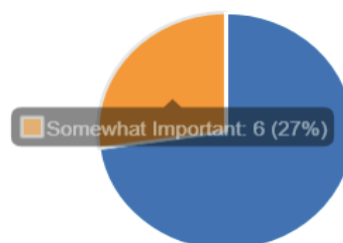




10. It is important that the CTE programs provide opportunities for students to earn industry certifications.

[More Details](#)

Very Important	16
Somewhat Important	6
Not Important	0
Undecided	0



11. There is adequate communication between the CTE programs and business partners.

[More Details](#)

Exemplary	7
Above Expectations	11
Proficient	4
Below Expectations	0
Unsatisfactory	0



12. The following list represents Career Pathways/Endorsements that we currently do NOT offer. Which do you feel, if any, should be offered to satisfy needs in employment within our community?

[More Details](#)

STEM - Engineering	7
Human Services - Cosmetology	11
No real need exists in our com...	3



13. How do you feel our CTE programs are building community, business, and/or industry partnerships?

14 Responses

ID ↑	Name	Responses
1	anonymous	We are preparing students for the job market
2	anonymous	I feel like they are doing an pretty good job!
3	anonymous	We are able to determine employer needs and get input on what we can do as teachers to teach those skills.
4	anonymous	I really like the concept of the Project Based Learning
5	anonymous	The students complete practicums in the community.
6	anonymous	The programs offered are being carefully aligned with regional industry and job opportunities.
7	anonymous	By showing the industries that SSISD is offering creditations, education, training and experience to beeter prepare them for the work environment.
8	anonymous	There is an excellent partnership.

9	anonymous	Working together with the community and industries to discuss their needs and the future of our students and community as a whole.
10	anonymous	I think they are doing a great jobs helping kids get ready for their future
11	anonymous	Clayton Homes partnering with us has lead to students knowing about future employment there and at least 2 graduates going for interviews next week!
12	anonymous	Very good
13	anonymous	I feel that they are doing well.
14	anonymous	Working with educators builds communication and relationships. This will benefit the students.

## 14. What recommendations could you suggest to improve the quality of the CTE Advisory Committee (participants, meetings, etc.)?

11 Responses

ID↑	Name	Responses
1	anonymous	More industry tours of thier facilities.
2	anonymous	I think the Committee meeting went fantastic. My only recommendation would be to include different types of businesses. We live in a fairly small community that doesn't house a million tech companies. I think it would be neat if we(IT) reached out to different companies for cross disciplinary internships. Eg. Working as tech support @ a local hospital.
3	anonymous	None at this time.
4	anonymous	None
5	anonymous	none
6	anonymous	None at this time.
7	anonymous	None
8	anonymous	I understand alot of work and planning goes into making this program succeseful, most of it is unknown to the committee members, therefor, I couldn't recommend any improvements. As far as I can tell every thing is working smoothly. I feel like this program requires committment from everyone involved. I don't know how to "make" more get involved and to not just talk about it.
9	anonymous	it is very well done
10	anonymous	I think having a designated schedule of topics to discuss would be beneficial.
11	anonymous	More Community folks on the commity and more contact throughout the year with educators. Business leaders would love to be included in more student education opportunities.

## 2017-18 SSHS Teacher CTE Program Evaluation

Nineteen of the 21 CTE teachers responded to the survey.

- 
1. The instructional planning and organization provided in the courses I teach allow adequate opportunity for each student to develop the necessary skills and competencies for successful employment.

[More Details](#)

Exemplary	3
Proficient	14
Developing	2
Improvement Needed	0



- 
2. My instruction is delivered toward appropriate and clearly formulated objectives with input from partnerships such as community, business/industry, and local administration.

[More Details](#)

Exemplary	3
Proficient	13
Developing	3
Improvement Needed	0



- 
3. I maintain an annual plan of instruction with specific goals and objectives (Scope and Sequence).

[More Details](#)

Exemplary	5
Proficient	11
Developing	3
Improvement Needed	0



- 
4. I utilize a well-defined grading system and a copy was provided to each student at the beginning of the school year/semester (Syllabus).

[More Details](#)

Exemplary	8
Proficient	10
Developing	1
Improvement Needed	0



5. Please rate how thoroughly you have addressed industry standards and needs within your curriculum based on recommendations from the community, Advisory members, industry reports, etc. (5 being the highest rating).

19 Responses

ID ↑	Name	Responses
1	Debbie Stribling	4
2	Lynn Smith	5
3	Heath Robinson	4
4	Cassie Reeder	4
5	Pamela Carter	5
6	Lacie Stracener	3
7	Melissa Evart	4
8	Brynn Smith	5
9	John Luper	4
10	Bob Halter	4
11	Joel Bailey	3
12	Brandon Nelson	4
13	Harold Smithson	4
14	Christina Davis	4
15	Paula Hass	4
16	Tracy Stewart	4
17	Demetra Robinson	4
18	John Wilder	4
19	Mike Meador	4

6. Do you use rubrics to score performance based tasks or assessments?

[More Details](#)

● Yes	14
● No	0
● Maybe	5



7. The curriculum I use is enriched with related resources (audiovisuals, guest speakers, field trips, other community resources, internet activities, etc).

[More Details](#)

● Exemplary	4
● Proficient	10
● Developing	5
● Improvement Needed	0



8. I have documentation to support that I am teaching the state-approved curriculum and all of the TEKS for the instructional programs assigned to me.

[More Details](#)

Exemplary	6
Proficient	10
Developing	3
Improvement Needed	0



9. How often do you reinforce core academic TEKS within your CTE lessons?

[More Details](#)

Always	8
Usually	8
Sometimes	3
Never	0



10. My lesson plans were created with a focus on student engagement, instructional activities, and a variety of assessment types.

[More Details](#)

Exemplary	4
Proficient	13
Developing	1
Improvement Needed	1



11. I have been trained on using instructional strategies in the classroom utilizing technology.

[More Details](#)

Yes	19
No	0



12. I have received training opportunities and been advised of how to implement strategies to ensure the needs of special populations are met.

[More Details](#)

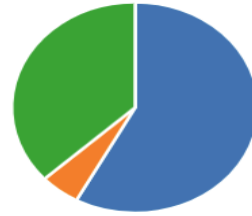
Yes	19
No	0



13. I would benefit from working together in a Career Cluster team to help align instruction to better serve students working through a career pathway/endorsement.

[More Details](#)

Yes	11
No	1
Undecided	7



14. I hold a valid teacher certification for the classes I teach.

[More Details](#)

Yes	15
No	3
Not Sure	1



15. I have attended or am planning to attend a professional development conference or program specific workshop(s).

[More Details](#)

Yes	16
No	2



16. I maintain membership with a related professional organization.

[More Details](#)

Yes	16
No	3



17. My teaching methods are periodically evaluated by administrators.

[More Details](#)

Yes	19
No	0



18. Has the enrollment in the courses you teach increased this year from last year?

[More Details](#)

● Yes	17
● No	2



19. I have a recruitment plan in place, and students are provided equal opportunities to participate in all activities regardless of race, color, national origin, gender, or disability.

[More Details](#)

● Exemplary	9
● Proficient	7
● Developing	3
● Improvement Needed	0



20. I understand the sequence of my courses in relation to the Endorsement plans for students and could help students in planning the courses for their four-year-plan.

[More Details](#)

● Yes	17
● No	0
● Not sure	2



21. I understand and know what CTE courses are articulated with PJC?

[More Details](#)

● Yes	9
● No	2
● Not sure	8



22. There is adequate equipment and supplies that are representative of those used in the industry used by students in the courses that I teach.

[More Details](#)

● Exemplary	7
● Proficient	8
● Developing	3
● Improvement Needed	1



23. I maintain a current inventory of equipment and/or tools and update annually.

[More Details](#)

Exemplary	9
Proficient	6
Developing	4
Improvement Needed	0



24. There are procedures and sufficient funds for replacement and/or immediate repair of malfunctioning equipment and/or tools.

[More Details](#)

Exemplary	9
Proficient	6
Developing	3
Improvement Needed	0



25. Facilities are arranged in a manner as to maximize instructional function, supervision, class control, and student safety and simulate an industry environment as appropriate.

[More Details](#)

Exemplary	4
Proficient	8
Developing	7
Improvement Needed	0



26. Storage space is functional and adequate for instructional materials, supplies, equipment, and projects of the program.

[More Details](#)

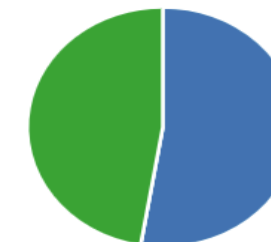
Exemplary	5
Proficient	7
Developing	7
Improvement Needed	0



27. Is an appropriate storage area or locked cabinet provided for storing hazardous materials where appropriate?

[More Details](#)

Yes	10
No	0
Not applicable	9





28. The present facility can be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications in equipment, safety, etc.

[More Details](#)

Exemplary	2
Proficient	13
Developing	4
Improvement Needed	0



29. Safety instruction is planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities.

[More Details](#)

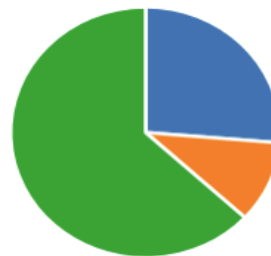
Exemplary	9
Proficient	8
Developing	2
Improvement Needed	0



30. Has a safety checklist been completed for the student environment (shop areas and labs)?

[More Details](#)

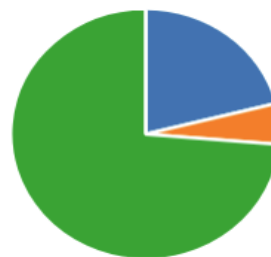
Yes	5
No	2
Not applicable	12



31. Is a hazardous waste disposal system in place for the program where appropriate (shop, labs)

[More Details](#)

Yes	4
No	1
Not applicable	14



32. Are student safety tests (OSHA, teacher developed, etc.) indicating 100% accuracy on file for each student and evidence of hazardous material handling and right-to-know instruction retained on file to verify that appropriate training has taken place (shop areas and labs).

[More Details](#)

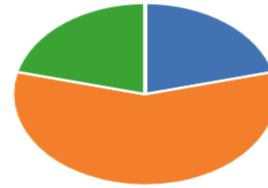
Yes	4
No	2
Not Applicable	13



33. The instructional facility provides adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning.

[More Details](#)

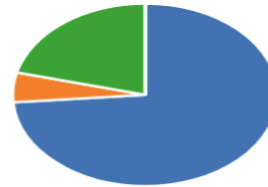
Exemplary	4
Proficient	11
Developing	4
Improvement Needed	0



34. Are facilities readily accessible to people with disabilities?

[More Details](#)

Yes	14
No	1
Unsure	4



35. Each student is encouraged and afforded the opportunity to become a member of a Career & Technical Student Organization (CTSO) in the courses that I teach.

[More Details](#)

Exemplary	12
Proficient	6
Developing	1
Improvement Needed	0



36. The statement of nondiscrimination is included on promotional publications and other materials that I distribute to students and parents.

[More Details](#)

Exemplary	9
Proficient	6
Developing	2
Improvement Needed	2



37. CTSO activities are an integral part of my instructional program.

[More Details](#)

Exemplary	7
Proficient	8
Developing	2
Improvement Needed	2



38. Each CTSO member was encouraged and provided an opportunity to attend and/or participate in local, state, and/or national level activities/competitions.

[More Details](#)

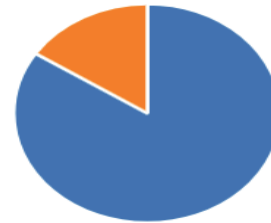
Exemplary	9
Proficient	8
Developing	1
Improvement Needed	1



39. Students are provided the opportunity to gain industry certifications in the program area in which I teach.

[More Details](#)

Yes	16
No	3



40. Please provide any ideas you may have for improving current CTE programs or developing new CTE programs.

10 Responses

ID↑	Name	Responses
1	Lynn Smith	I think having guest speakers to talk to the students about what they actually do at their company and/or job and having local businesses send representatives to interview our students was a great experience. I would like to have more ideas for activities I can use where students can actually participate in hands on experiences. (maybe job shadow for a couple of hours one day at a business).
2	Pamela Carter	I want to expand our program with people and industry in the community to help students gain experience in the industry. . Also work with other teachers and departments within the school such as the garden, farm to table idea., Spanish /English cookbook and other PBL projects such as the one we did with Brynn Smith this year.
3	Lacie Stracener	Developing the EMT Program of study and continuing to provide CMA & CNA.

4	Melissa Evert	1. Hiring a 4th Agriculture Science Teacher so that our program can continue to grow and more students can be involved in FFA and learn skills that will be useful after graduation. 2. Updating facilities (Ag Building, Lab, Greenhouse, Auto Shop)
5	Brynn Smith	I think it would be beneficial to check into medical terminology to become a dual credit option as well as nutrition.
6	Bob Halter	offering a course in Residential Wiring and Basic Electricity
7	Harold Smithson	New facility, and or classroom area
8	Tracy Stewart	None at this time. Thank you.
9	Demetra Robinson	It is my hope that eventually we will find some areas in which law students can earn certifications while they are in these courses.
10	John Wilder	I'd like to see a bigger diversity of CTE classes offered!

## 2017-18 SSHS Student CTE Program Evaluation

1051 CTE students responded to the survey.

### 1. Have you already completed this survey in another CTE class?

[More Details](#)

● Yes	305
● No	742



### 2. What are your plans after graduation?

[More Details](#)

● Attend a 4-year university to p...	450
● Attend a Junior College to pur...	152
● Go right into the workforce	41
● Join the Military	36
● Undecided	202



3. I have reviewed my 4-Year Plan in Career Cruising this year.

[More Details](#)

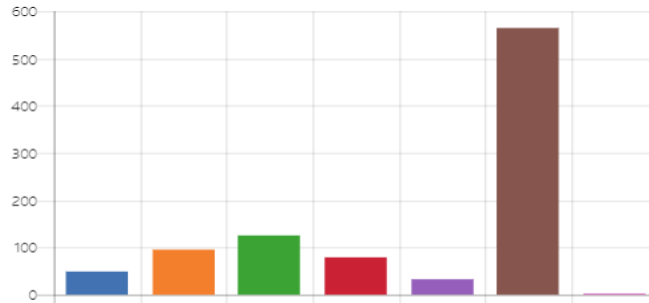
<span style="color: blue;">●</span> Yes	568
<span style="color: orange;">●</span> No	304



4. What Career & Technical Student Organization (CTSO) were you a member of this year?

[More Details](#)

<span style="color: blue;">●</span> Business Professionals of Ame...	49
<span style="color: orange;">●</span> Family, Career and Communit...	95
<span style="color: green;">●</span> FFA	125
<span style="color: red;">●</span> Health Occupations Students ...	80
<span style="color: purple;">●</span> National Technical Honor Soci...	32
<span style="color: brown;">●</span> None	564
<span style="color: pink;">●</span> Other	4



5. The following list represents Career Pathways/Endorsements that we currently do NOT offer at SSHS. If offered, which would you have been interested in pursuing if they had been offered?

[More Details](#)

<span style="color: blue;">●</span> STEM - Engineering Focus	154
<span style="color: orange;">●</span> Human Services - Cosmetolog...	261
<span style="color: green;">●</span> Neither	454



6. What is the CTE course title that you are currently enrolled this period?

[More Details](#)

1051

Responses

Latest Responses

"health science theory "

"medical terminology"

"health theory"

7. What is the LAST NAME of the instructor for this course?

[More Details](#)

1048

Responses

Latest Responses

"Stracner"

"stracener"

"stracener"

8. The instructor clearly outlined the objectives of the course at the beginning of the school year/semester.

[More Details](#)

Well Above Expectations	459
Above Expectations	257
At Expectations	281
Below Expectations	27
Well Below Expectations	19



9. The instructor was prepared for class with organized materials for the content being taught.

[More Details](#)

Well Above Expectations	470
Above Expectations	260
At Expectations	273
Below Expectations	26
Well Below Expectations	13



10. The learning and teaching methods encouraged student participation.

[More Details](#)

Well Above Expectations	436
Above Expectations	247
At Expectations	273
Below Expectations	50
Well Below Expectations	32



11. I felt free to ask questions, agree, disagree, and express ideas in this class.

[More Details](#)

Well Above Expectations	520
Above Expectations	204
At Expectations	241
Below Expectations	52
Well Below Expectations	27



12. The units of study in the CTE course enabled me to learn new skills and information that will prepare me for college and for a future career.

[More Details](#)

Well Above Expectations	450
Above Expectations	248
At Expectations	273
Below Expectations	43
Well Below Expectations	25



13. The teacher presented/taught the content of the course in a manner that I was able to understand.

[More Details](#)

Well Above Expectations	462
Above Expectations	235
At Expectations	273
Below Expectations	45
Well Below Expectations	24



14. I think the class was well organized/structured with a good balance of lectures, practice, and project-based learning activities for me to be successful in learning.

[More Details](#)

Well Above Expectations	436
Above Expectations	235
At Expectations	282
Below Expectations	65
Well Below Expectations	29



15. The methods of assessments (tests, quizzes, assignments) were reasonable.

[More Details](#)

Well Above Expectations	433
Above Expectations	217
At Expectations	328
Below Expectations	43
Well Below Expectations	23



16. Assessments (tests, quizzes, assignments) were graded and returned in a timely manner.

[More Details](#)

Well Above Expectations	466
Above Expectations	219
At Expectations	299
Below Expectations	42
Well Below Expectations	14



17. The teacher allowed adequate time to cover the material in the course.

[More Details](#)

Well Above Expectations	446
Above Expectations	222
At Expectations	300
Below Expectations	53
Well Below Expectations	22



18. The textbook and/or learning materials used in the class were relevant and useful.

[More Details](#)

Well Above Expectations	434
Above Expectations	214
At Expectations	340
Below Expectations	36
Well Below Expectations	17



19. The instructor was fair and impartial in his/her evaluations of students in the class.

[More Details](#)

Well Above Expectations	469
Above Expectations	205
At Expectations	282
Below Expectations	49
Well Below Expectations	35



20. The instructor was responsive to student needs and problems in the class.

[More Details](#)

Well Above Expectations	492
Above Expectations	221
At Expectations	259
Below Expectations	45
Well Below Expectations	26



21. Would you consider taking another course taught by this instructor?

[More Details](#)

Yes	639
Maybe	261
No	144





22. Would you recommend this course to a friend?

[More Details](#)

● Yes	696
● Maybe	230
● No	117



23. What did you like MOST about this class?

[More Details](#)

**1013**  
Responses

Latest Responses

*"the teacher is a good teacher"*

*"Learning in different ways"*

*"I liked that we learned in different ways."*

24. What did you like LEAST about this class?

[More Details](#)

**993**  
Responses

Latest Responses

*"tests"*

*"The test"*

*"I least thing I liked was test."*

25. How could this course be improved?

[More Details](#)

**962**  
Responses

Latest Responses

*"less tests"*

*"doing different learning games"*

*"By doing more hands on "*

26. I had an opportunity to earn an industry recognized certification in this course.

[More Details](#)

● Yes	237
● No	804



27. If you answered "Yes" to the question above, what was the name of the certification that you earned in the course?

[More Details](#)

**258**  
Responses

Latest Responses

*"cpr"*