CTE Program Evaluation

2019-2020

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Letter from Director

July 18, 2020

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% (1,213) of our students were enrolled in CTE programs for the 2019-20 school year. We added one CTE course at the Middle School campus called STEAM (Digital Learning in the 21st Century) with 105 students enrolled. Our total CTE enrollment increased to 1,318 students.

We work diligently to expand new programs of study and to grow and improve existing programs based on student Endorsement/Program of Study selections and community needs. This year the Division of College, Career, and Military Preparation engaged members of the workforce, secondary education, and higher education to advise on the development of specific programs of study that would lead to careers in high-wage, high-demand occupations for the state of Texas. These programs of study are to go into effect for the 2020-21 school year. In an effort to best choose which Programs of Study would be offered, our CTE Advisory Committee met to review our existing Programs of Study and compare to the state's outlined Programs of Study to determine which we would follow based on our students' interests and our community needs. From the 53 Programs of Study proposed by the state, our CTE Advisory Committee determined that SSHS should offer 25 Programs of Study that most closely matched our existing Programs of Study and best matched the needs of our students and our community. These Programs of Study will be implemented in the 2020-21 school year with most programs of study only having a name change and a few course alignment changes. We will continue to evaluate these programs to determine their sustainability, their value to the community, and their value to our students in growing the future workforce.

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 professional 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 student participation in CTE through CTSO activities and students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep programs of study standards and equipment 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.

Public Notification of Nondiscrimination in Career and Technical Education Programs

Sulphur Springs ISD offers career and technical education programs in Agriculture, Food & Natural Resources; Arts, A/V Technology & Communication; Business Management & Administration; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Marketing; Science, Technoloy, Engineering & Mathematics; Transportation, Distribution & Logistics. Admission to these programs is based on enrollment and seat availability. It is the policy of SSISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of SSISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. SSISD will take steps to assure that 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 at josh.williams@ssisd.net, 903-885-2153 Ext. 1152, and/or the Section 504 Coordinator at sjohnston@ssisd.net, 903-885-6230 Ext. 1300.

Accountability Summary 2019

Texas Education Agency
2018-19 School Report Card
SULPHUR SPRINGS H S (112901002)

Accountability Rating

B

SULPHUR SPRINGS H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for SULPHUR SPRINGS H S. Scores are scaled from 0 to 100 to align with letter grades.

Overall	82 / B
Student Achievement	85 / B
School Progress	84 / B
Closing the Gaps	75 / C

School Information

District Name: SULPHUR SPRINGS ISD
Campus Type: High School
Total Students: 1,266
Grade Span: 09 - 12

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **ELA/Reading** ✗ **Mathematics**

✗ **Science** ✗ **Social Studies**

✗ **Comparative Academic Growth** ✗ **Comparative Closing the Gaps**

✗ **Postsecondary Readiness**

School and Student Information

This section provides demographic information about SULPHUR SPRINGS H S, 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
Attendance Rate (2017-18)	95.0%	95.6%	95.4%
Enrollment by Race/Ethnicity			
African American	10.3%	10.9%	12.6%
Hispanic	26.1%	28.1%	52.6%
White	58.8%	55.3%	27.4%
American Indian	0.3%	0.3%	0.4%
Asian	1.2%	1.0%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.3%	4.4%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	52.7%	63.1%	60.6%
English Learners	8.1%	14.0%	19.5%
Special Education	12.1%	11.3%	9.6%
Mobility Rate (2017-18)	12.0%	11.1%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	18.8	17.6	16.6
Foreign Languages	16.6	16.6	18.9
Mathematics	19.9	20.0	17.8
Science	18.6	18.6	18.9
Social Studies	22.3	21.1	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	69.7%	64.5%
Instructional Expenditure Ratio	n/a	63.4%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,577	$9,503	$9,844
Instruction	$6,060	$5,529	$5,492
Instructional Leadership	$344	$394	$155
School Leadership	$504	$378	$576

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	75%	**73%**	57%	69%	79%	80%	86%	-	91%	65%
	2018	77%	74%	**75%**	61%	74%	79%	60%	93%	-	79%	67%
ELA/Reading	2019	75%	70%	**62%**	43%	56%	68%	*	75%	-	86%	52%
	2018	74%	70%	**63%**	46%	60%	69%	*	86%	-	65%	52%
Mathematics	2019	82%	81%	**81%**	61%	83%	82%	-	*	-	100%	77%
	2018	81%	80%	**82%**	80%	85%	80%	-	*	-	86%	80%
Science	2019	81%	82%	**85%**	76%	80%	88%	*	100%	-	100%	81%
	2018	80%	81%	**87%**	73%	85%	90%	*	*	-	86%	81%
Social Studies	2019	81%	78%	**87%**	74%	81%	93%	-	*	-	*	79%
	2018	78%	80%	**89%**	71%	87%	92%	*	*	-	91%	80%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	49%	**52%**	33%	45%	59%	80%	68%	-	77%	41%
	2018	48%	47%	**53%**	36%	47%	59%	0%	87%	-	64%	42%
ELA/Reading	2019	48%	45%	**43%**	27%	36%	50%	*	58%	-	73%	32%
	2018	46%	43%	**46%**	31%	38%	53%	*	86%	-	65%	35%
Mathematics	2019	52%	54%	**51%**	36%	52%	52%	-	*	-	80%	47%
	2018	50%	52%	**49%**	39%	53%	48%	-	*	-	71%	43%
Science	2019	54%	58%	**60%**	43%	53%	66%	*	83%	-	88%	48%
	2018	51%	52%	**59%**	33%	52%	68%	*	*	-	71%	48%
Social Studies	2019	55%	54%	**68%**	37%	55%	81%	-	*	-	*	57%
	2018	53%	53%	**66%**	57%	61%	70%	*	*	-	55%	50%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**19%**	8%	14%	24%	60%	41%	-	9%	13%
	2018	22%	21%	**18%**	7%	14%	23%	0%	20%	-	19%	11%
ELA/Reading	2019	21%	18%	**8%**	3%	5%	10%	*	25%	-	5%	4%
	2018	19%	17%	**7%**	2%	4%	10%	*	0%	-	6%	3%
Mathematics	2019	26%	30%	**25%**	12%	26%	26%	-	*	-	20%	22%
	2018	24%	26%	**22%**	7%	26%	23%	-	*	-	29%	19%
Science	2019	25%	28%	**21%**	5%	20%	24%	*	50%	-	0%	13%
	2018	23%	21%	**21%**	13%	11%	27%	*	*	-	29%	12%
Social Studies	2019	33%	33%	**43%**	26%	25%	55%	-	*	-	*	31%
	2018	31%	31%	**41%**	18%	36%	47%	*	*	-	27%	27%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	72	**58**	63	56	57	-	50	-	79	54
	2018	69	71	**65**	69	67	63	-	*	-	64	61
ELA/Reading	2019	68	67	**62**	74	58	60	-	40	-	89	58
	2018	69	67	**64**	74	65	62	-	*	-	*	59
Mathematics	2019	70	77	**53**	46	52	53	-	*	-	69	49
	2018	70	76	**65**	63	69	64	-	*	-	50	64

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
SULPHUR SPRINGS H S (112901002)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	1.4%	**1.4%**	1.3%	2.2%	1.2%	0.0%	0.0%	-	0.0%	2.0%
2016-17	1.9%	1.4%	**1.4%**	1.3%	1.3%	1.3%	0.0%	0.0%	*	6.5%	2.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	92.2%	**92.2%**	94.1%	85.7%	94.1%	*	*	-	100.0%	85.2%
Graduates, TxCHSE, & Cont	94.3%	92.9%	**92.9%**	94.1%	87.1%	94.8%	*	*	-	100.0%	86.7%
Class of 2017											
Graduated	89.7%	94.8%	**94.8%**	95.0%	98.5%	93.1%	*	*	-	*	92.3%
Graduates, TxCHSE, & Cont	94.1%	97.2%	**97.2%**	95.0%	98.5%	97.1%	*	*	-	*	96.5%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	96.6%	**96.6%**	95.0%	98.5%	96.0%	*	*	-	*	96.5%
Graduates, TxCHSE, & Cont	93.7%	97.3%	**97.3%**	95.0%	98.5%	97.2%	*	*	-	*	96.5%
Class of 2016											
Graduated	91.6%	94.9%	**94.9%**	93.5%	98.5%	93.4%	-	*	-	-	94.6%
Graduates, TxCHSE, & Cont	93.4%	95.7%	**95.7%**	93.5%	98.5%	94.9%	-	*	-	-	96.4%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	95.3%	**95.3%**	93.5%	98.5%	94.2%	-	*	-	-	95.5%
Graduates, TxCHSE, & Cont	93.4%	96.6%	**96.6%**	93.5%	98.5%	96.4%	-	*	-	-	96.4%
Class of 2015											
Graduated	91.8%	96.8%	**96.8%**	93.8%	95.1%	97.8%	*	*	*	*	92.7%
Graduates, TxCHSE, & Cont	93.3%	97.5%	**97.5%**	93.8%	96.7%	98.3%	*	*	*	*	94.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	89.8%	**89.8%**	91.4%	85.7%	92.3%	*	*	-	75.0%	82.7%
Class of 2017	89.7%	93.2%	**93.2%**	95.0%	94.4%	92.1%	*	*	-	*	91.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	*	*	*	-	*	-	-	-	-	*
Class of 2017	88.5%	81.5%	**81.5%**	76.3%	82.1%	82.2%	*	*	-	*	75.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	99.2%	**99.2%**	100.0%	100.0%	98.6%	*	*	-	100.0%	99.1%
Class of 2017	85.9%	81.5%	**81.5%**	76.3%	82.1%	82.2%	*	*	-	*	75.6%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	67.8%	**67.8%**	58.1%	63.3%	70.8%	*	*	-	75.0%	58.4%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	63.7%	**63.7%**	71.0%	55.0%	63.6%	*	*	-	83.3%	52.9%
2016-17	73.5%	53.6%	**53.6%**	50.0%	42.6%	58.1%	0.0%	100.0%	-	50.0%	41.3%
Average SAT Score ***											
2017-18	1036	1086	**1086**	*	975	1134	*	*	-	*	1006
Average ACT Score ***											
2017-18	20.6	19.9	**19.9**	17.1	18.2	20.9	*	*	-	22.4	18.3

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent),
2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

Advisory Committee Reports

AGENDA

Career & Technical Education Advisory Committee

October 14, 2019
11:30 am – 1:00 pm

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

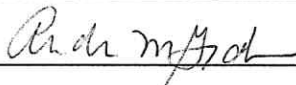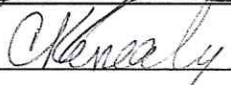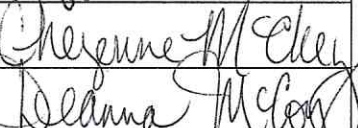|		
11:30 am – 11: 45 am	**Welcome and Introduction** • Career & Technical Education Mission and Goals for 2019-2020 • Purposes of the Committee • 2019-2020 CTE Goals ○ TEA Updates: HB 3, Perkins V (Lunch provided by SSHS Culinary Arts students.)	Jenny Arledge

11:45 – 1:00 pm	**Career Cluster Round Table Discussions**
	
	Topics to be addressed are listed below. **Responses to each topic must be documented in team notes.**
	
	1. Decide which Programs of Study will be offered by comparing TEA Programs of Study to SSHS Proposed Programs of Study.
	   a. Discuss and compare labor market needs to the number of students that could potentially be served through each Program of Study.
	   b. Which CTE Proposed Programs are the strongest? The weakest? What is our plan for continuing support or expanding the stronger programs and transforming or retiring the less successful weaker Programs?
	   c. Are there any Programs of Study that we are <u>NOT</u> proposing that should be implemented/developed due to workforce needs in our area/state?
	2. Decide course sequences for each Level (Level 1,2,3,4) in each Program of Study.
	   a. CTE Programs must have intentional course sequences that begin with introductory content and progress to more occupationally specific content. Please discuss this and document responses.
	3. Decide the Industry-Based Certification (IBC) that will be attained in <u>each</u> Program of Study (may refer to One-Pagers in Proposed packet).
	4. What is the vision for this Program cluster area?
	   a. What are the top three-five (3-5) priorities for this program cluster area for the next four (4) years?
	   b. What are the specific needs (equipment, space, curriculum, training, etc.) to improve the Programs in this cluster area?
		Career Cluster TEAMS

1:00 pm	**Meeting Adjourned**	Jenny Arledge

Career & Technical Education (CTE) Advisory Committee 2019-2020
Fall Meeting Sign-In Sheet – October 14, 2019

Last Name	First Name	Role	Career Cluster Area	Signature
Anglin	Courtney	SPED	Hospitality – Culinary Arts	*signature*
Arledge	Jenny	College & Career	Workforce Team	*signature*
Arthur	Lindsay	Teacher	Agriculture – Plant & Animal Science	*signature*
Atkinson	Emily	Student	Business, Marketing & Finance	*signature*
Bailey	Joel	Teacher	Arts, AV Technology & Communications	*signature*
Bassham	Glenda	Community/Industry	Workforce Team	
Botello	Mariana	Student Representative	Law & Public Safety	
Brice	Karey	Counselor	Education & Human Services	*signature*
Burns	David	Community/Industry	Business, Marketing & Finance	*signature*
Carter	Pam	Teacher	Hospitality – Culinary Arts	*signature*
Chester	Glenda	Community/Industry	Law & Public Safety	*signature*
Clark	Amanda	Teacher	Health Science	
Clarke	Vance	Community/Industry	Manufacturing/STEM	*signature*
Clayton	Pamela	Community/Industry	Education & Human Services	*signature*
Cole	Laura	Community/Industry	Hospitality – Culinary Arts	
Cooper	Wayne	Community/Industry	Architecture & Construction	
Cowley	Carol	Counselor	Business, Marketing & Finance	*signature*
Crump	Tanner	Community/Industry	Law & Public Safety	*signature*
Davis	Christina	Teacher	Architecture & Construction	*signature*
Dempsey	John Mark	Post-Secondary Education	Arts, AV Technology & Communications	*signature*
Emerson	Troy	Teacher	Transportation - Auto	*signature*
Endsley	Andy	Community/Industry	Law & Public Safety	
Flewelling	Robert	Community/Industry	Architecture & Construction	
Folmar	Holly	Administrator	Education & Human Services	*signature*
Fry	Bill	Community/Industry	IT/STEM	
Funkhouser	Cheryl	Community/Industry	Architecture & Construction	*signature*

Last Name	First Name	Role	Career Cluster Area	Signature
Galloway	Kenna	Community/Industry	Business, Marketing & Finance	
Gammill	Heath	Teacher	Architecture & Construction	*(signature)*
Glass	Emily	Community/Industry	Business, Marketing & Finance	
Gothard	Ronnie	Community/Industry	Law & Public Safety	—
Graham	Dr. Andrea	Community/Industry	Manufacturing/STEM	*(signature)*
Hall	John	Community/Industry	Transportation - Auto	
Harden	Rusty	Administrator	Education & Human Services	—
Harred	Leslie	Counselor	Workforce Team	*(signature)*
Harrison	Juan	Community/Industry	Education & Human Services	Unable to Attend
Hass	Paula	Teacher	Business, Marketing, & Finance	*(signature)*
Hathcock	Kelsey	Community/Industry	Hospitality – Culinary Arts	
Hernandez	Kassandra	Community/Industry	Agriculture - Welding	*(signature)*
Holland	John	Teacher	Agriculture – Plant & Animal Science	*(signature)*
Johnson	Bradford	Post-Secondary	Agriculture – Plant & Animal Science	*(signature)*
Kenealy	Caroline	Teacher	Law & Public Safety	*(signature)*
Koon	Katie	Community/Industry	Agriculture – Plant & Animal Science	
Kopal	Chad	Community/Industry	Arts, AV Technology & Communications	*(signature)*
Li	Cathy	Post-Secondary	Arts, AV Technology & Communications	
Libby-Thesing	Allison	Community/Industry	Hospitality – Culinary Arts	*(signature)*
Luellen	Ron	Post-Secondary Education	Transportation - Auto	*(signature)*
Luper	JT	Teacher	Agriculture – Welding	
McCann	Don	Community/Industry	Architecture & Construction	*(signature)*
McClung	Cheyenne	Community/Industry	Health Science	*(signature)*
McCoy	Deanna	Teacher	Health Science	*(signature)*
Meador	Mike	Teacher	Law & Public Safety	—
Millsap	Brad	Community/Industry	Architecture & Construction	
Owens	Jordan	Teacher	Arts, AV Technology & Communications	*(signature)*

Last Name	First Name	Role	Career Cluster Area	Signature
Pair	Candace	Community/Industry	Arts, AV Technology & Communications	Candace Pair
Panter	Adam	Community/Industry	Architecture & Construction	
Pennington	Ruston	Teacher	Manufacturing/STEM	*(signature)*
Phillips	Karen	Science Curriculum Director	Manufacturing/STEM	*(signature)*
Plemons	John	Post-Secondary Education	Agriculture – Welding	
Potter	Dr.	Community/Industry	Agriculture – Plant & Animal Science	*(signature)*
Potter	Brian	Community/Industry	Architecture & Construction	*(signature)*
Potts	Tim	Community/Industry	Agriculture – Welding	Tim Potts
Pullen	Makayla	Student	Business, Marketing & Finance	
Reed	Randy	Workforce	Workforce Team	—
Rhoades	Mac	CIS	Education & Human Services	M. Rhoades
Ricketson	Jason	Community/Industry	Law & Public Safety	*(signature)*
Roberts	Gale	Community/Industry	Hospitality – Culinary Arts	
Robinson	Heath	Teacher	Business, Marketing & Finance	*(signature)*
Robinson	Demetra	Teacher	Law & Public Safety	D. Robinson
Roundtree	Don	Community/Industry	Architecture & Construction	
Seely	Brian	Community/Industry	Transportation – Auto	
Shingleur	Sandra	Workforce	Workforce Team	Sandra Shingleur
Shultz	Kristie	Community/Industry	Health Science	*(signature)*
Shurtleff	Brandon	Teacher	IT/STEM	*(signature)*
Shutt	Kelly	Teacher	Manufacturing/STEM	Kelly Shutt
Sickles	Marshall	Community/Industry	Agriculture - Welding	Marshall Sickles
Smith	Magan	Community/Industry	Business, Marketing, & Finance	*(signature)*
Smith	Lynn	Teacher	Business, Marketing, & Finance	Lynn Smith
Smith	Brent	Community/Industry	Health Science	*(signature)*
Smith	Brynn	Teacher	Health Science	B. Smith
Smith	Mike	Community/Industry	Manufacturing/STEM	—

Last Name	First Name	Role	Career Cluster Area	Signature
Stanley	Rob	Post-Secondary	Workforce Team	*(signature)*
Last Name	**First Name**	**Role**	**Career Cluster Area**	**Signature**
Stedman	Tracey	Post-Secondary Education	Education & Human Services	*Tracey Stedman*
Stribling	Debbie	Teacher	Education & Human Services	*Debbie Stribling*
Thomas	Reginald	Teacher	Hospitality – Culinary Arts	*Thomas*
Tingle	Megan	Teacher	Arts, AV Technology & Communications	*Megan Tingle*
Vaugn	Logan	Community/Industry	Hospitality – Culinary Arts	*(signature)*
Vice	Kim	Post-Secondary	Health Science	*Kim Vice*
Villarino	Mario	Community/Industry	Agriculture – Plant & Animal Science	*(signature)*
Wallace	Joe	Community/Industry	Manufacturing/STEM	*(signature)*
Walls	Destanie	Community/Industry	Business, Marketing & Finance	*Destanie Walls*
Whitsun	Adam	Community/Industry	IT/STEM	
Wilder	Matt	Teacher	IT/STEM	*MATT WILDER*
Williams	Brianna	Teacher	Health Science	*Brianna Williams*
Williams	Barrett	Community/Industry	IT/STEM	*(signature)*
Yancy	Bobby	Community/Industry	Transportation Auto	
Taylor	Tonya	Director of Nurses	Health Science	*(signature)*
Upton	Alexi	Teacher	Dollars & Sense/Fin Math	*(signature)*

October 14, 2019

CTE Advisory Committee Fall Meeting Report 2019

Sulphur Springs High School
Career & Technical Education

CTE Advisory Committee Report Fall 2019

Career and Technical Education Advisory Committee 2019 Fall Meeting Report

The Career and Technical Education Advisory Committee met on Monday, October 14, 2019 at 11:30 am in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 68 members in attendance. Those members in attendance representing their respective career fields were:

Agriculture – Plant & Animal Science
Industry Representative: Dr. Potter, Mario Villarino
Post-Secondary Education Representative: Bradford Johnson
Teacher: Lindsay Arthur

Agriculture – Welding
Industry Representatives: Tim Potts, Marshall Sickles
Teacher: John Holland

Architecture & Construction
Industry Representatives: Don McCann, Cheryl Funkhouser, Brian Potter
Teachers: Christina Davis and Heath Gammill

Arts, AV Technology and Communications
Industry Representatives: John Mark Dempsey, Chad Kopal, Candace Pair
Teachers: Joel Bailey, Jordan Owens, Megan Tingle

Business, Marketing, and Finance
Industry Representatives: David Burns, Magan Smith, Niki Leisey, and Destanie Walls
Counselor: Carol Cowley
Student Representative: Emily Atkinson
Teachers: Paula Hass, Lynn Smith, Heath Robinson, and Alexi Upton

Education and Training/Human Services
Industry Representative: Mac Rhoades, Tracey Stedman, Pamela Clayton
Administration Representatives: Holly Folmar
Counselor: Karey Brice
Teacher: Debbie Stribling

Health Science
Industry Representatives: Cheyenne McClung, Kristi Shultz, Brent Smith, Tonya Taylor, and Kim Vice
Post-Secondary Representative: Rob Stanley
Teachers: Deanna McCoy, Brynn Smith, and Brianna Williams

Hospitality and Tourism
Industry Representatives: Allison Thesing, and Logan Vaughn
Special Education Representative: Courtney Anglin
Teacher: Pam Carter, Reginald Thomas

Information Technology
Industry Representative: Barrett Williams
Teachers: Brandon Shurtleff and Matt Wilder

Law & Public Safety
Industry Representatives: Glenda Chester, Chief Deputy Tanner Crump, and Chief Jason Ricketson
Teachers: Caroline Kenealy and Demetra Robinson

Transportation: Auto Repair
Post-Secondary Representative: Zack Strawbridge
Teacher: Troy Emerson

STEM/Manufacturing
Industry Representatives: Vance Clarke, Joe Wallis
Post-Secondary Representative: Dr. Andrea Graham
Teachers: Ruston Pennington, Kelly Shutt (Middle School)
Administration: Karen Phillip

Workforce Needs Table
Administrator: Jenny Arledge
Counselor: Leslie Harred
Post-Secondary: Rob Stanley
Workforce: Sandra Shingleur

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Welcome and Introduction

Led by: Jenny Arledge, Director of College and Career Readiness

The meeting was called to order by Jenny Arledge at 11:30 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. Table decorations were provided by Floral Design students.

SSHS Career and Technical Education Vision & Mission Statements

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 professional skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

What is a CTE Advisory Committee?

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

The primary purposes of the CTE Advisory Committee are to work together with our educators in establishing, operating, and evaluating programs which service the needs of our students as well as businesses and industries in the Hopkins County area. In doing so, we hope to ensure that our students are employable and ready for future careers in our community. An Advisory Committee strengthens collaboration between those responsible for CTE programs and the communities they serve.

Career and Technical Education Goals

We have developed overarching CTE goals for all programs as a focus for every CTE program. Those goals are:

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.
    b. Continue to build our community partnerships with our Practicum opportunities for students to enable them real-world experience through internships and shadowing opportunities. Currently we offer Practicum experiences in thirteen different program areas, and we offer a Career Preparation opportunity to all students who have a paid position working at least 10-15 hours per week. Practicum experiences can be paid or unpaid positions. Career Preparation experiences must be paid positions.

2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
    a. This goal has become a mandatory goal since student certifications is now a part of our state accountability system. College, Career, and Military Readiness (CCMR) became a part of our school accountability rating in 2017. It is a large percentage of how we are rated and carries into several different parts of our rating as a district.
    b. Sixty-eight percent of our 2018 graduates were CCMR ready. To be considered CCMR ready, students must meet one of the ten criteria set by the state. One of those criteria is to earn an industry-based certification (IBC).
    c. Since 2017, we have also earned ½ point for all seniors that were enrolled in a CTE class that the state listed as an entry point for earning an industry-based certification. The ½ points will go away this year, so we must move our concentration to having as many seniors earn in industry certification as we possibly can. Our District's goal is to move from 68% to 80% of our seniors being CCMR in the next four years.
    d. The first list of Industry-Based Certifications that the state developed had only 74 certifications listed and was heavily concentrated in the trades and industry programs with very little and even no certifications being offered in some program areas. The state used industry representations to expand the list to now offer over 144 different certifications representing all program areas. This new list becomes effective with our 2020 graduates and will be reported in 2021.
    e. In 2017, we only offered 7 of the 74 certifications. However, we had 460 students earning certifications in all grade levels. For our 2017 seniors, we had 6 seniors earn a certification on the limited list. In 2018, we increased to 11 seniors, and for 2019 there were 21 seniors earning certifications from the list.
    f. With the new certification list implemented this year, we will be able to offer at least 19 certifications. Currently with certifications already earned in the past years, we have 74 seniors that have earned certifications as of today. We are at about 25%. Our concentration will be to help as many seniors as we can to earn a certification in their program area.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
    a. Through the passage of Perkins V legislation, school districts have been provided with a list of Programs of Study (POS) that may be offered. We as a district must decide which programs of study best match our current programs and which meet our community/economic workforce needs. That will be our job today—to determine which programs of study to offer and provide reasoning as to those selections.
    b. With the passage of House Bill V in 2013, the state required all 8th grade students to select an Endorsement choosing from five broad areas: Business and Industry, Public Service, Arts and Humanities, STEM, and Multidisciplinary. It was up to the school districts to determine what career focus areas to offer under each Endorsement and what classes would be taken in a coherent sequence to attain the Endorsement. With the new programs of study, districts will not have the flexibility to choose the sequence of classes, but Districts will have a choice in selecting from a list of courses that the state has chosen for each level in a Program of Study.

    c.   Most of TEAs list of Programs of Study match very closely with programs we already have in place. Our job as a committee today will be to determine the best courses for each level in each Program of Study we decide to offer. We are proposing a list of programs of study to offer in relation to the programs we already have in place.

    d.   The course sequences within each program of study will be used for federal reporting of our CTE students. If a student completes at least two courses within one program of study, they will be a "CTE Concentrator". When the student completes three or more courses for four or more credits, including at least one advanced level (level 3 or 4 course), they will be a "CTE Completer". In order to earn an Endorsement, the student must be a CTE Completer.

    e.   The whole premise of the state's issuance of Programs of Study is based on two key issues: 1) getting students prepared for high-wage, in-demand occupations in Texas, and 2) the state's 60X30 goal—which is to have at least 60% of Texans ages 25-34 to earn a certificate or degree by 2030. Each Program of Study is aligned with an industry-based certification as well as post-secondary advancement goals.

4.   Increase connections between core academic courses and CTE courses through project-based learning experiences.

    a.   Our CTE teachers have been trained in using Project-Based Learning (PBL), which is a teaching method used to guide students in gaining knowledge and skills by working for an extended amount of time to investigate and respond to authentic, engaging and complex problems or challenges. It is very student driven and student-centered instruction, requiring students to take ownership in their learning, providing them with voice and choice, and requiring them to develop a public product as the result of the project.

    b.   In 2017, all CTE teachers were trained by Region 6 in how to implement the Project-Based Learning method and create PBL units. That same summer, the Economic Development Corporation offered a summer Teacher Externship Program for core and CTE teachers. The program allowed teachers to shadow for four days at several different businesses and then to spend a day using the experience and training to create a PBL unit to be implemented in 2018.

    c.   In 2018-19, teachers were tasked with developing an additional PBL unit to have at least one PBL in the fall and one PBL in the spring semesters.

    d.   For 2019-2020, teachers will continue to use at least two PBL units/projects. Teachers will be retrained, and new teachers trained in January by Region 8. We also hope to participate in another summer Teacher Externship Program with the help of the Economic Development Corporation.

Career Cluster Round Table Discussion Purposes:

1.   Decide which Programs of Study to be offered (compare TEA Programs of Study with SSHS Proposed Programs of Study).
2.   Decide course sequences for each Program of Study based on State recommendations.
3.   Decide the Industry-Based Certifications that will be attained through each Program of Study.
4.   Determine the vision for the Career Cluster for the next four years by developing a minimum of 3-5 goals and assessing needs for those areas.

2019 Fall Meeting Notes

Plant & Animal Science Meeting Notes:

Programs of Study for Agriculture Food, and Natural Resources – Plant and Animal Science:

Program of Study	Animal Science	Plant Science
Level 1 Courses	Principles of AFNR	Principles of AFNR
Level 2 Courses	Livestock Production (Adv Level)	Floral Design (Advanced level)
Level 3 Courses	Veterinary Medical Applications	Advanced Floral Design
Level 4 Courses	Advanced Animal Science Practicum in AFNR	Practicum in AFNR
Industry-Based Certification	Certified Vet Assistant (CVA)	TSFA Level One and Two Floral Certification

Programs of Study, Courses, and IBC Discussion:

For the Animal Science POS, the committee thought that it would work best if we offered Principles of AFNR, Livestock Production, Vet Med, and then Advanced Animal Science/Practicum. They thought that this would work best because they didn't think that offering equine would be beneficial to the students since there wasn't much of it on the CVA exam, and many vets do not do a whole lot of equine work. Most equine work is done by traveling vets.

For the Plant Science POS, the committee thought that it would be best and most beneficial to the students to offer Principles, Principles and Elements of Floral Design, Advanced Floral Design, and the Practicum for those floral students. We discussed that depending on how many students would want to participate in the practicum portion, there would probably be enough florist in town for the kids to inter. This POS would also allow students to gain a certification that they could use while in college part time at a florist during busy seasons if they wanted to.

Vision for Program Cluster:

1. Growth to increase numbers in both programs. As a committee, we feel that both programs will grow if we allow them to. If we can get enough interest in both POS's, then we will be able to have one teacher that strictly teaches the plant pathway and one that teaches the animal pathway. This would allow more opportunities for our students.
2. Improve programs through purchasing supplies, repairing and upgrading facilities. Plant Science needs supplies: scissors, floral knives, wire snips, metal lab tables, lab chairs, shelving, storage, and repairs made to greenhouse to work properly. Animal Science needs a working facility to be built and supplies for the facility.

Welding Meeting Notes:

Programs of Study for Agriculture Food, and Natural Resources – Welding:

Program of Study	Applied Agricultural Engineering
Level 1 Courses	Principles of AFNR
Level 2 Courses	Agricultural Mechanics & Metal Technologies
Level 3 Courses	Agricultural Structures Design & Fabrications/Lab
Level 4 Courses	Agricultural Equipment Design & Fabrication/Lab Practicum in AFNR
Industry-Based Certification	AWS D1.1 and D9.1 AWS SENSE Welding Level 1

Programs of Study, Courses, and IBC Discussion:

Welding would be our strongest program. The weakest area in the program would be engineering. It was mentioned that we need to focus on more engineering and blueprint/weld map reading. The committee believes that the sequence SSHS has proposed is going to the be the best route for our students.

Vision for Program Cluster:

1. Students graduate with industry certifications under their belt to prepare for careers in welding.
2. Prepare students for real-world certifications tests by practicing certifications and competing in contests.
3. Students develop soft skills so that they are prepared to be a productive member of companies in their future.

Needs Assessment:

Tungsten sharpener, weld bend tester, and rod oven.

Architecture and Construction Meeting Notes

Programs of Study for Architecture & Construction:

Program of Study	Architectural Design	Carpentry
Level 1 Courses	Principles of Architecture	Principles of Construction
Level 2 Courses	Architectural Design I OR Interior Design I	Construction Technology I
Level 3 Courses	Architectural Design II OR Architectural Design I	Construction Technology II
Level 4 Courses	Practicum in Architectural Design OR Architectural Design II	Practicum in Construction Technology
Industry-Based Certification	Autodesk Certified Professional or User in AutoCAD	NCCER Core Curriculum

Programs of Study, Courses, and IBC Discussion:

Potter was adamant that he is in immediate need of five HVAC workers. McCann said he could hire 30 workers today if he could find people with good soft skills and a basic understanding of construction. All three members said they could use someone with AutoCAD experience.

Both Architecture and Construction are at a healthy number of students.

HVAC was proposed as a possible program to be added. If it cannot be taught extensively, it should at least be taught enough for students to become interested in it and pursue after graduation.

All members discussed the dilemma of motivating students at the school and motivating employees. All agreed that soft skills are lacking and the drive to work is lacking. We discussed that recognition might be motivating. Lowe's has a recognition program and that is helping. We discussed having a CTE cord for program completers to wear at graduation.

Vision for Program Cluster:
1. Drafting competency for architectural students.
2. Teach soft skills for employability.
3. Create strong foundation of basic skills in carpentry.
4. Practicum opportunities for students.
   a. Both Potter and McCann are very interested in Practicum students.

Needs Assessment:
Power tools, space for building, building materials, larger classroom for construction so multiple courses within one period can be spaced out more effectively, construction teaching assistant to move projects along quicker and safer.

Arts, AV Technology and Communications Meeting Notes

Programs of Study for Arts, AV Technology & Communications:

Program of Study	Digital Communications	Design & Multimedia Arts
Level 1 Courses	Principles of AAVTC Digital Communications in the 21st Century (8th grade)	Principles of AAVTC Digital Media
Level 2 Courses	Audio/Video Production	Graphic Design & Illustration
Level 3 Courses	Audio/Video Production II/Lab	Graphic Design & Illustration II/Lab
Level 4 Courses	Practicum of AV Production	Practicum in Graphic Design & Illustration
Industry-Based Certification	ACA Premiere Pro	ACA Illustrator

Programs of Study, Courses, and IBC Discussion:

Based on Hopkins County 10-year Demand Outlook, Web Designers will increase at 1.2% annually and AV Equipment Technicians will increase by 1% annually.

Based on current information, Graphic Design is our strongest program. AV is the weakest program due to constant rotation of instructors. Students will continue to work with community leaders and businesses to expand their personal portfolio. The AV program will be strengthened thanks to increased community support and staff dedication to increase the quality level of productions.

Digital Media will concentrate its efforts on the individual skills associated with each program. When students advance through courses, they will concentrate on productions as needed by community and school requests. The structure will develop a Media Department that can create content for the community, our campus, and our district campuses.

Vision for Program Cluster:
1. Increase number of student certifications by 5%.
2. More community involvement for students by participating in PBLs.
3. Increase in student-produced content for SSISD social media platforms.

Needs Assessment:

Digital Communications: industry-standard quality cameras, microphones, lighting, etc. as well as more 1-to-1 devices for hands-on learning for intro level students (camcorders, iTouch, etc.)

Design and Multimedia Arts: Wacom tablet (small in size0 for students to use for sketching and creating original work. In four years, we would like to create a working print shop where students scan digitize their artwork on shirts, create decals for cars, walls, and windows as well as bind marketing materials for outsourced designs. This would require industrial screen-printing machine or a direct to garment printer, binding machine, color printer. Needs may change based on program requirements.

Business, Marketing, and Finance Meeting Notes

Programs of Study for Business, Marketing, and Finance:

Program of Study	Accounting & Financial Services	Entrepreneurship
Level 1 Courses	Principles of BMF	Principles of BMF
Level 2 Courses	Accounting I	Entrepreneurship Business Information Management I
Level 3 Courses	Accounting Ii	Entrepreneurship II
Level 4 Courses	Practicum in Business Management Career Prep I	Practicum in Business Management Career Prep I
Industry-Based Certification	Quickbooks Certified User MOS Excel Expert Certified Insurance Service Rep	Entrepreneurship & Small Business MOS Expert Excel, Word

Programs of Study, Courses, and IBC Discussion:

Destanie Walls (Dairy Queen) mentioned that students need to know how to count change. We will continue to teach counting change. Destanie also mentioned that personal hygiene needs to be discussed with students.

Magan Smith (Clarion Pointe) suggested customer service skills and work ethic are two skills that would be beneficial to employees in their business.

David Burns (Grocery Supply) stated that keyboarding skills were important in many of their positions.

Entrepreneurship is the strongest pathway and offers the ability to serve the largest population. Weakness: It relies on the community to provide job opportunities for Practicum and Career Preparation on Level 4. Accounting and Finance is the weakest pathway due to the limited number of people served and limited offerings.

David Burns and the committee had some great insight. The inability to offer the Business Management career pathway was viewed as a disadvantage due to the broad focus on small business and overlap with Entrepreneurship.

The lack of Sales and Marketing pathway is a disadvantage. Several committee members mentioned that customer service skills and the ability to sell yourself and the company or product is a very important skill. They would like to see some Marketing offered.

Lack of keyboarding is also a disadvantage because when students can't complete a simple task, such as typing correctly, employers are less likely to hire them. Per David Burns "I will not hire someone who cannot type".

Marketing - Magan Smith noted that students are not able to provide quality customer service. They need to learn to how to handle customer complaints in a way to make the customer happy and retain their business.

The committee suggested Entrepreneurship track should add Accounting and Quickbooks and expand the course offering to reflect all the different things an Entrepreneur does, such as Sales, Marketing and Finance.

Destany Walls suggested Food Handler certifications for practicum students working in food services.

It was mentioned for Industry Based Certifications that Microsoft Office Specialist in Word and Excel should be accepted in addition to the Expert certification in the Entrepreneurship Program of Study. All pressure seems to be on one class (BIM) to earn certifications. Put Accounting 1 on Entrepreneurship track. Offer Real Estate Cert. Have the Programing teacher teach Mobile Application Development to meet the Level 3.

Vision for Program Cluster:
1. To achieve industry certifications.
2. Create opportunities for students to gain real-world knowledge by participating in regular field trips to a variety of different types of businesses.

3. Give students the opportunity to interact with local business professionals via guest speakers.

Needs Assessment:
We would need space for more classrooms. We would need more teachers to teach the additional classes. Offer students the ability to take classes from other clusters. Improve keyboarding and 10 key skills.
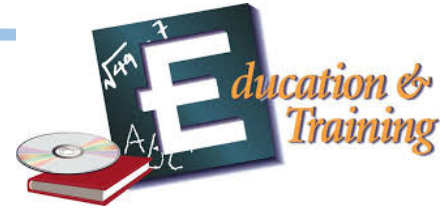
Education and Training Meeting Notes

Programs of Study for Education and Training:

Program of Study	Teaching and Training
Level 1 Courses	Principles of Education & Training
	Principles of Human Services
Level 2 Courses	Child Development
Level 3 Courses	Instructional Practices
Level 4 Courses	Practicum in Education & Training
Industry-Based Certification	Educational Aide I

Programs of Study, Courses, and IBC Discussion:
Based upon teacher input, more students are interested in the teacher and training pathway than the early learning pathway. Perhaps we could do a median wage chart for our ESC region.

Based upon current class numbers, Child Development, and Instructional Practices in Education and Training are the strongest courses in this area. We feel that if we are more open when discussing education, make sure that we let students understand that education is Pre-school through Senior, we might see numbers increase in this area.

Vision for Program Cluster:
1. Have students be successful in taking and passing the educational aide certification.
2. Provide students awareness of opportunities in education.

Needs Assessment:
More observation sites and guest speakers from the field of education.

Health Science Meeting Notes

Programs of Study for Health Science:

Program of Study	Healthcare Therapeutic	Healthcare Diagnostics	Exercise and Wellness
Level 1 Courses	Principles of Health Science	Principles of Health Science	Principles of Exercise Science & Wellness (TBD)
Level 2 Courses	Health Science Theory	Medical Terminology	Kinesiology I (TBD)
Level 3 Courses	Practicum in Health Science AND Medical Terminology	Health Science Theory	Anatomy & Physiology
Level 4 Courses	Medical Assistant OR Practicum in Health Science AND Anatomy & Physiology	Anatomy & Physiology AND Practicum in Health Science	Career Prep I
Industry-Based Certification	Certified Nurse Assistant Medical Assistant Pharmacy	Medical Laboratory Technician OR Phlebotomy Technician	Certified Personal Trainer Physical Therapy Assistant/Restorative Aide

Programs of Study, Courses, and IBC Discussion:

Needs in our community based on all offerings: Medical Assistant, CNA, EMT, EMD, Phlebotomy Tech, Medical Lab tech, Dental Assistant, Personal trainer, Physical Therapy Assistant. Student interest+job demand makes MA, CNA, EMT, Phleb/Med Lab tech, Pharm Tech, Physical therapy assistant the most reasonable items to work towards.

The programs we have to offer are all strong and are successful. The CNA class did not make because of cost and low student interest, which cost was to blame for the low student interest.

We do not have anything to offer for students that would like to go with the physical/occupations/sports therapy route. There is a high interest in our patients and the local area has job opportunities available and offering a program would help these students.

Vision for Program Cluster:

Medical Assistant, EMT, CNA. Next courses to be added due to high demand of student interest and community availability would be something in the Exercise science area. Dental assistant would be good, but there isn't a lot of job opportunities because of the lack of turnover in this industry in our area. But if these students are college bound for this industry this would help them tremendously. Pharmacy tech and Phlebotomy/ Medical Lab tech would also be successful, but smaller student interest historically.

Needs Assessment:

To make the CNA course successful we all agreed that if we added a teacher to our staff that could teach specifically the CNA course then we could bypass PJC and the students would not have to pay for the course, so there would be a larger percentage of students that would take it. This would not have to be a full-time employee, but strictly hired for CNA teaching. Kristi said she would see if she had any ideas of strong individuals that might be available with the training required by the state to teach it.

Hospitality and Tourism Meeting Notes

Programs of Study for Hospitality and Tourism:

Program of Study	Culinary Arts	Lodging and Resort Management
Level 1 Courses	Introduction to Culinary Arts	Principles of Hospitality & Tourism
Level 2 Courses	Culinary Arts	Hospitality Services (Advanced level)
Level 3 Courses	Advanced Culinary Arts	Practicum in Hospitality Services I
Level 4 Courses	Practicum in Culinary Arts	Practicum in Hospitality Services II
Industry-Based Certification	Texas Food Handlers ServSafe Food Allergen ServSafe Manager	Texas Food Handlers

Programs of Study, Courses, and IBC Discussion:

During the Heat Conference Pam Carter will also be certified to teach the Texas Friendly Certification which is hospitality focused and we plan on implementing that during this school year to students. It is an online certification. Even though some certifications are not on the TEA approved list, we all agreed that they were very helpful for job readiness for students.

We discussed other certifications as well. With market trends in Industry Health Care Chefs and workers needed, there are other certifications that could help make students more attractive in the job field in this segment. Reginald Thomas mentioned the importance of these certification for the health care field. Upon discussion and some reading, it was agreed that students couldn't earn these, but bringing. awareness for further education is important.

The certifications by the ACF are on the state list at some point may be a possibility, but we will need to research these to see if this is an affordable possibility. So, at this time we will be completing only the ones listed above.

Vision for Program Cluster:
1. Job readiness skills. 1. Basic Culinary Skills and Advanced Culinary Skills. Resume writing and job interview skills, soft skills and customer relation skills. Useful Certifications for students.
2. We discussed starting an Intern program where students would spend the day individually at different business locations with more one on one training. Logan mentioned he might could help as a liaison in the community to get business leaders on board with this program.

3. I discussed the job practicum program and Allison said it was agreed that we had a good selection of sites with different Culinary skill sets utilized. As the program grows, we can have more students we can explore more options.
4. We discussed PBL's and real catering that Culinary Arts had scheduled this year. The group was impressed at our level of food production and didn't realize how much real food production was happening in the program. Logan recommended more exposure to the public and media and is helping to gain awareness and support and help in this area. I have kept our social media posts regular and have had two radio interviews for our program this fall. We also talked about the possibility of a more public café/restaurant in the future if space was allowed.
5. We discussed the competition schedule for Skills USA, FCCLA, Stephen F Austin, The National Restaurant Association and Taste of Tyler event as well as the NTCC Competition. Students love these competitions as well as classroom competitions and demos we will be doing. The Heart of Hope Banquet was discussed, and the follow up food demos on site for new mom's that we will be doing later this school year.
6. We toured the rooms, and all agreed more space was needed for any growth. Logan took pictures and he said he will be discussing some of these issues with Mr. Lamb when he meets with him. He should be a great asset to us in getting more community support and is going to get someone to sponsor Chad's Media to do a video for us. They all agreed to help us again with the PBL with interviews and resumes later this spring.
7. It was agreed to keep improving on better skill sets for our students so they will be more competitive in the job market.

Human Services Meeting Notes

Programs of Study for Human Services:

Program of Study	Family and Community Services
Level 1 Courses	Principles of Human Services
Level 2 Courses	Lifetime Nutrition and Wellness AND Dollars and Sense Child Development
Level 3 Courses	Counseling and Mental Health
Level 4 Courses	Practicum in Human Services
Industry-Based Certification	Community Health Worker

Programs of Study, Courses, and IBC Discussion:

We think that because of the increase in mental health needs in our society, this area is a growing field and will continue to grow.

Principles of Human Services, Lifetime Nutrition and Wellness, Dollars and Sense, and Practicum in Human Services are already being offered.

Vision for Program Cluster:

1. Opportunity for job shadowing in Human Services areas and field trips.
2. Bring in guest speakers from Human Services areas.

Needs Assessment:

Add Counseling and Mental Health teacher. Perhaps a counselor could teach the class.

Information Technology & STEM Meeting Notes

Programs of Study for Information Technology and STEM:

Program of Study	Information Technology Support & Services	Web Development	Computer Programming & Software Development
Level 1 Courses	Principles of Information Technology	Principles of Information Technology	Fundamentals of Computer Science
Level 2 Courses	Computer Maintenance/Lab	Computer Programming I	Computer Programming I
Level 3 Courses	Computer Technician Practicum	Web Game Development	AP Computer Science A
Level 4 Courses	Computer Technician Practicum II	Practicum in Information Technology	Practicum in Information Technology
Industry-Based Certification	CompTIA+	MTA Introduction to Programming	

Programs of Study, Courses, and IBC Discussion:

The helpdesk jobs are growing rapidly and pay well. We need a lot of them. The programming jobs are similarly expanding and should be expected to grow, but individual companies may be saturated with practicum slots all full. So we may need to partner with additional local companies. CPI came to mind. When hiring, Barrett looks for three things: Capacity, "wanting it" (willingness), and "getting it" (culture). Getting it will look different in our different CTE areas but involves knowing the customer expectations and interactions.

IT support program is just starting, so there is no practicum yet. It's new so we are transforming by starting from the ground up. Programming has 6 students in practicum and plans to grow further by partnering with more local businesses. Web technology is also part of Wilder's plan.

Seems like we are doing what we need. Web Development and Networking are programs we could offer in the future. Right now, there isn't as much demand from the students to take that.

Wilder is happy with the proposed order, beginning with Fundamentals of Computer Science, then Programming 1, then AP Computer Science A, or Programming 2, and ending with practicum in IT. Williams agrees that that makes sense, especially for students that don't know anything about it freshman year. Shurtleff's will be unique, so it's basically a practicum each year. We will be documenting the TEKS to make sure we are completing the requirements for the state.

Vision for Program Cluster:
Core values in Shurtleff's class are integrity, respect, quality, teachability, customer service. Wilder is focused on business acumen, providing experience, "CWG" (capacity, wanting it, getting it).

Needs Assessment:
Shurtleff needs all the above, as his program is new and has little. Wilder could use more space and equipment to create a segregated network for his students to use as a sandbox.

Law and Public Safety Meeting Notes

Programs of Study for Law and Public Safety:

Program of Study	Law Enforcement	Emergency Services
Level 1 Courses	Principles of LPCS	Principles of LPCS
Level 2 Courses	Law Enforcement I	Counseling and Mental Health
Level 3 Courses	Law Enforcement II	Firefighter I Anatomy & Physiology
Level 4 Courses	Forensic Science Practicum in LPCS	Emergency Medical Technician – Basic Practicum in LPCS
Industry-Based Certification	Certified Correctional Officer	Basic Structure Fire Protection EMT Basic

Programs of Study, Courses, and IBC Discussion:
Per Tanner Crump, there is a high demand for Correctional Officers. The track chosen would allow for training and certification to fill these positions. Per Chief Deputy Crump, it is his desire to hire approximately 20 high school graduates in Hopkins County schools to fill these positions.

The strongest programs of study in our cluster are Law Enforcement and Forensic Science. Although Court Systems is a strong course, it is believed that a second year in Court Systems would not be a productive use of resources.

Certified Correctional Officer is not listed on the state's list of industry-based certifications, but because of the need in our area, we will pursue.

Principles of LPSCS is the introductory course in the sequence and will provide an overview of various LPSCS careers as well as the requirements for each. Students will receive progressively core specific instruction that will lead to the cumulative result of a certification that will allow them to become college and/or career ready upon graduation.

Vision for Program Cluster:

1. To strengthen our program ties to the Sheriff's Department to prepare students for the growing demand in our area for corrections officers.
2. Build our Fire program for the 2020-2021 by putting the Program of Study in place, marketing to 8th grade and current students, having a parent meeting in November or December to disseminate information, and register students for the program between February and March.

Needs Assessment:

Need Forensics classrooms and Law classrooms to be closer for more collaborative opportunities for students between programs.

Manufacturing Meeting Notes

Programs of Study for Manufacturing (formerly STEM):

Program of Study	Advanced Manufacturing and Machinery Mechanics
Level 1 Courses	Principles of Applied Engineering
Level 2 Courses	Robotics I
Level 3 Courses	Robotics II
Level 4 Courses	Practicum in Manufacturing Career Prep I
Industry-Based Certification	FANUC Operator OSHA 30 hour

Programs of Study, Courses, and IBC Discussion:

Joe Wallis made a great contribution to this area in his description of what Saputo does and their current lack of candidates who have the drive and problem-solving skills to qualify for most of their positions. They use FANUC robotic arms and complicated technical processing and manufacturing that could use students with the applicable technical skills, but more so they need applicants that have the drive and problem-solving skills to be comfortable and productive in such environments. Mr. Wallis stated that currently very few employees are from Sulphur Springs or graduates from SSHS. Vance Clarke made the comment that 70-75% of students are not eligible for military enlistment because of various reasons and made the statement that students from a program like this would likely have a larger proportion of eligible students if successfully implemented.

As of right now, our current program is becoming stronger than in the past and getting stronger as participation grows, and the sequence of courses is completed.

The possibility of an Occupational Safety and Environmental Technology program was discussed. The second Safety course would have to be taken alongside robotics one in order to be complete which would be more difficult because of the added courses but would result in students being able to take the 30h OSHA certification at the end of it. We discussed that certification as possibility of Practicum in Manufacturing students without the added courses and decided that would be possible and may not require any extra courses.

The Principles of Applied Engineering introduces many different types of engineering and basic skills such as keeping an engineering notebook and manufacturing safety and skills. Robotics 1 introduces more technical skills, programming, and has higher expectations of documentation of design processes. Robotics 2 adds to robotics 1 in the same way as robotics 1 adds to Applied Engineering with also more math and physics expected in design. Lastly, Practicum in Manufacturing should give students an opportunity to connect with local industry and gain on-site experience.

Vision for Program Cluster:
1. Participation growth in all populations.
2. More interaction and exposure with local industry.
3. More certifications earned in through the program.
4. Accounting of students' career and college choices.

Needs Assessment:
More space is desperately needed for the Robotics program.

Transportation Meeting Notes

Programs of Study for Transportation, Distribution, & Logistics:

Program of Study	Automotive
Level 1 Courses	Automotive Basics
Level 2 Courses	Auto Tech I (Advanced Level)
Level 3 Courses	Auto Tech II
Level 4 Courses	Practicum in Transportation Systems
Industry-Based Certification	ASE Certifications

Programs of Study, Courses, and IBC Discussion:

NTCC is offering the same ASE certification opportunities that we are offering. It was suggested to stress to students electrical and electronic systems and how to professionally write a repair order including detailed steps of diagnosis and repair.

Vision for Program Cluster:

- To increase customer service skills and properly writing repair orders, as described above.
- To organize workflow to allow more students opportunity for hands-on learning.
- To increase the number of students earning industry ASE certifications.

Needs Assessment:

It was suggested that we purchase or acquire an on-car brake lathe in addition to the bench model we have, A/C equipment to service the new r1234yf refrigerant, and we also need an updated automotive computer scanner. We discussed classroom and shop space. It was suggested that we need larger facilities and to add an instructor to be able to limit the class sizes to 12-16 students without having to turn students away from the program.

Workforce Needs Meeting Notes

Together with Workforce Solutions, PJC, and our lead Counselor, we worked through looking at TEA's list of Programs of Study options and compared to our SSHS Proposed Programs of Study.

It was suggested not to include Environmental and Natural Resources POS in Agriculture due to low student interest currently and lack of need for those positions in our area.

We had proposed offering Entrepreneurship rather that Business Management. It was suggested to take a closer look at the Business Management POS to possibly offer based on need and connection to post-secondary offerings.

It was suggested to include the Exercise Science and Wellness POS through our Health Science area. This is a growing need in our area and the committee felt that there would be a high student interest. We have an instructor that would be eager to teach courses in this area as well as a current student Athletic Trainer program that could be linked.

It was suggested that the Nursing Science POS should be offered to directly link to PJC's CNA Program.

The Legal Studies POS was not favored due to a greater need for the Law Enforcement field.

It was suggested to include or look at offering in the future the Cybersecurity POS due to a high demand for workers in this field.

Programs of Study to consider that were not a part of the SSHS Proposed Plan:

Program of Study	Business Management	Exercise Science and Wellness	Cybersecurity
Level 1 Courses	Principles of BMF	Principles of Exercise Science & Wellness (TBD)	Principles of IT
Level 2 Courses	Business Information Management I	Kinesiology (TBD)	Computer Programming I
Level 3 Courses	Business Information Management II (not advanced) Business Management OR Human Resource Management	Anatomy & Physiology	AP Computer Science A
Level 4 Courses	Practicum in Business Management Career Prep I	Career Prep I	Practicum in IT Practicum in STEM
Industry-Based Certification	MOS Expert in Word and Excel	Certified Personal Trainer	Oracle Certified Associate JAVA SE 8

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

Career & Technical Education (CTE)
Advisory Committee Spring Meeting
5/26/2020
2:00 – 3:00 pm

Welcome	Jenny Arledge
	Director of College & Career Readiness

SSHS CTE	• Vision & Mission Statement
	• Goals

CTE Programs of Study 2020-21	**Objectives:**
	1. Review Programs of Study (POS) SSHS will follow in the 2020-21 school year based on what was determined in the Fall CTE Advisory Meeting
	2. Discuss Practicum courses offered in each POS, training sites available, and needs for the future.
	3. Discuss Industry Based Certifications offered through each POS - how many we were able to attain this year or expected numbers of next year.
	4. Equipment/facility needs assessment for 2020-21.

CTE Program Evaluation Survey 2019-20	CTE Program Evaluation Form

Career & Technical Education (CTE) Advisory Committee 2019-2020
Spring Zoom Meeting Sign-In Sheet – May 26, 2020

Last Name	First Name	Role	Career Cluster Area	Signature
Anglin	Courtney	SPED	Hospitality – Culinary Arts	Present
Arledge	Jenny	College & Career	Workforce Team	Present
Arthur	Lindsay	Teacher	Agriculture – Plant & Animal Science	Present
Atkinson	Emily	Student	Business, Marketing & Finance	
Bailey	Joel	Teacher	Arts, AV Technology & Communications	Present
Bassham	Glenda	Community/Industry	Workforce Team	
Botello	Mariana	Student Representative	Law & Public Safety	
Brice	Karey	Counselor	Education & Human Services	
Burns	David	Community/Industry	Business, Marketing & Finance	Present
Carter	Pam	Teacher	Hospitality – Culinary Arts	Present
Chester	Glenda	Community/Industry	Law & Public Safety	
Clark	Amanda	Teacher	Health Science	
Clarke	Vance	Community/Industry	Manufacturing/STEM	Present
Clayton	Pamela	Community/Industry	Education & Human Services	
Cole	Laura	Community/Industry	Hospitality – Culinary Arts	
Cooper	Wayne	Community/Industry	Architecture & Construction	
Cowley	Carol	Counselor	Business, Marketing & Finance	Present
Crump	Tanner	Community/Industry	Law & Public Safety	
Davis	Christina	Teacher	Architecture & Construction	Present
Dempsey	John Mark	Post-Secondary Education	Arts, AV Technology & Communications	Present
Emerson	Troy	Teacher	Transportation - Auto	
Endsley	Andy	Community/Industry	Law & Public Safety	Present
Flewelling	Robert	Community/Industry	Architecture & Construction	
Folmar	Holly	Administrator	Education & Human Services	Present
Fry	Bill	Community/Industry	IT/STEM	
Funkhouser	Cheryl	Community/Industry	Architecture & Construction	

Last Name	First Name	Role	Career Cluster Area	Signature
Galloway	Kenna	Community/Industry	Business, Marketing & Finance	Present
Gammill	Heath	Teacher	Architecture & Construction	Present
Glass	Emily	Community/Industry	Business, Marketing & Finance	
Gothard	Ronnie	Community/Industry	Law & Public Safety	
Graham	Dr. Andrea	Community/Industry	Manufacturing/STEM	
Hall	John	Community/Industry	Transportation - Auto	
Harden	Rusty	Administrator	Education & Human Services	Present
Harred	Leslie	Counselor	Workforce Team	Present
Harrison	Juan	Community/Industry	Education & Human Services	
Hass	Paula	Teacher	Business, Marketing, & Finance	Present
Hathcock	Kelsey	Community/Industry	Hospitality – Culinary Arts	
Hernandez	Kassandra	Community/Industry	Agriculture - Welding	
Holland	John	Teacher	Agriculture – Plant & Animal Science	Present
Johnson	Bradford	Post-Secondary	Agriculture – Plant & Animal Science	
Kenealy	Caroline	Teacher	Law & Public Safety	
Koon	Katie	Community/Industry	Agriculture – Plant & Animal Science	
Kopal	Chad	Community/Industry	Arts, AV Technology & Communications	
Li	Cathy	Post-Secondary	Arts, AV Technology & Communications	Present
Libby-Thesing	Allison	Community/Industry	Hospitality – Culinary Arts	
Luellen	Ron	Post-Secondary Education	Transportation - Auto	
Luper	JT	Teacher	Agriculture – Welding	Present
McCann	Don	Community/Industry	Architecture & Construction	Present
McClung	Cheyenne	Community/Industry	Health Science	
McCoy	Deanna	Teacher	Health Science	Present
Meador	Mike	Teacher	Law & Public Safety	Present
Millsap	Brad	Community/Industry	Architecture & Construction	
Owens	Jordan	Teacher	Arts, AV Technology & Communications	Present
Last Name	First Name	Role	Career Cluster Area	Signature

Pair	Candace	Community/Industry	Arts, AV Technology & Communications	
Panter	Adam	Community/Industry	Architecture & Construction	
Pennington	Ruston	Teacher	Manufacturing/STEM	Present
Phillips	Karen	Science Curriculum Director	Manufacturing/STEM	Present
Plemons	John	Post-Secondary Education	Agriculture – Welding	
Potter	Dr.	Community/Industry	Agriculture – Plant & Animal Science	
Potter	Brian	Community/Industry	Architecture & Construction	
Potts	Tim	Community/Industry	Agriculture – Welding	
Pullen	Makayla	Student	Business, Marketing & Finance	
Reed	Randy	Workforce	Workforce Team	Present
Rhoades	Mac	CIS	Education & Human Services	
Ricketson	Jason	Community/Industry	Law & Public Safety	
Roberts	Gale	Community/Industry	Hospitality – Culinary Arts	Present
Robinson	Heath	Teacher	Business, Marketing & Finance	Present
Robinson	Demetra	Teacher	Law & Public Safety	Present
Roundtree	Don	Community/Industry	Architecture & Construction	Present
Seely	Brian	Community/Industry	Transportation – Auto	
Shingleur	Sandra	Workforce	Workforce Team	Present
Shultz	Kristie	Community/Industry	Health Science	
Shurtleff	Brandon	Teacher	IT/STEM	Present
Shutt	Kelly	Teacher	Manufacturing/STEM	Present
Sickles	Marshall	Community/Industry	Agriculture - Welding	
Smith	Magan	Community/Industry	Business, Marketing, & Finance	
Smith	Lynn	Teacher	Business, Marketing, & Finance	Present
Smith	Brent	Community/Industry	Health Science	Present
Smith	Brynn	Teacher	Health Science	Present
Smith	Mike	Community/Industry	Manufacturing/STEM	
Stanley	Rob	Post-Secondary	Workforce Team	

Last Name	First Name	Role	Career Cluster Area	Signature
Stedman	Tracey	Post-Secondary Education	Education & Human Services	
Stribling	Debbie	Teacher	Education & Human Services	Present
Thomas	Reginald	Teacher	Hospitality – Culinary Arts	Present
Tingle	Megan	Teacher	Arts, AV Technology & Communications	Present
Vaugn	Logan	Community/Industry	Hospitality – Culinary Arts	
Vice	Kim	Post-Secondary	Health Science	Present
Villarino	Mario	Community/Industry	Agriculture – Plant & Animal Science	
Wallace	Joe	Community/Industry	Manufacturing/STEM	
Walls	Destanie	Community/Industry	Business, Marketing & Finance	
Whitsun	Adam	Community/Industry	IT/STEM	
Wilder	Matt	Teacher	IT/STEM	Present
Williams	Brianna	Teacher	Health Science	Present
Williams	Barrett	Community/Industry	IT/STEM	Present
Yancy	Bobby	Community/Industry	Transportation Auto	

44 Present

CTE Advisory Committee

Spring Meeting 2020

SSHS Career & Technical Education (CTE)

Vision Statement

- Career & 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 & Technical Education is to empower students in attaining the technical and professional skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

Practicum Experiences Offered

1. Practicum in Agriculture
2. Practicum in Audio Video Production
3. Practicum in Auto Tech
4. Practicum in Business Management
5. **Practicum in Construction**
6. Practicum in Culinary Arts

7. Practicum in Education
8. **Practicum in Health Science (Added EMT/CMA Focus)**
9. **Practicum in Human Services**
10. Practicum in Information Technology
11. **Practicum in Law**
12. Practicum in Manufacturing (PJC)

Our Career & Technical Student Organizations

Industry Based Certifications Offered

1. Certified Veterinary Assistant
2. AWS D9.1
3. **TX Floral Assoc. Level 1 Floral**
4. Adobe Certified Associate: Premier Pro
5. Adobe Certified Associate: Photoshop
6. Adobe Certified Associate: Illustrator
7. Microsoft Office Specialist: Word
8. Microsoft Office Specialist: Excel
9. **Educational Aide**
10. Certified Medical Assistant
11. Certified Nurse Aide
12. **Emergency Medical Technician – Basic**
13. **Basic Structure Fire Protection**
14. ServSafe Manager
15. Microsoft Techology Associate
16. ASE

Working On

- Carpentry Certification: NCCER Core or OSHA 30 Hour
- Architecture Certification: Autodesk Certified User in AutoCAD or PJC Certification
- Finance Certification: QuickBooks
- Entrepreneurship: Entrepreneurship & Small Business
- IT: CompTIA A+
- Manufacturing: FANUC Robot Operator 1

NEW EMT Program: 2019-2020

- Part of our new Emergency Services POS

- Work in conjunction with ABC Logistics.

- Clinicals instead of just shadowing

- Brynn Smith - Instructor

Emergency Services

New Firefighter Program 2020-2021

Fire In Texas

SSHS CTE introduces our Emergency Services Program of Study.
The levels of courses will includ

Level 1: Principles of Law & Pub
Safety
Level 2: Counseling & Mental He
Level 3: Firefighter I AND
Recommended Medical Terminol
A&P for Science Credit
Level 4: Emergency Medical
Technician Basic
on completion of the program an
ing certification examinations,
will obtain Basic Structure
and EMT-Basic certifica

Added Animal Science Instructor

Will turn the Small Engine Shop into an Animal Science Classroom

Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.

Increase student participation in CTE through CTSO activities and students earning industry recognized certifications to increase their marketability in the workforce.

Keep programs of study standards and equipment relevant and reflective of current business and industry needs and standards.

Increase connections between core academic courses and CTE courses through project-based learning experiences.

Career & Technical Education Goals

Project Based Learning

2016-17

- Project Based Learning Teacher Training conducted by Region 6 ESC
- Teacher Externships Program – 8 teachers

2017-18

- Implement at least one PBL project during the year
- Teacher Externship Program – 5 teachers

2018-19

- Implemented minimum of two PBL projects during the year

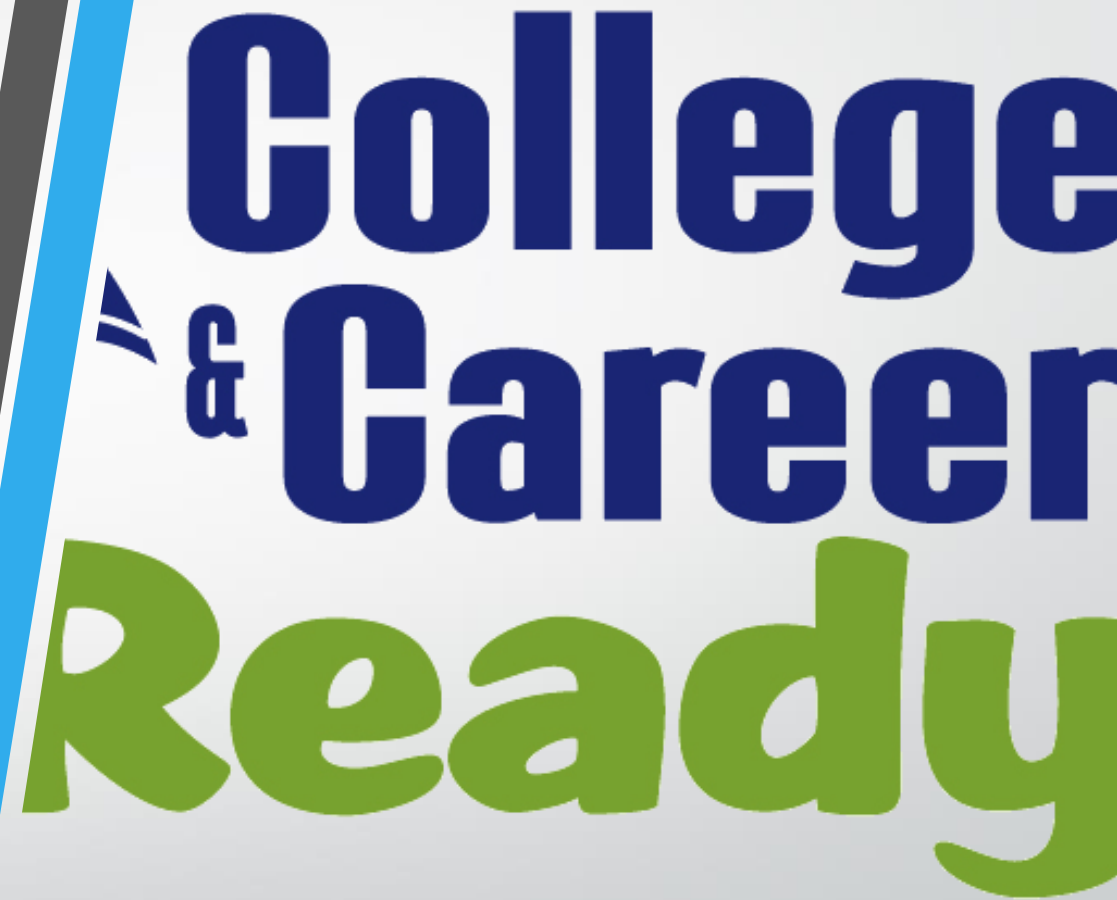**2019-2020**

- Teacher Externship Program – EDC (?)

2020-2021

- **PLC Period for planning**

Programs of Study (POS) Review

1. Review Programs of Study (POS) SSHS will follow in the 2020-21 school year based on what was determined in the Fall CTE Advisory Meeting

2. Discuss Practicum courses offered in each POS, training sites available, and needs for the future.

3. Discuss Industry Based Certifications offered through each POS - how many we were able to attain this year or expected numbers of next year.

4. Equipment/facility needs assessment for 2020-21.

Programs of Study

- B&I or STEM: Animal Science (81 enrolled)
  - **Practicum in Agriculture**
- B&I or STEM: Applied Agriculture Engineering: Welding (81 enrolled)
  - **Practicum in Agriculture**
- B&I or STEM: Plant Science (125 enrolled)
  - **Practicum in Agriculture**

Industry Based Certifications

- Certified Veterinary Assistant (5 will test)
- AWS: D9.1
- TSFA Floral level 1

Agriculture, Food & Natural Resources

Architecture & Construction

Programs of Study

- B&I or STEM: Architectural Design (65 enrolled)
  - **Practicum in Architectural Design (0)**
- B&I: Carpentry (41 enrolled)
  - **Practicum in Construction (2 enrolled)**

Industry Based Certifications

- Autodesk Certified Professional or User in AutoCAD

- NCCER Core Curriculum or OSHA 30 HR Construction

Programs of Study

Arts, A/V Technology & Communications

- B&I: Digital Communications(39 enrolled)
  - **Practicum in AV Production (6 enrolled)**
- B&I: Design & Multimedia (205 enrolled)
  - **Practicum in Graphic Design & Illustration (1 enrolled)**

Industry Based Certifications

- Adobe Certified Associate – Photoshop and Illustrator
- Adobe Certified Associate – Premier Pro

Business Management & Administration

Finance

Programs of Study

- B&I: Accounting & Financial Services (26 enrolled)
  - **Practicum in Business Management (8 enrolled)**
- B&I: Business Management (154 enrolled)
  - **Practicum in Business Management**
- B&I: Entrepreneurship (35 enrolled)
  - **Practicum in Business Management**

Industry Based Certifications

- Intuit QuickBooks Certified User (QBCU)
- Microsoft Office Specialist Word (14 passed)
- Microsoft Office Specialist Word Excel (2 passed)
- Entrepreneurship and Small Business (ESB)

Education & Training

Programs of Study

- PS: Teaching & Training (100 enrolled)
  - **Practicum in Education & Training (10 enrolled)**

Industry Based Certifications

- Educational Aide I (16 qualify)

Health Science

Programs of Study

- PS or STEM: Exercise Science & Wellness (15 enrolled – NEW)
  - **Career Prep**
- PS or STEM: Healthcare Diagnostics
  - **Practicum in Health Science (12 enrolled + 62 enrolled in Pract I)**
- PS or STEM: Healthcare Therapeutic
  - **Medical Assistant TBD /Practicum in Health Science (17 enrolled)**
- PS or STEM: Nursing Science
  - **Practicum in Nursing TBD**

(345 enrolled)

Industry Based Certifications

- Certified Personal Trainer (researching)
- Phlebotomy Technician (researching)
- Certified Medical Assistant (7 passed)
- Certified Nurse Assistant
- Emergency Medical Technician

Programs of Study

Hospitality & Tourism

- B&I: Culinary Arts (127 enrolled)
  - **Practicum in Culinary Arts (5 enrolled)**
- B&I: Lodging & Resort Management (CTED Program) (18 enrolled)
  - **Practicum in Hospitality Services (11 enrolled)**

Industry Based Certifications

- ServSafe Manager (5 passed)
- Food Handlers (not on cert list)

Human Services

Programs of Study

- PS: Family & Community Services (18 without Child Dev – 46)
  - **Practicum in Human Services (2 enrolled)**

Industry Based Certifications

- Certified Associate in Project Management (researching)

Information Technology

Programs of Study

- B&I or STEM: Information Technology Support and Services (17 enrolled NEW)
  - **Computer Technician Practicum OR Practicum in IT**
- B&I or STEM: Web Development (23 enrolled – Comp Prog I and Pract IT)
  - **Practicum in IT (3 enrolled)**

Industry Based Certifications

- CompTIA A+
- Microsoft Technology Associate Introduction to Programming (2 passed)

Programs of Study

- PS: Emergency Services (Fire Program) (11 enrolled – NEW Firefighter 1 course only)
  - **EMT Technician OR Practicum in Law (3 enrolled – class will not make)**
- PS: Law Enforcement (121 without Forensics/ 245 with Forensics)
  - **Practicum in Law (20 enrolled)**

Law, Public Safety, Corrections & Security

Industry Based Certifications

- Basic Structure Fire Protection Certification (Texas Commission on Fire Protection - TCFP)
- Emergency Medical Technician Basic

Manufacturing

Programs of Study

- B&I or STEM: Advanced Manufacturing & Machinery Mechanics: Robotics (21 enrolled)
  - **Practicum in Manufacturing OR Career Prep (2 enrolled)**

Industry Based Certifications

- FANUC Robot Operator I (researching)

Science, Technology, Engineering & Mathematics

Programs of Study

- STEM or B&I: Cybersecurity
  - **Practicum in IT (3 enrolled)**
- STEM or B&I: Programming & Software Development
  - **Practicum in IT**
- 37 enrolled between the two programs

Industry Based Certifications

- Oracle Certified Associate Java SE 8 (researching)
- Microsoft Technology Associate (MTA) Intro to Programming using Java

Transportation, Distribution & Logistics

Programs of Study

- B&I: Automotive (73 enrolled)
  - **Practicum in Transportation (0)**

Industry Based Certifications

- ASE Certifications

Closing Questions?

CTE Advisory **Committee** Evaluation

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	PJC Course (Credit Hours)
Accounting I	ACNT 1311 Introduction to Computerized Accounting (3)
Accounting II	ACNT 1303 Introduction to Accounting I (3)
Ag Mechanics & Metal Technologies	WLDG 1313
Anatomy & Physiology	MDCA 1309 Anatomy & Physiology for Medical Assistants (3)
Architectural Design I	DFTG 1309
Architectural Design II	DFTG 1309
Business Information Management I **AND** Business Information Management II	ITSC 1309 Integrated Software Applications I (3)
Court Systems and Practices	CRIJ 1306
Medical Terminology	HITT 1305 Medical Terminology (3)
Web Technologies	IMED 1316
Welding I	WLDG 1307

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

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 Records

CTE Professional Development 2019
Meeting Agenda

Location: SSHS Library
Date: Tuesday, August 13, 2019
Attendees: CTE Teachers
Time: 8:30 – 10:30 am

I. **What is YOUR why? What is OUR why?**

II. **How do we get there?**

    a) Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
        i) Advisory Committee 2019-2020
        ii) Practicum Experiences
    b) Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
        i) Perkins Student Certifications 2018-19
        ii) State Accountability Student Certifications
            (1) New list 244 for 2019-2020
            (2) IBC Resource Pages coming soon from TEA
            (3) HB3 Exam Reimbursement
            (4) A minimum of 1 Certification in EACH program area
    c) Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
        i) Programs of Study – preliminary list released by the State this summer
        ii) Last year for CTE Coding by School Districts – becomes automatic coding process based on "Participant" (1 course completed); "Concentrator" (2 courses completed); or "Completers" (3 or more courses for 4 or more credits
        iii) Implementation Timeline
        iv) Career Cluster Changes
        v) Fall 2019 – Districts report Programs of Study offered
    d) Increase connections between core academic courses and CTE courses through project-based learning experiences.
        i) Our PBL Initiative Timeline
        ii) Support for PBLs
        iii) Teacher Externship Summer 2020 – EDC Stipend

III. **How did we score last year?**

    1. PBM Report
        a. Low in:
            i. LEP Science, ELA
            ii. Economically Disadvantaged ELA
            iii. SPED – all core areas
            iv. CTE Nontraditional Course Completion Rate – Females
    2. State Report Card
        a. B – no specifics until August 15

IV. TEA Updates

a) Perkins V
   i) Programs of Study
   ii) Local Needs Assessment
   iii) Lifts restrictions on spending funds below grade 7
   iv) Defines CTE Concentrator
   v) Shifts Accountability indicators – Now:
      (1) Work Based Learning OR
      (2) Postsecondary Credit OR
      (3) Student Certifications Earned
b) HB3
   i) Boards of Trustees must develop CCMR Plan
   ii) CCMR Outcomes Based Bonuses
   iii) Reimburse districts for TSIA, SAT, ACT, and at least ONE Industry certification
   iv) Expands CTE funding to grades 7 & 8
   v) Adds Technology Applications courses to CTE – weighted funding
   vi) Extra $ for P-Tech
   vii) Requires completion of FASFA
   viii) Reduces CTE funding back to programs from 58% to 55%

V. CTE Polices & Procedures

a) Online at http://schools.ssisd.net/page/sshs.careertech
b) Budget/Inventory Change
   i) Only inventory items purchased with Perkins & individual items over $250
c) Cell Phone Policy in Shops/Classrooms

VI. Let's Tell Our Story

a) SSHS Career & Technical Education Facebook page
b) Twitter
c) News Telegram & KSST
d) Branding our CTE Programs?

VII. Things to Do:

a) Turn in by Aug. 30
   i) SSHS 9 Week Scope & Sequence for EACH course
   ii) Course Syllabus for each course (can use for all)
   iii) PBL Lesson Plans
   iv) CTSO Forms
b) Turn in by Sept. 13
   i) Goals in Eduphoria

VIII. Something Special
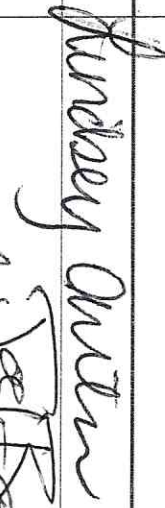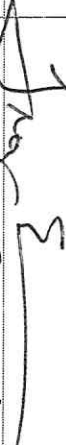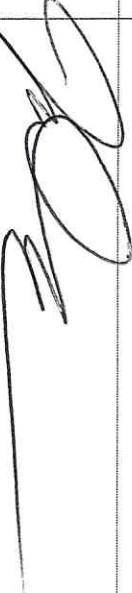
CTE MEETING – AUGUST CTE PROFESSIONAL DEVELOPMENT

Facilitator: Jenny Arledge

Meeting Time: 8:30 – 10:30 am

Meeting Date: Tuesday, August 13, 2019

Place/Room: Library

#	Last Name	First Name	Signature	Birthday (Month/Day)
1	Arthur	Lindsey	Lindsey Arthur	1/18 ✓
2	Bailey	Joel	Joel Bailey	7-13 ✓
3	Carter	Pam	Pam Carter	5/7 ✓
4	Clark	Amanda		1-14 ✓
5	Davis	Christina		01/25 ✓
6	Emerson	Troy		8-22 ✓
7	Gammill	Heath		3-4 ✓
8	Hass	Paula		12-20 ✓
9	Holland	John		5/4 ✓
10	Kenealy	Caroline		1-23 ✓
11	Luper	JT		08/30/87 ✓
12	McCoy	Deanna	Deanna McCoy	6/10 ✓
13	Meador	Mike		10-9 ✓
14	Owens	Jordan		4/26 ✓

#	Last Name	First Name	Signature	Birthday (Month/Day)
15	Pennington	Ruston	R. Penington	1/5 ✓
16	Robinson	Demetra	Demetra Robinson	11/22
17	Robinson	Heath	Heath R.	4/12
18	Shurtleff	Brandon		12-21
19	Smith	Brynn	B. Smith	6/1
20	Smith	Lynn	Lynn Smith	07-29
21	Stribling	Debbie	Debbie Stribling	12/20
22	Thomas	Reginald	Rhomas	1/25
23	Tingle	Megan	Megan Tyle	9/3
24	Upton	Alexi		8-22
25	Wilder	Matt	MATT WILDER	12/28
26	Williams	Breanna	Brianna Williams	08/17
	Total	26 @ HS 1 @ MS		

CTE PROFESSIONAL DEVELOPMENT

2019-2020

"BE STRONG AND COURAGEOUS. DO NOT FEAR OR BE IN DREAD OF THEM, FOR IT IS THE LORD YOUR GOD WHO GOES WITH YOU. HE WILL NOT LEAVE YOU OR FORSAKE YOU."

DEUTERONOMY 31:6

WHY TEACH?

WHAT IS YOUR WHY?

CTE VISION STATEMENT

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

CTE MISSION STATEMENT

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

HOW DO WE GET THERE?

SETTING GOALS

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.

PRACTICUM EXPERIENCES

- Adding Practicum Sites – rotate students for better experience

- Quality of Practicum Experiences
  - Training Plans – be purposeful in completing – must include TEKS
  - Add Skills checklist that students must complete during the training
  - Certifications

- Training Plans due Sept. 10

CURRENT PRACTICUMS:

1. Ag
2. AV Production
3. Auto Tech
4. Business
5. Construction
6. Culinary Arts
7. Education & Training
8. Health Science
9. Human Services
10. IT
11. Law
12. Manufacturing – Welding
13. Robotics

CTE ADVISORY COMMITTEE

2018–2019

79 members in 2018-19= 54 from community/25 teachers

- Fall meeting – 58 attended.
- Spring meeting – 50 attended.

Fall Meeting 2019

Oct 4 Early Release Day <u>OR</u>

Oct 14 Staff Prep Day – Working Lunch?

New members for 2019-2020

- Members should serve for at least 2 years.
- If they don't come, lets add different members

2019–2020

LOOK AT CURRENT ADVISORY LIST

Talk at your table to see who you would need to take off and who you could add this year.

CTE GOALS

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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.

SSHS PERKINS STUDENT CERTIFICATIONS 2018-19

AAFCS Early Child	4/4	100%	CCMA	11/13	85%	
AAFCS Educ Fund	4/7	57%	Floral Level 1	1/2	50%	
Adobe Photoshop	26/35	74%	MOS - Excel	1/13	8%	
Adobe Premier Pro	7/7	100%	MOS PowerPoint	1/1	100%	
Adobe Illustrator	5/8	63%	MOS Word	24/26	92%	
ASE- Auto Maint & Light Rep	2/8	25%	MOS Expert	0/1	0%	
ASE – Engine Repair	2/3	67%	QuickBooks	0/5	0%	
AWS D9.1	7/7	100%	TX Beef Quality	6/6	100%	

We had 101 certifications this year compared to 154 in 2018 and 235 in 2017.

125 students took 92 students passed

74%

Last year we were: 39%
State Target: 80%

Student Achievement Domain

College, Career and Military Readiness

- Meet criteria of 3 on AP or 4 on IB examinations

- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics

- Complete a course for dual credit

- Earn an associate's degree

- Complete an OnRamps course in any subject and earn college credit

- Earn an industry-based certification

- Graduate with completed IEP and workforce readiness

- Earn a Level I or Level II certificate

- Graduate under an advanced degree plan and be identified as a current special education student

- Enlist in the United States Armed Forces

DISTRICT GOAL & NEEDS ASSESSMENT GOAL

- **District Goal:** Students will be encouraged and challenged to meet their full potential.
  - Performance Objective #3 – CCMR – At least 90% of all students will be college, career, and/or military ready upon graduation.
    - Critical Success Factor Strategy – Increase in students graduating with a student certification
- **Needs Assessment Goal (required submission to TEA):**
  - Percentage of graduating seniors earning an industry-based certification will increase from 2% to 7% by August 2019

STATE REPORT CARD 2018
(BASED 2017 GRADUATES AND OLD LIST)

Industry-Based Certifications		
Earned an industry-based certification from approved list	6	2%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	11	4%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	6	2%
Met Non-CTE Criteria		
Met at least one criteria above	143	50%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit)	21.0	7%

Certification	# of Total Students	Certification	# of Total Students/SR
ASE Auto Maint and Light Repair	2	MOS Word	24
ASE Engine Repair	2	MOS Excel	1
AWS D9.1	7	Quickbooks	0
CMA	11	**Floral Level 1**	1
CNA	0	Adobe Animate	4
CVA	0	Adobe Illustrator	5
MOS Excel Expert	0	**Adobe Photoshop**	26
MOS Word Expert	0	Adobe Premiere Pro	7
MTA	9	ServSafe Manager	5
		TOTAL STUDENTS	**104**

STATE ACCOUNTABILITY 2019 STUDENTS – NEW LIST

HB3 Exam Reimbursement

- Funding has been allocated for exam reimbursement through HB 3
- TEA is working through a plan for submitting IBC data for reimbursement

1 exam reimbursement per student for any of the industry-based certifications **passed** and listed on the 2019-2020 A-F accountability list

LOOK @ STATE CERTIFICATION LIST

- What is our goal for student attainment?

- Can you build into the curriculum?

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.

CTE Indicator Pilot Project

- Automatic Coding
  - Based of course completion data

Example: 1

District	School Year	Student	Course Title	Course Level	Number of Credits Earned	CTE Indicator	Career Cluster	Program of Study Completed
Blue Heaven	2014-2015	Troy Aikman	Principles of Biomedical Science	1	1	CTE Participant		
Blue Heaven	2015-2016	Troy Aikman	Human Body Systems	2	1	CTE Concentrator	Health Science	
Red Sea	2016-2017	Troy Aikman	Medical Interventions	3	1	CTE Concentrator	Health Science	
Red Sea	2017-2018	Troy Aikman	Scientific Research and Design	4	1	CTE Completer	Health Science	Bio-Medical Science

Example: 2

District	School Year	Student	Course Title	Course Level	Number of Credits Earned	CTE Indicator	Career Cluster	Program of Study Completed
Blue Heaven	2014-2015	Tony Romo	Principles of Arts, AV Technology	1	1	CTE Participant		
Blue Heaven	2015-2016	Tony Romo	Audio Video Production	2	1	CTE Concentrator	Arts, AV Technology	
Blue Heaven	2016-2017	Tony Romo	Audio Video Production II/Lab	3	2	CTE Completer	Arts, AV Technology	Digital Communications
Blue Heaven	2017-2018	Tony Romo	No CTE Taken	0	0	CTE Completer	Arts, AV Technology	Digital Communications

Implementation Timeline

2019-20	2020-21	2021-22	2022-23	2023-24
Planning year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Implementation Year 4
Final snapshot collection of old concentrator definition	Transition year: collection of new concentrator definition	Collection of concentrators	Collection of concentrators	Collection of concentrators
No official monitoring	No official monitoring	No official monitoring	Monitoring for number of concentrators by program of study	Monitoring for number of concentrators by program of study
				Collection of completers of a program of study (baseline data)

Full implementation in 2023-2024

Implementation by Cohort

2019-2020 Grade Levels	Cohort Graduation Year	Reporting & Monitoring
12th Grade	2020	Report Only-No TEA Monitoring
11th Grade	2021	Report Only-No TEA Monitoring
10th Grade	2022	Data Collection-No TEA Monitoring
9th Grade	2023	TEA Monitoring of Concentrators
8th Grade	2024	TEA Monitoring of CTE Concentrators/Baseline Data for CTE Completers

Program of Study Methodology

- **Course sequencing designed to align to Texas's diverse economy**
  - Identified high wage, in-demand occupations in Texas
    - Triangulation of labor market information
  - Grouped similar occupations into careers
  - Aligned with postsecondary training for advancement in careers

| Determine In-demand High-wage jobs | Group into Related Occupations | Validate Job Profiles with Industry | Develop Sequence of Aligned Courses | Convene Education & Workforce Summit | Publish Final Programs of Study |

Career Clusters

TEA — Texas Education Agency

Labor market analysis identified several areas where occupations and postsecondary training overlap across career clusters. The areas of overlap include:

- Business, Marketing, and Finance
- Law, Public Safety, Corrections, & Security and Government & Public Administration.

The Science, Technology, Engineering, and Math (STEM) cluster did not align with any one industry sector but rather had occupations spread throughout other clusters.

A new Energy career cluster was created to address Texas' diverse economic landscape.

Career Clusters

Texas Education Agency

Agriculture, Food, & Natural Resources

Arts, A/V, & Communications

Business, Marketing, & Finance

Education & Training

Energy

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law & Public Service

Manufacturing

STEM

Transportation, Distribution, & Logistics

Color Key:
- **Blue**= No Change
- **Orange**=Combined with similar industry sector
- **Green**=New Career Cluster
- **Yellow**= Embedded throughout

STEM:
STEM occupations are embedded within all career clusters to expand the opportunities for students to engage in STEM related careers.

Collection of Programs of Study Data

2017
Districts did not report specific programs of study offered to students.

Summer 2018
Districts reported specific programs of study offered under the Achieve Texas programs of study through SurveyMonkey

Fall 2019
Districts will report specific programs of study offered under the new statewide programs of study through a PEIMS submission in the Fall snapshot

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.**

PBL INITIATIVE

	Summer 2017	Region 6 PBL Training EDC Teacher Externship Program
	2017-18	Use PBL Created in Training
	2018-19	Create and use at least TWO PBL units – one in the fall and one in the spring
	2019-2020	Continue using at least TWO PBLs per year Teacher Externship Program Summer 2020 – EDC Sponsored Stipend

SUPPORT FOR PBLS

New teachers – full day training with Tech

All Teachers – ½ planning day in the fall/ ½ day in the spring with Tech

All Teachers – Meet with core PLC group one time each semester– one period sub

TEACHER EXTERNSHIP

INTERESTED?

HOW WE SCORE

2018-19

PERFORMANCE BASED MONITORING (PBM)

C O N F I D E N T I A L
Texas Education Agency
2018 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

County-District Number: 112901   Region 08
District Name: SULPHUR SPRINGS ISD

INDICATOR	2018 PL O CUT POINTS	2018 DISTRICT RATE	2018 NUMERATOR	2018 DENOMINATOR	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2018 INDICATOR PERFORMANCE LEVEL
1. CTE STAAR® EOC PASSING RATE			PASSED	TESTED	PASSED	TESTED	PASSED	TESTED	
(i) MATHEMATICS	65.0 - 100	85.0	210	247	239	281	242	276	0
(ii) SCIENCE	75.0 - 100	86.5	295	341	236	277	282	311	0
(iii) SOCIAL STUDIES	70.0 - 100	89.3	266	298	228	251	267	278	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	66.7	484	726	497	715	488	653	0
2. CTE LEP STAAR® EOC PASSING RATE			PASSED	TESTED	PASSED	TESTED	PASSED	TESTED	
(i) MATHEMATICS	65.0 - 100	82.8	24	29	19	26	12	15	0
(ii) SCIENCE	75.0 - 100	67.8	16	27	10	18	14	14	1
(iii) SOCIAL STUDIES	70.0 - 100	71.4	10	18	11	14	9	10	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	35.7	25	70	17	55	14	34	2
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			PASSED	TESTED	PASSED	TESTED	PASSED	TESTED	
(i) MATHEMATICS	65.0 - 100	83.5	142	170	145	179	140	163	0
(ii) SCIENCE	75.0 - 100	81.6	168	206	113	149	140	158	0
(iii) SOCIAL STUDIES	70.0 - 100	81.1	120	148	97	113	126	134	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	55.0	240	436	241	402	219	342	1

PERFORMANCE BASED MONITORING (PBM)

4. CTE SPED STAAR® EOC PASSING RATE			PASSED	TESTED	PASSED	TESTED	PASSED	TESTED	
(i) MATHEMATICS	65.0 - 100	47.1	16	34	17	35	13	24	2
(ii) SCIENCE	75.0 - 100	39.0	16	41	15	30	9	26	3
(iii) SOCIAL STUDIES	70.0 - 100	50.0	15	30	12	21	10	18	2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	10.8	10	93	11	85	10	60	4

5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			|------ 2016-17 ------|		|------ 2015-16 ------|		|------ 2014-15 ------|	
			DROPOUTS	ATTEND	DROPOUTS	ATTEND	DROPOUTS	ATTEND	
	0 - 2.8	1.6	20	1,280	9	1,176	10	998	0

6. CTE GRADUATION RATE			|------ 2016-17 ------|		|------ 2015-16 ------|		|------ 2014-15 ------|	
			GRADUATES	CLASS	GRADUATES	CLASS	GRADUATES	CLASS	
	80.0 - 100	94.6	263	278	200	213	176	184	0

7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			|------ 2016-17 ------|	
			MALE COMPLETE FEMALE COURSES	ALL COMPLETE FEMALE COURSES
	40.0 - 100	43.4	202	465	0

8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			|------ 2016-17 ------|	
			FEMALE COMPLETE MALE COURSES	ALL COMPLETE MALE COURSES
	40.0 - 100	29.3	113	386	1

NONTRADITIONAL COURSES FOR MALES

Course
Vet Med
BIM I
BIM II
Instructional Practices
Practicum in Educ
Med Term
Health Science Theory
Lifetime Nutrition & Well

NONTRADITIONAL COURSES FOR FEMALES

Course
Livestock Production
Small Animal/Equine
Adv Animal Science
Wildlife Mgt
Ag Mechanics
Arch Design I & II
Constr Tech I & II
Audio/Video Prod I & II

Course
Pract in AV Prod
Culinary Arts
Pract in Culinary Arts
Computer Prog. I & II
Law Enforcement I
Court Systems
Welding I & II

Course
Entrepreneurship
Princ of Engineering
Robotics I & II
Auto Tech I & II
Small Engine Tech
Pract in Transp

STATE REPORT CARD 2018
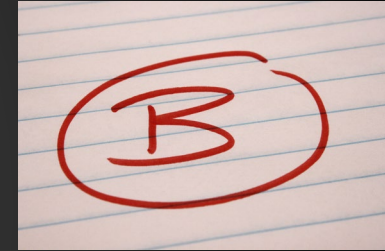
Texas Education Agency
2017-18 School Report Card
SULPHUR SPRINGS H S (112901002)

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

Total Students: **1,226**
Grade Span: **09 - 12**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

2018 Accountability Rating

Met Standard

For 2018 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.

	Rating	Scaled Score
Overall	Met Standard	84
Student Achievement	Met Standard	84
School Progress	Met Standard	81
Closing the Gaps	Met Standard	84

Distinction Designations

ELA/Reading	Mathematics
Science	Comparative Closing the Gaps

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Postsecondary Readiness
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	53.0%	Q2
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics		
Four-Year Longitudinal Graduation Rate	94.8%	Q3
Four-Year Longitudinal Graduation Plan Rate*	81.5%	Q4
TSI Criteria Graduates	21.5%	Q4
College, Career, and Military Ready Graduates	57.0%	Q1
SAT/ACT Participation	53.6%	Q2
AP/IB Examination Participation: Any Subject	8.2%	Q4
CTE Coherent Sequence Graduates	93.4%	Q1
Total Indicators for Postsecondary Readiness		**2 of 8**

STATE ACCOUNTABILITY
2019

TEA UPDATES

2019-2020

Overview

Status: On July 31, 2018, the President signed the ***Strengthening Career and Technical Education for the 21st Century Act*** into law.

Purpose: Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on:

- systems alignment and program improvement
- improving the academic and technical achievement of CTE students
- strengthening the connections between secondary and postsecondary education
- improving accountability

Major Components of Perkins V

- **Maintains a commitment to driving improvement** through Programs of Study and includes a robust, formal definition of that term

- **Introduces a comprehensive local needs assessment** that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years

- **Lifts the restriction on spending funds below grade 7** and allows support for career exploration in the "middle grades" (which includes grades 5-8)

- **Defines who is included in the accountability system** by including a formal "CTE concentrator" definition, instead of leaving this definition up to states

- **Shifts the accountability indicators**; the most significant is the elimination of the technical skill attainment measure, which is replaced with a "program quality" measure at the secondary level that requires states to choose to report on either:
  - Work-Based Learning or
  - Postsecondary credit attainment or
  - Credential attainment during high school

Core Indicators of Performance

- **1S1:** Four-Year Graduation Rate
- **1S2:** Extended Graduation Rate
- **2S1:** Academic Proficiency in Reading/Language Arts
- **2S2:** Academic Proficiency in Mathematics
- **2S3:** Academic Proficiency in Science

- **3S1:** Postsecondary Placement
- **4S1:** Non-traditional Program Enrollment
- **Program Quality**
  - 5S1: Attained recognized Postsecondary Credential
  - 5S2: Attained Postsecondary Credits
  - 5S3: Participated in Work-Based Learning
- **5S4:** Program Quality: CTE Completer

PJC ARTICULATED COURSES

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
Court Systems	CRIJ 1306
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business Marketing & Finance)	BUSG 1304
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding I	WLDG 1307
Architectural Design I	DFTG 1309
Architectural Design II	DFTG 1305

HB 3

2019-2020

Improving College, Career, and Military Readiness

- **Requires Boards of Trustees to develop and post CCMR plans that set specific annual goals** *(2.003, 2.035)*

- **Establishes a CCMR Outcomes Bonus with funding paid for each annual graduate above a certain threshold percentage.** *(1.031)* **The amounts and likely threshold percentages are:**

  - Educationally disadvantaged - $5,000 each above the first 13% of CCMR graduates
  - Non-educationally disadvantaged - $3,000 each above the first 25% of CCMR graduates
  - Special Education - $2,000 for each CCMR graduate
  - Commissioner shall conduct a study on alternative career readiness measures for small and rural districts for the bonus *(1.031)*

- **Reimburses districts to ensure students are given at least one college preparation assessment (TSIA, SAT, ACT) and at least one industry certification exam by graduation** *(1.035, 1.036, 2.031; 2.034)*

- **Expands CTE funding from grades 9-12 to grades 7-12 and adds technology application courses (like computer science) for funding** *(1.030)*

- **Districts receive an extra $50 per student in P-TECH and New Tech High School models** *(1.030)*

- **Requires completion of a FAFSA prior to graduation** *(2.014, 2.015)* **2021–2022 School Year**

  - Allows for a parental, counselor or self (over 18) opt out *(2.015)*
  - Commissioner must establish an advisory committee *(2.015)*

BULLET #3

- Reduces our CTE funding from 58% to 55%.

OTHER CHANGES

- Requires the Commissioner to enter into an MOU with an institution of higher education to conduct a study on the state assessment to determine whether reading passages are at the appropriate reading level *(2.036)* By December 1, 2019
- Applies whistleblower protections at charter schools *(2.004)*
- Standardizes allotment spending requirements for Special Education, Compensatory Education, Bilingual, CTE, and CCMR Outcomes at 55% of funding from the allotment, with certain reporting requirements established *(1.025, 1.028, 1.030, 1.031)*
- Requires tracking of pregnancy as a reason for drop-out *(1.017)*
- Commissioner may modify entitlement amounts and/or dates for tax rates with Legislative Budget Board and the Governor's Office approval to implement HB 3 *(1.019)*
- The Commissioner continues to have waiver authority when necessary to support districts with respect to requirements to maintain minimum minutes of instruction *(1.013)*
- Clarifies Commissioner data sharing authority *(2.002)*
- Makes a number of conforming changes (Article 3, and list below), including moving chapter 41 & 42 to 48 and 49, and certain specific changes supporting transfer students, annexation/consolidation, and Texas School for the Blind and Visually Impaired/Texas School for the Deaf (TSBVI/TSD) *(1.003, 1.005, 1.022, 1.035, 1.050 - 1.056, 1A.001, 1A.002)*

CTE POLICIES & PROCEDURES MANUAL

CTE Website

Ssisd.Net – Campuses – High School – SSHS Programs – Career & Technical Education – CTE Resources

HTTP://SCHOOLS.SSISD.NET/PAGE/SSHS.CAREERTECH

BUDGET/ INVENTORY

2019-2020

BUDGET & INVENTORY PROCEDURES

- Online – CTE page – CTE Resources – CTE Policies & Procedures Manual

- http://www.livebinders.com/play/play?id=1765108

1. **Teachers**: PO Request must be made <u>BEFORE</u> items are purchased/ ordered – Turn in to Arledge
   - If it expands/improves quality of program, we can use Perkins (different PO)
2. **Arledge** will enter all items purchased through **Perkins** and all **items $250+** into inventory sheet.
3. **Teachers** give invoice to McChesnee when items are delivered and get tags for items that are $250+ or Perkins
4. **McChesnee** enters "Date in Service" into Inventory Sheet
5. Teachers sign-off on inventory @ end of year

THINGS TO CONSIDER WHEN PURCHASING

- What do we need to make our classrooms industry standard?

- Collaboration spaces – add color!

- Moveable

CELL PHONE POLICY

CELL PHONE POLICY

- Issues – reports of students using cell phones on the house roof.

- Issues – employees are not allowed to have cell phones in most businesses

- Solution – **WE HAVE TO BE CONSISTENT IN A NO CELL PHONE POLICY IN CTE!**

TELL YOUR CTE STORY

PROMOTE CTE ON OUR SSHS CAREER & TECHNICAL EDUCATION FACEBOOK PAGE!!!!
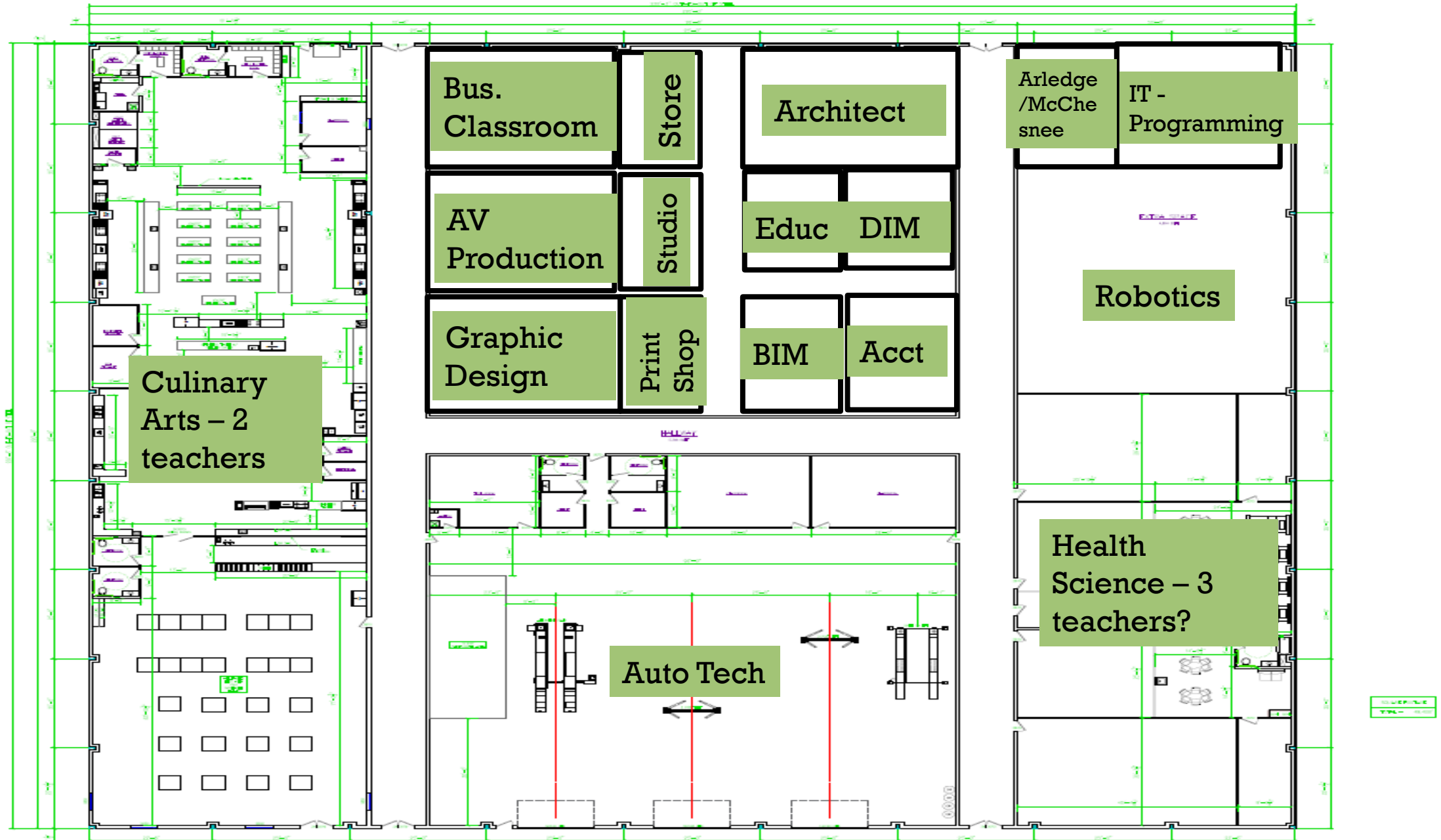
THINGS TO DO
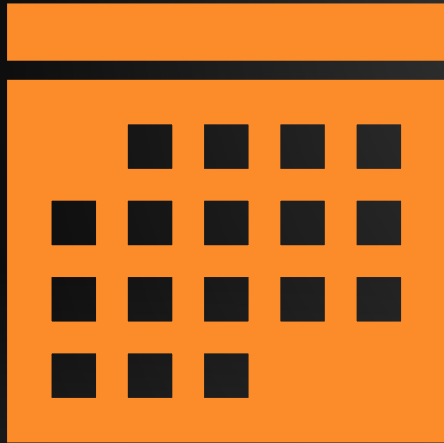
1. Due by Aug. 30
   - SSHS 9 Week Scope and Sequence
   - Course Syllabus
   - Returning Teachers – Send me your PBL Unit Plans – you should have two.
   - New Teachers – You will be trained – add during 2nd semester
   - CTSO Forms
2. Goals in Eduphoria due Sept. 13

WHAT KEEPS EDUCATORS GOING

J. JEREMY ANDERSON

TRUST

"Without trust there is no relationships. Without relationships there is no real learning"

New Teachers:

1. OneDrive – Shared folder – SSHS CTE Curriculum (Tab III)
   a. Scope & Sequence from State
   b. Scope & Sequence for SSHS – 9 weeks
   c. Course Syllabus- set your expectations for the classroom.
   d. PBL Lesson plans – You will develop this year. (other teachers should have at least 2)
      i. You will go through PBL Training semester 1 and create your own PBL in Semester 2
2. Lesson Plans – Eduphoria
   a. Due each Monday morning – set aside a specific conference period each week to work on – I suggest Thursday so you have Friday to get all materials for the next week ready.
   b. www.txcte.org
   c. Essentials:
      i. TEKS – add
      ii. Objective – We will…
      iii. Closing Task – I will…
      iv. Seed Questions – use Bloom's – you want higher level questions
      v. Sequence of Instruction
         1. Bell Ringer/Focus Activity
         2. Instruction/Teacher Modeling
         3. Structured Guided Practice/Interactive Modeling Activity
         4. Independent Practice
         5. Lesson Closure
3. Walk-Throughs – Fundamental Five (tab 4)
   a. Make sure you have a good grasp on each of the five elements of good teaching/instructional strategies.
   b. Have an area on your board that displays the We will… & I will…statements along with the date each day where everyone can see – it must be readable.
   c. Begin & end well. Begin by having a bell ringer activity or focus activity every day – change it up, but let it be a 1) review of previous lesson, 2) intro to current lesson – something meaningful that is not just busywork – take roll during this time. Take 5 minutes at the end of each period as your closure – review the objective of the lesson and use this time for formative assessment to determine what you need to review/reteach for the next day. Change this up as well – keep it interesting but a good way to see if EACH student understood the lesson.
   d. Stay in the power zone – this will solve many problems – keeping students focused and on-task especially
4. Forms (Tab 5)
   a. Notification for Sub – turn in to Mrs. McChesnee
   b. CTE PO Request – fill out completely. If you need help with vendors/pricing – see Mrs. McChesnee. I'll let you know budget as soon as it is released in Sept.
   c. Perkins PO request – reserved for purchases that will help improve and expand your program – usually equipment. Cannot be consumables. – try to keep using for lower ticket cost items
   d. Blue Travel Form – complete and include details for student expected costs and teacher expected costs. This would be for field trips, travel with CTSO groups, workshops/Conferences, etc.
      i. Meal reimbursement – keep all receipts – must be itemized and signed
      ii. Mileage reimbursement – try to always use district vehicle
      iii. Other reimbursements – might include parking
   e. Field Trip form – request
      i. Try to plan at least one field trip with your students – but don't wait until the end of the year – too busy of a time. – Think about STAAR/EOC testing dates when planning – always check with Ms. Burchfield for calendar conflicts. Once it is approved -

Handwritten margin notes:
- Accom/Mod - 1 per?
- Discip Referrals.
- Tardies ___ Can keep.?
- after that do paper copy.
- PO Form
- 9 week plan
- Share Curriculum. folder.
- Share Syllabus

1. Fill out Blue form
2. Students will need a permission to travel form signed by parents
3. Bus transportation request form – online in Eduphoria
4. Check to make sure students are passing all classes before they are allowed to attend the field trip – no pass, no play.
   f. Request to show video – must be completed and approved BEFORE showing the video.
      i. Must relate to content –
      ii. I would never show the entire movie unless you feel it is needed – be careful in this.
      iii. Make showing the video/movie intentional – students should have to learn something from it
5. Employee Handbook
   a. P. 6 - Vision, mission, priorities
   b. P. 10 - Certifications – if hired with SDTP (school district teaching permit) – must complete 20 hours of classroom management training – give them form and send electronically. If DOI – will expect to get certified in current teaching position.
   c. P. 14 – workload and work schedule
   d. P. 15 – performance evaluations
   e. P. 16 – exchange time
   f. P. 20 – travel expense reimbursement
   g. P. 23 – leaves and absences
   h. P. 35 – standards of conduct – Texas educator's code of ethics
   i. P. 39 – dress and grooming
   j. P. 39 – work hours – 7:40 – 3:40
   k. P. 39 – leaving school during school hours
   l. P. 43 – personal use of electronic communications
   m. P. 44 – electronic communications between employees and students/parents
   n. P. 48 – tobacco products and e-cigarette use
   o. P. 56 – emergency – you need a Go bag in your classroom and red/green cards for evacuations – always take your roll with you during an evacuation and have your students stay with you for your headcount once outside.
   p. P. 56 – purchasing procedures
   q. P. 61 – student records
   r. P. 63 – student conduct and discipline
   s. P. 64 field trips
6. Student handbook
   a. P. 49 student dress
   b. P. 51 cell phones
   c. P. 59 grading policies
   d. P. 76 make up work
   e. P. 94 tardies

MEETING SIGN-IN SHEET

Meeting	CTE New Teacher PD	Meeting Date:	8/5/19
Facilitator:	Jenny Arledge	Place/Room:	ARD Room

Name	Teaching Assignment
Brianna Williams	HSTE
Jordan Owens	A/V Production
Megan Tingle	YEARBOOK
HEATH GAMMILL	Coush. TRADES
Reginald Thomas	Culinary Arts
Deanna McCoy	HSTE
Brandon Shurtloff	Student Tech Group
Lindsey Arthur	AG

Meeting Agenda

Attendees: CTE Instructors

I. **Thank you!**

II. **Budget**

Need to spend early to use this school year.

III. **Inventory**

Must be tagged (CTE Tag) and tag number must be recorded on the inventory form.

Adjusted with only $250+ items.

IV. **Master Schedule**

a) Conference Period and PLC Period

V. **Student Certifications**

a) Take the exams yourself – if you have not already

b) Test early – with enough time to retest students

c) Look at list of seniors needing CCMR point

VI. **Strategic Plan for SSISD**

VII. **PBL Training**

a) Kerri Bowles – Region 8 – 8:30 – 3:30 pm on Monday, January 6, 2020

VIII. **Merry Christmas and Happy New Year!**
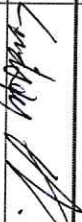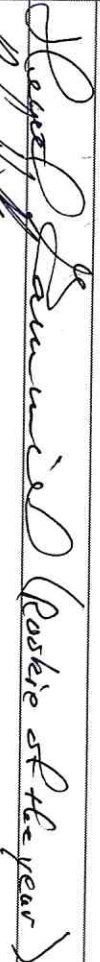
CTE MEETING –AUGUST CTE PROFESSIONAL DEVELOPMENT

Facilitator: Jenny Artedge

Meeting Time: 2:30 – 3:00 pm

Meeting Date: Thursday, Dec. 19, 2019

Place/Room: Library

#	Last Name	First Name	Signature
1	Arthur	Lindsey	Lindsey A.
2	Bailey	Joel	J. Bailey
3	Carter	Pam	Pam Carter
4	Clark	Amanda	Amanda
5	Davis	Christina	Christina Davis
6	Emerson	Troy	
7	Gammill	Heath	Heath Gammill (Rookie of the year)
8	Hass	Paula	Paula
9	Holland	John	
10	Kenealy	Caroline	Kenealy
11	Luper	JT	Luper
12	McCoy	Deanna	Deanna McCoy
13	Meador	Mike	
14	Owens	Jordan	

#	Last Name	First Name	Signature							
15	Pennington	Ruston								
16	Robinson	Demetra	*(signature)*							
17	Robinson	Heath	*(signature)*							
18	Shurtleff	Brandon	*(signature)*							
19	Smith	Brynn	*(signature)*							
20	Smith	Lynn	*(signature)*							
21	Stribling	Debbie								
22	Thomas	Reginald	*(signature)*							
23	Tingle	Megan	*(signature)*							
24	Upton	Alexi								
25	Wilder	Matt	MATT WILDER							
26	Williams	Breanna	Breanna Williams							
Total	26 @ HS 1 @ MS									

CTE Meeting – January CTE PBL Training - AM

Facilitator: Jenny Arledge   **Meeting Date:** Monday, Jan. 6, 2020

Meeting Time: 8:30 – 11:30 am   **Place/Room:** Library

#	Last Name	First Name	Signature
1	Arthur	Lindsey	Lindsey Arthur
2	Bailey	Joel	J. Bailey
3	Carter	Pam	P Carter
4	Clark	Amanda	
5	Davis	Christina	CDavis
6	Emerson	Troy	
7	Gammill	Heath	Heath Gammill
8	Hass	Paula	Paula
9	Holland	John	John Holland
10	Kenealy	Caroline	Kenealy
11	Luper	JT	J.T. Luper
12	McCoy	Deanna	D McCoy
13	Meador	Mike	Mike Meador
14	Owens	Jordan	

#	Last Name	First Name	Signature					
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16	Robinson	Demetra						
17	Robinson	Heath						
18	Shurtleff	Brandon						
19	Smith	Brynn						
20	Smith	Lynn						
21	Stribling	Debbie						
22	Thomas	Reginald						
23	Tingle	Megan						
24	Upton	Alexi						
25	Wilder	Matt						
26	Williams	Brianna						
	Total	26 @ HS						
		1 @ MS						

SSHS CTE

Meeting Agenda

I. CLNA

a) Comprehensive Local Needs Assessment – required for Perkins this year.
b) Due ~~May 1~~ June 1

II. IBCs

a) How can we recognize students who have earned IBCs? Graduation cords?
   a. We probably will not do this for 2020 graduates, but next year $1.79 each for 100+

   b.
b) Plan for spring testing – we need as many seniors as possible
   a. What can we do. Some schools talking about mobile testing sites, I don't think our district will agree, but we need a plan.
c) CTE Programs will be evaluated on: # of IBCs and # of Completers in the programs.

III. Digital Portfolios

a) Most Practicums and Career Prep courses require a portfolio.
b) We tried before using – Pathbrite
c) Should we pursue? – Your response?

IV. Budget

a) Money must be spent by March 30, including blue forms and PO Requests for summer travel, beginning of the year supplies, etc.
   i) Send me your information to complete the blue forms. I'll get them completed for you.
b) Automate PO and PA request forms – working with Bimmerle
   i) This will be for next year.
   ii) This year, send me through email your requests for spending for this year's budget.

V. Inventory

a) All items $250+ must have a CTE tag and be on inventory sheets for your room.

i) We'll worry about this when we return.

VI. Endorsement Signing Night

a) On Open House Night – Thursday, March 5 from 5-6:30 pm
b) CTE Showcase – be ready to set up
c) Signing tables – we are going to try electronic signatures – training before that night.
i) Not as good of a turnout this year. Is it time to cancel this event? What were your thoughts?

VII. CTE Advisory Spring Meeting Date

a) Set date

i) May 26? Or earlier?

(1) I'll keep the May 26 meeting for now from 2:00 – 3:30 pm.

CTE MEETING

Facilitator: Jenny Arledge

Meeting Time: 11:30 am – 12:30 pm

Meeting Date: Monday, Feb. 17, 2020

Place/Room: Library

#	Last Name	First Name	Signature
1	Arthur	Lindsey	*(signature)*
2	Bailey	Joel	*(signature)*
3	Carter	Pam	*(signature)*
4	Clark	Amanda	*(signature)*
5	Davis	Christina	*(signature)*
6	~~Emerson~~ Casey	~~Trey~~ Lou	*(signature)*
7	Gammill	Heath	*(signature)*
8	Hass	Paula	*(signature)*
9	Holland	John	*(signature)*
10	Kenealy	Caroline	*(signature)*
11	Luper	JT	*(signature)*
12	McCoy	Deanna	*(signature)*
13	Meador	Mike	
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22	Thomas	Reginald	*(signature)*
23	Tingle	Megan	*(signature)*
24	Upton	Alexi	
25	Wilder	Matt	MATT WILDER
26	Williams	Brianna	Brianna *(signature)*
	Total	26 @ HS	
		1 @ MS	

CTE Meeting Agenda

I. **Summer Teacher Externships**

I met with EDC during spring break. We need to finalize the teachers that will be participating in the summer Teacher Externship program by **submitting applications to the EDC**. We also need to ensure that CTE teachers are paired with a core or fine arts teacher (outside the CTE area) for the purpose of connecting CTE content to core/academic content for students. We also need to finalize the locations for each team. Below are the teams that have shown interest in the program. **I only have ~~two~~ three applications completed (Jordan Owens and Martha Bilbrey, Reginald Thomas).**

- Team 1 – Maria Garcia-Hidalgo (Math) and Jordan Owens (CTE): Business Requested – Chad's Media
- Team 2 – Phillip Dick (Art) and Megan Tingle (CTE): Business Requested: JetTribe
- Team 3 – Lucy Adair (Science) and Brianna Williams (CTE): Business Requested: Hospital Lab
- Team 4 – Paula Hass (CTE), Lynn Smith (CTE), Demetra Robinson (CTE), and Martha Bilbrey (Science): Business Requested: Hopkins County Courthouse Disaster Relief
  - For this team, I'll need to know how Disaster Relief will be observed for four days before we can proceed. If this will not work, and we cannot justify this team of 4 with the expectations of building a PBL unit, we may need to divide this team up. If you have already participated in the summer Externship program, please let me know for this team.
- Team 5 – Reginald Thomas (CTE). Reginald, you will need to see if you can find an academic core teacher to complete the externship with and a business to shadow that would provide a good experience for the team.

I will meet with EDC in a couple of weeks to take the applications to them for final approval of applicants and locations for shadowing. I will need to begin meeting with the businesses in April to secure the locations. – Met with them during spring break. They are a go for the teams, but want to make sure they have applications and core + CTE teachers to meet the original purpose of the Externship.

II. **Practicum/Career Prep Courses**

- **Practicum/Career Prep Vetting:** As soon as we have final numbers for student enrollment, I will pass that on to all Practicum/Career Prep teachers. We still need to finish 11th grade scheduling (spring break being early, and the extended break has hurt this process—which is usually done by spring break. Student vetting forms (applications) will need to be passed on

to students in April. Reminder: we want to retain as many students as possible to be program "Completers" for state/federal CTE program evaluation purposes.

- o **I finished working the schedules, I'm waiting on those students to approve and Carla to upload numbers for course requests into future scheduling for numbers for next year.**

- o **We will have to send applications through email/Skyward for students to complete. Thoughts on this?**

- **Student Evaluation Forms:** We need to discuss the practicality and necessity of possibly using a consistent student evaluation (possibly the Saputo model) for evaluating all students in every practicum/career prep course. I need your thoughts on using the Saputo instrument or a model of it as the one student evaluation form used for all practicums/career prep classes. I think this would be a commitment for us to show businesses that we take to heart their need for students who are able to demonstrate soft/professional skills which the businesses need in their workforce. – Thoughts on this?

- **Student Electronic Portfolios:** We need to discuss the idea of using an electronic portfolio for all practicum/career prep courses. Since Practicums/Career Prep is the final course in all programs of study, do we feel that it is important to create an electronic portfolio throughout each program of study to help students document learning, skills attained, certifications attained, and shadowing/internship experiences for their future? If so, we need to agree upon a medium to use for the electronic portfolios. If you can reach out to any of your contact teachers from other districts to see if/what they are using, that would be helpful. If we can decide and have a system in place with content requirements for each program of study by the end of the year, we can implement next fall with all of our new programs of study. Thoughts on this?

- **Field Trips to Post-Secondary Institutions:** Several of you already do this, but this was reinforced in my discussion with EDC and Workforce this past week. If you can, please plan a field trip or a guest speaker from an area college, community college or trade school so students can see the opportunity to go on to receive post-secondary training. I think even taking our 9th grade level courses to an area business would help them see relevance in continuing in the program (Principles of Construction to Clayton Homes, Principles of

Engineering to Saputo, Principles of Health Science to the hospital, etc.). Postpone to next year.

III. Budget

- Reminder deadline for budget is March 30 – I'm checking with Sherry to see if this can be postponed. If not, we need to spend a lot of money really fast. Think program improvement.
- Summer Conferences: I strongly encourage all of you to attend a summer learning conference—whether it is the one offered through our district or a professional organization in your career field area. We need blue forms and expected expenses by March 30. Send me your information to complete the blue forms. I would wait about registering online until a little closer to time, but I want to make sure we encumber the money for those going.

IV. Student Certifications

Time is running out quickly. If you have not started the process of certifying students, this needs to be done soon to allow time for students to retake tests if needed. Reminder this is a big part of CTE accountability for our school and for state/federal CTE program evaluation. We need as many as possible to be certified to make up a gap in losing ½ points for CTE coherent sequence takers that we are losing this year (where most of our CTE points came from in the past).
How many can continue working with students online?

Here is what I have that we should have certifications this year or working toward having if new (we need to have in place by next year) in each program of study: Will we get any of these this year?

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- Plant Science (Arthur) -TSFA Level 1 Floral Certification
- Architectural Design (Davis) - Autodesk Certified User in Revit Architecture or AutoCAD?
- Carpentry (Gammill) - NCCER Core Curriculum
- Accounting & Financial Services (Hass) - Intuit QuickBooks Certified User
- Business Management (H. Robinson) - Microsoft Office Specialist in Word and/or Excel
- Entrepreneurship (L. Smith) - Entrepreneurship and Small Business (ESB)
- Teaching and Training (Stribling) - Educational Aide I

- Exercise Science and Wellness (Williams) - Certified Personal Trainer (new â€" research)
- Healthcare Diagnostics (B. Smith) - Medical Laboratory or Phlebotomy Technician (new - work with PJC?)
- Healthcare Therapeutic (B. Smith)- CMA
- Nursing Science (PJC) - CNA
- Culinary Arts (Carter) - ServSafe Manager
- Family & Community Services (Stribling) - Certified Associate in Project Management (new - research)
- Information Technology Support and Services (Shurtleff) - CompTIA A+
- Web Development (Wilder) - MTA Introduction to Programming
- Emergency Services (Fire in Texas/B. Smith) - Basic Structure Fire Protection and EMT
- Law Enforcement (D. Robinson) - International Academy of Emerg. Dispatch Emerg. Telecommunicator (need to research)
- Advanced Manufacturing & Machinery Mechanics (Pennington) - FANUC Robot Operator I (new - research)
- Cybersecurity (Wilder) – MTA Introduction to Programming
- Programming & Software Development (Wilder) - MTA Introduction to Programming
- Automotive (New – Rhoades) – ASE Certifications

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- Programming & Software Development (Wilder) - MTA Introduction to Programming
- Automotive (New – Rhoades) – ASE Certifications

CTE Zoom Check-In Meeting Monday, April 13, 2020 @ 9:30 am

1. Prayer Requests/Prayer
2. Online Learning – how is it going?
3. Master Schedule – PLC periods
   a. New Ag Teacher, Part-Time Construction/Auto
   b. Interviews for HST next week – McCoy leaving us
   c. Keneally and/or Clark taking some FSC or HST classes if needed – have to talk to Driver
   d. Will mean lower budget next year.
4. CLNA
   a. Low in 4 Year Graduation Rate
      i. Flex Time
      ii. Continue PBL – through PLC periods
      iii. Add CCMR Planning time for each grade level – each semester
   b. Low in Post-Program Placement – Military, Workforce, college/trade school
      i. Improve WBL
      ii. Create more dual-credit CTE offerings and market better our articulated courses and potential PJC sequences for continuance (right now just Architecture & welding)
      iii. Add Senior Industry tours and Senior Signing day – for military, workforce, trade schools, colleges
   c. Low Post-secondary credentials – IBC
      i. PLC period to plan/analyze IBC
      ii. Purchasing IBC curriculum practice tests
      iii. IBC teacher training workshops
   d. Goals:
      i. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
      ii. **Increase student participation in CTE through CTSO activities** and students earning industry recognized certifications to increase their marketability in the workforce.
      iii. **Keep programs of study standards and equipment relevant** and reflective of current business and industry needs and standards.
      iv. Increase connections between core academic courses and CTE courses through project-based learning experiences.
5. EDC/Workforce Grant
   a. $100,000 – Robotics
      i. Purchase an industry robotic Arm with student/teacher training
      ii. FANUC Robot Operator I IBC
      iii. Lead students to PJC Mechatronics program

6. Articulated Courses
    a. Need to inform seniors if you teach an articulated course:
    b. Right now:
        i. See image –
    c. I've requested updates for next year to include more, have not received their response.
7. Practicum/Career Prep – Applications should be out. Due date: May 1
8. Advisory Meeting – Scheduled for May 26 from 2-3:30 PM – just do a Zoom if we cannot meet face-to-face with no real break out tables – maybe just a short report from each career cluster team to give updates on
    a. New POS alignment – what we are offering next year based on fall meeting.
    b. IBCs – we were able to attain or will attain next year
    c. CTSO report
    d. Concerns/updates in programs
9.

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
Court Systems	CRIJ 1306
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business Marketing & Finance)	BUSG 1304
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding I	WLDG 1307
Architectural Design I	DFTG 1309
Architectural Design II	DFTG 1305

CTSO Accomplishments & Recognitions

National Technical Honor Society

There were 36 members in the National Technical Honor Society Geral Kennedy Chapter of Sulphur Springs High School for the 2019-20 school year. Seventeen new members were inducted on January 27, 2020 at 6:00 pm in the High School cafeteria in our annual Induction Ceremony.

The NTHS members were unable to complete any community service projects this year due to the pandemic.

Business Professionals of America (BPA)

There were 40 members in Business Professionals of America (BPA) for the 2019-20 school year. Twenty-five members competed at the Regional Leadership Conference in Frisco, TX. Eleven of those advanced to the state level of competition in Dallas. One student advanced to the National Competition, which was canceled.

The 2019-20 Officers were:
President - Makayla Pullen
Vice President - EmilyAtkinson
Secretary - Daniel Soto
Treasurer - Cameron Beard
Reporter - Zackery Ward

Historian - Jordan Gonzalez
Fundraiser Chairperson - Daniel Soto Community
Service Chairperson - Freddie Gomez

BPA students participated in one community service project this year. Students collected clothing items to donate to the "Professional Closet" used on campus to help students needing clothes for interviews.

Family, Career and Community Leaders of America (FCCLA)

There were 100 members in Family, Career and Community Leaders of America (FCCLA) for the 2019-20 school year. Thirty-one members and three advisors attended the Region III Leadership Competition. Five of those members advanced to the State competition. One student advanced to the National competition.

Officers for the 2019-20 school year were:
President - Emily Bocanegra
Vice President of Programs - Sydney Kuiper
Vice President of Membership- Ellie Thompson
Vice President of Peer Involvement - Selena Sanchez
Vice President of Finance - Jessie Booth
Vice President of Records - Mia Hicks

FCCLA members participated in the following community service projects:

- Catered and worked several culinary events
- Had a display at the Back to School Bash
- Had a booth at 8th Grade Signing Night
- Volunteered at Heart of Hope
- Officers worked the fall and spring blood drives

FFA

We had 232 FFA members this year.

This year there were 39 members who competed. There were several Leadership Development teams. Teams that advanced to area were:

Radio Team: Annie Horton, Savannah Allen, Jace Mayers
Ag Skills Team: Trevon Washington, Shatalya Smith, Haylie Barrett, Jasmine Vargas
Jr. Creed Speaking: Colbie Glenn
Senior Creed Speaking: Savannah Allen

Students helped prepare and serve at Dinner Bell at the Methodist Church and delivered poinsettias to a nursing home this year as community service projects.

2019-20 FFA Officers were:
Savannah Allen
Annie Horton
Maurie Flecker
Quinton Mitchell
Cash Vititow
Jace Mayers
Haylie Barrett
Ashley Naquin

HOSA

There were 104 total members for the 2019-20 school year. We had 31 students compete in the area level competition. However, we had no students to advance to state.

Members participated in the following community events:

- Serving at the Hopkins County Stew Contest
- Pancake Breakfast with Hopkins County EMS
- Cancer Benefit for Skylar
- MADD Walk
- Heart of Hope benefit

Officers were:
President - Reagan Kesting
Vice President - Gisselle Garcia
Harley Speed
Raydon McCormack
Bailee Burnett
Janiya Gatlin
Jalyn Whetstone

Skills USA

SSHS had three different chapters represented in Skills USA, which were all new this year. Those chapters were: Culinary Arts and Robotics.

There were 22 members in the Culinary Arts Chapter of Skills USA. All officers and advanced culinary students attended the District 5 Leadership Conference in Tyler, TX in October. Eight students advanced to State Competition in Commercial Baking. State Competition would have been in April, but was canceled.

Students attended a Rotary club meeting in the winter and our President, Sydney Kuiper shared our progress for the year. Members provided a gourmet meal to our school board in February with gifts of confections and chocolate dipped strawberries to say thanks for their service. Students were able to display competition cakes and projects and provide the board with an update of our competitions as well as other activities. Students also were able to present a program about nutrition to Heart of Hope during a lunch we provided

There were 7 members in the Robotics Chapter of Skills USA. Six of those members competed. Four advanced to the State level of competition. No officers were elected this year.

There were 5 students in the Construction Chapter of Skills USA. All five members competed at the Regional Competition. Four students competed in Technical Skills placing 3rd, 4th, 5th, and 6th. One student participated in Tool Identification and placed 5th.

SSHS had 10 students compete at the District 5 SkillsUSA competition in Robotics. Students competed in three different robotics technology related events including Urban Search and Rescue, Mobile Robotics, and Robotics and Automation Technology. Two teams that competed in Robotics and Automation advanced to state competition, which would have been held in Corpus Christi in April.

PBMAS CTE Report Summary

County-District Number: 112901
District Name: SULPHUR SPRINGS ISD

Region 08

1. CTE STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	84.4	216	256	0
	2018			210	247	
	2017			239	281	
(ii) Science	2019	75.0 - 100	86.6	245	283	0
	2018			295	341	
	2017			236	277	
(iii) Social Studies	2019	70.0 - 100	88.3	250	283	0
	2018			266	298	
	2017			228	251	
(iv) English Language Arts	2019	60.0 - 100	66.5	471	708	0
	2018			484	726	
	2017			497	715	

2. CTE ELs STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	74.3	72.4	21	29	Report Only
(ii) Science	2019	71.6	67.7	21	31	Report Only
(iii) Social Studies	2019	77.7	56.5	13	23	Report Only
(iv) English Language Arts	2019	36.2	33.7	29	86	Report Only

3. CTE Economically Disadvantaged STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	80.9	127	157	0
	2018			142	170	
	2017			145	179	
(ii) Science	2019	75.0 - 100	83.4	136	163	0
	2018			168	206	
	2017			113	149	
(iii) Social Studies	2019	70.0 - 100	81.2	125	154	0
	2018			120	148	
	2017			97	113	
(iv) English Language Arts	2019	60.0 - 100	57.6	245	425	0 RI
	2018		55.0	240	436	
	2017			241	402	

Detailed information on the assignment of performance levels can be found in the 2019 Results Driven Accountability Manual. 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.

County-District Number: 112901
District Name: SULPHUR SPRINGS ISD   Region 08

4. CTE SPED STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	63.6	28	44	0 RI
	2018		47.1	16	34	
	2017			17	35	
(ii) Science	2019	75.0 - 100	47.2	17	36	3
	2018			16	41	
	2017			15	30	
(iii) Social Studies	2019	70.0 - 100	54.8	17	31	2
	2018			15	30	
	2017			12	21	
(iv) English Language Arts	2019	60.0 - 100	18.8	19	101	4
	2018			10	93	
	2017			11	85	

5. CTE Annual Dropout Rate (Grades 9-12)

	PL 0 CUT POINTS	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	0 - 2.8	1.8	23	1,254	0
2018			20	1,280	
2017			9	1,176	

6. CTE Graduation Rate

	PL 0 CUT POINTS	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	80.0 - 100	92.4	243	263	0
2018			263	278	
2017			200	213	

Detailed information on the assignment of performance levels can be found in the 2019 Results Driven Accountability Manual. 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.

Texas Education Agency
2019 RESULTS DRIVEN ACCOUNTABILITY

County-District Number: 112901
District Name: SULPHUR SPRINGS ISD

Summary

Region 08

Performance Level Summary by Each Program Area

	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP	Total #	Rated #	PL Mean
BE/ESL	7							21		28	7	0.0
CTE	11		1	1	1			4		18	14	0.6
ESSA						2	15	38		55	0	.
SPED	11	1	4	6		2		6		30	22	1.2

(PERFORMANCE LEVEL spanning first nine columns; INDICATOR spanning last three.)

Federally Required Elements

For information about the four indicators below, visit LEA Determinations or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact.

INDICATOR	PERFORMANCE LEVEL
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Detailed information on the assignment of performance levels can be found in the 2019 Results Driven Accountability Manual.

The Federally Required Elements indicators were included in the summary table and the performance mean calculation of the SPED program area.

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)
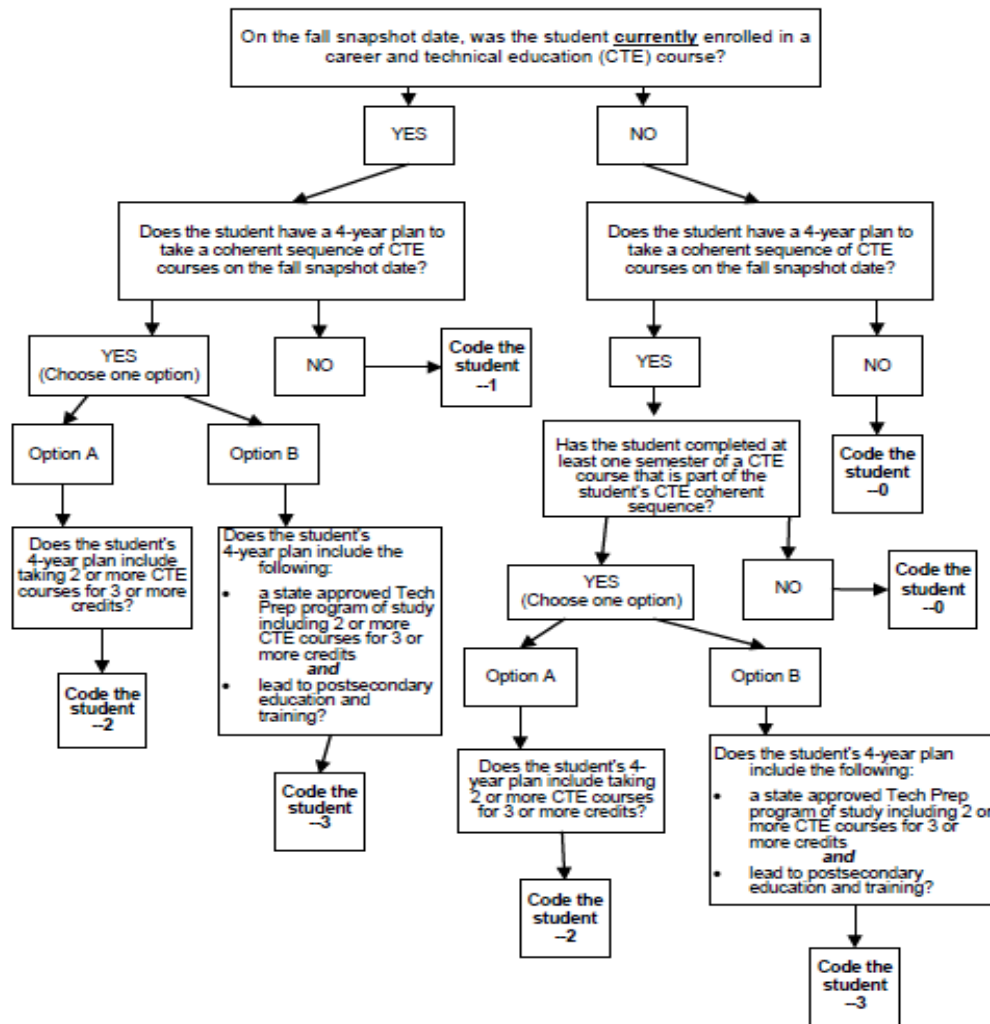
To summarize the chart:

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.

2019-20 Sulphur Springs High School CTE Student Enrollment

There were 1,213 students enrolled in CTE programs for the 2019-20 school year, making up 95.9% of the student population. According to PEIMS submission data, the number/percentage of students for each group were as follows:

AMER. INDIAN/ALASKAN	3/0.24%
ASIAN	14/ 1.15%
BLACK/AFRICAN AMER.	142/ 11.70%
HISPANIC/LATINO	330/ 27.21%
WHITE	694/ 57.21%
HAWAIIAN/PAC ISLAND	1/0.08%
TWO OR MORE	29/ 2.39%

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).

The number of contact hours for the 2019-20 school year is shown in the chart below:

Year	V1	V2	V3	V4	V5	V6
2020	551	599	305	136	28	3
2019	445	597	280	103	19	4
2018	454	596	267	108	17	2
2017	511	584	269	99	23	7
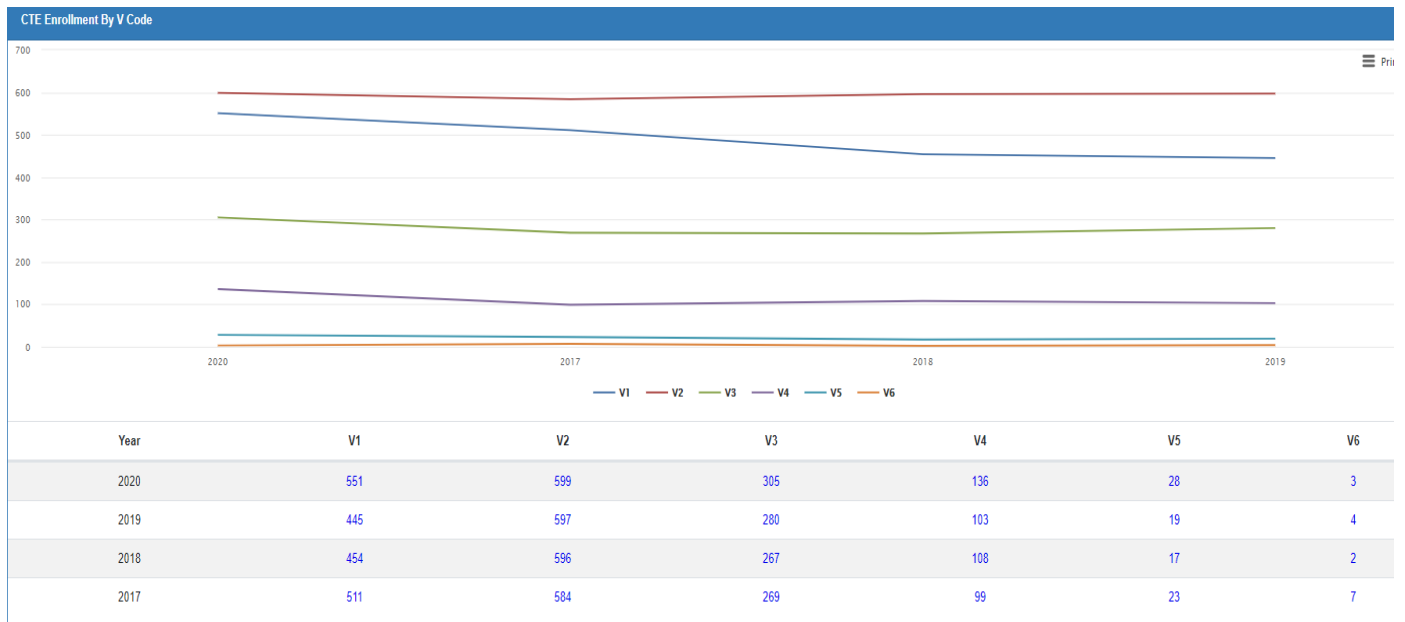
Perkins 2019-20 Application, Allotment & Program Evaluation Report

Form Status: Submitted	FORMULA	Form ID: 0023640339330001

![eGrants TEXAS EDUCATION AGENCY logo] SAS#: PERKAA20	Organization: SULPHUR SPRINGS ISD	County District: 112901
	Campus/Site: N/A	ESC Region: 08
	Vendor ID: 1756002535	School Year: 2019-2020

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

GS2210

GS2210 - Applicant Designation Form

	Amendment #	Version #
	00	01

Part 1: Designation   Copy Prior Year Data

#	Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA	Select a Fiscal Agent only if you selected "Apply as Member of SSA"	
						Designation Fiscal Agent Name (Entity Name)	Fiscal Agent CDN
1	Title I, Part C Carl D. Perkins	⦿	⦾	⦾	⦾	Select One ▾	

Part 2: Certification and Incorporation

I understand that the designation selected above will remain in effect for the duration of the project period for the program as specified.

I certify that to the best of my knowledge, the information contained in this form is correct and complete and that I am authorized to file this certification on behalf of the applicant organization.

A single organization applying for this grant program on its own certifies the designation as an individual applicant for the program specified in this designation form. For each member of a Shared Services Arrangement (SSA), the member certifies its agreement to participate in an SSA, as stated for the program specified in this designation form. For each organization registering as a fiscal agent, the organization certifies its agreement to act as fiscal agent for the SSA, as stated for the program specified in this designation form.

If Apply as Member of SSA is selected for this funding source, the designated fiscal agent is the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project on behalf of the member district(s). The fiscal agent is accountable for all shared services arrangement activities and is therefore responsible for ensuring that all funds, including payments to members of shared services arrangements, are expended in accordance with applicable laws and regulations.

All participating organizations have entered into a written shared services agreement which describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project.

It is understood that the fiscal agent is responsible for the refund for any exceptions made as a result of on-site monitoring or audits; however, based upon the Shared Services Agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member organization(s) where the discrepancy(ies) occurred.

All funds are released when the final amount is released. Any additional funds that result from carryover or reallocation, as applicable, will not require additional signatures.

The authorized official has read and certifies agreement as stated above.

Authorized Official	Select Contact: Select One ▾ or	Add New Contact

First Name	Initial	Last Name	Title
Jenny	A	Arledge	Director of College and Career Readiness

Telephone	Ext.	E-mail	
903-885-2158	2203	jarledge@ssisd.net	

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Jenny	Arledge	jenny.arledge	5/17/2019 2:59:15 PM

Only the legally responsible party may submit this report.   Certify and Submit

eGrants Application
TEXAS EDUCATION AGENCY

	Organization: SULPHUR SPRINGS ISD	County District: 112901
	Campus/Site: N/A	ESC Region: 08
SAS#: PERKAA20	Vendor ID: 1756002535	School Year: 2019-2020

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application
Certify and Submit

	Amendment #	Version #
	00	02

Application ID:	002362-033933-00-02	Status:	Received
TEA Due Date:	9/3/2019 5:00:00 PM	Application Type:	Formula
Organization:	SULPHUR SPRINGS ISD		
Campus/Site:	N/A	SAS #:	PERKAA20
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	*	6/20/2019 11:35 AM
◈ GS2300 - Negotiation Comments and Confirmation		
Program Description		
✔ PS3012 - Local Plan	*	7/1/2019 5:49 AM
Program Budget		
✔ BS6003 - Program Budget Summary and Support	*	12/9/2019 11:56 AM

Certification and Incorporation

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
Select Contact: [Select One ▾] or [Add New Contact]

First Name	Initial	Last Name	Title
Jenny	A	Arledge	Director of College and Career Readiness

Telephone	Ext.	E-mail
903-885-2158	2203	jarledge@ssisd.net

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Carla	Staufert-Sevier	carla.staufertsevier	12/9/2019 11:56:42 AM

Only the legally responsible party may submit this report. [Certify and Submit]

eGrants Application
TEXAS EDUCATION AGENCY

Organization: SULPHUR SPRINGS ISD	County District: 112901
Campus/Site: N/A	ESC Region: 08
SAS#: PERKAA20	Vendor ID: 1756002535	School Year: 2019-2020

2019-2020 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

025863986	

School/Campus or Site

Organization Name

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

Part 2: Applicant Contact

		Select Contact: [Select One ▼] or	[Add New Contact]

First Name	Initial	Last Name	Title
Jenny	A	Arledge	Director of College and Career Readiness

Telephone	Ext.	E-mail
903-885-2158	2203	jarledge@ssisd.net

		Select Contact: [Select One ▼] or	[Add New Contact]

First Name	Initial	Last Name	Title
Derek		Driver	High School Principal

Telephone	Ext.	E-mail
903-885-2158	2200	ddriver@ssisd.net

eGrants Application
TEXAS EDUCATION AGENCY

| Organization: SULPHUR SPRINGS ISD | County District: 112901 |
| Campus/Site: N/A | ESC Region: 08 |

SAS#: PERKAA20 | Vendor I D: 1756002535 | School Year: 2019-2020

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

General Information

GS2300 - Negotiation Comments and Confirmation

General Comments (TEA Use Only)

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the change requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.
- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

#	Date	Negotiation Note
1	Schedule -Select Sched ▾	

Grantee Comments   ⟳ Change Completed

Select button to add or remove Negotiation Item: [Add Row] [Delete Row]

eGrants Application
TEXAS EDUCATION AGENCY

SAS#: PERKAA20

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

County District: 112901
ESC Region: 08
School Year: 2019-2020

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3012 - Local Plan

Part 1: Programs of Study

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

A. Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 753 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 and Practicum courses, which include job shadowing and internship experiences, field trips, and meetings with industry representatives invited to the classrooms. The LEA offers Practicum courses in Agriculture, Food and Natural Resources; Arts, AV and Communications; Business Management; Culinary Arts; Education and Training; Health Science; Hospitality Services; Information Technology; Law and Public Safety; Manufacturing; and Transportation Systems. The LEA recently added the Practicum in Human Services and Practicum in STEM courses as offeringings for the 2019-2020 school year.

B. 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. 279 of 1500

SSISD offers rigorous and challenging core academic courses through dual credit, concurrent, college prep, and AP courses. These 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 of students to promote and encourage enrollment in dual credit, concurrent, college prep, and AP courses. A College and Career Day is scheduled annually to familiarize students with needed skills and post-secondary educational requirements for different career paths. By offering Endorsements leading to certifications and Associate Degree programs through our local junior college, students are encouraged by Counselors, the Director of College and Career Readiness, and CTE teachers to take core academic dual credit and concurrent courses while in high school to help meet the twelve semester hours of credit requirement for receiving articulated course credit. This allows CTE students an opportunity to graduate with not only an Endorsement in a particular career field, but also work towards earning a Certification or an Associate's Degree through the junior college.

C. Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 829 of 1500

All students in SSISD, including CTE students, are held to the same high standards as established by the State and the District. All students must pass rigorous statewide achievement assessments in order to graduate from high school. All CTE programs offer opportunities to take industry level certification tests, which require CTE teachers to teach students at a higher academic level to prepare them for the industry certification tests. Project Based Learning as been incorporated in all CTE courses to offer a more rigorous and challenging approach to learning in the classroom that spans across multiple CTE curriculums as well as through core academic curriculums.

D. 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. 482 of 1500 | Help

The SSISD Welding Program of Study combines courses from the Agriculture and Manufacturing clusters, including Principles of Agriculture, Ag Mechanics, Welding I and Welding II, to provide students a seamless transition to post-secondary studies and the opportunity to receive postsecondary 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 the junior college certification program and/or Associate level program of study. Dual credit and concurrent credit courses in core academic areas as well as in some CTE areas work together and along with the coherent sequence of CTE courses and CTE Articulated courses to provide rigorous course content and college credit to move students directly into Certification and Associate Degree programs at the junior college.

Part 2: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	ᑲ	ᑲ	ᑲ	ᑲ	ᑲ
2	Math	ᑲ	ᑲ	ᑲ	ᑲ	ᑲ
3	Science	ᑲ	ᑲ	ᑲ	ᑲ	ᑲ
4	Social Studies	ᑲ	ᑲ	ᑲ	ᑲ	ᑲ

2019-2020 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3012 - Local Plan

Part 3: Methods of Integration

☑	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.
☑	Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
☑	Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
☑	Academic and CTE teachers participate in professional development activities, including business and industry training.
☑	Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.
☑	Academic teachers have strengthened the academic components of CTE curriculum.
☑	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.
☑	The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.
☑	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.
☑	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.
☐	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.
☑	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.
☑	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.
☐	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.
☐	Other (Specify):

Part 4: Activities Utilized to Promote Preparation of Students for Nontraditional Fields

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

Part 5: 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)

☑	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.
☑	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.
☑	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.
☑	Parent-teacher conferences are held regularly to discuss students' progress and placement.
☑	Parent training is provided by the district/shared services arrangement.
☑	Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.
☐	Other (Specify):

A. 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. — 783 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 the nondiscrimination notice annually through the local news media, on the school's website, and in all promotional materials and actively follows the guidelines.

B. 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. — 615 of 1500

The LEA encourages special population students to actively participate in the following activities: College and Career Day, Student Job Fair, extra instruction, acceleration opportunities, career guidance and counseling, job shadowing and/or internship opportunities through Career Prep and Practicum courses, being members of and competing in Career and Technical student organizations, and opportunities to receive industry recognized student certifications. 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.

C. Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs. — 783 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. Student industry recognized certifications were made available to all students. Students, teachers, advisory members, and administrators complete surveys that are also used as part of the annual CTE program evaluation process to help identify any possible barriers for special population students' access to, or success in, CTE programs.

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TEXAS EDUCATION AGENCY
SAS#: PERKAA20

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Program Description

PS3012 - Local Plan

Part 6: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

℮	The Career Development courses are offered at the middle/junior high school level.
ᑲ	Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
ᑲ	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.
ᑲ	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.
ᑲ	A 4-year plan or 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.
ᑲ	Career resources are available on all high school campuses.
ᑲ	Career resource centers are available on all middle school campuses.
ᑲ	A career placement coordinator assists students to continue their education and training.
ᑲ	Students are provided information on careers that are nontraditional for their gender.
ᑲ	Students are provided opportunities to understand opportunities in nontraditional fields.
ᑲ	Students are provided access to CTE courses based on personal academic and career goals.
ᑲ	Students are provided information on financial aid resources.
ᑲ	Linkage to future education training/opportunities is offered.
℮	Other (Specify):

A. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 84 of 1500

SSISD Middle School Counselors work with the Director of College and Career Readiness to administer an interest/aptitude assessment during students' 8th grade year. SSISD High School Counselors and the Director of College and Career Readiness work together to help students and parents interpret the results of the assessments in guiding them to Endorsement selections and creation of the student's four year graduation plan. SSISD High School Counselors and the Director of College and Career Readiness work together to ensure that all 9th grade students have taken career interest/aptitude assessments and assist students in using the results to reinforce or develop their Endorsement/Career Choices and continually review the students' four year personal graduation plans to ensure students are taking a coherent sequence of courses to assist students in obtaining the necessary skills and training to be successful. Four-year plans are reviewed annually with students and include planned future goals leading to post-secondary education and/or technical training. All CTE courses provide career resources within their particular career cluster areas. ASVAB testing is administered during students' 11th grade year. Counselors, the Director of College and Career Readiness, and CTE teachers work cooperatively to help match students with technical schools, community colleges, military, or four-year universities.

Part 7: 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	ᑲ	ᑲ	ᑲ
2	Effective Teaching Skills Based on Research That Includes Promising Practices	ᑲ	ᑲ	ᑲ
3	Effective Practices to Improve Parental and Community Involvement	ᑲ	ᑲ	ᑲ
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	ᑲ	ᑲ	ᑲ

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	ᑲ	ᑲ	ᑲ
2	Business Internships	ᑲ	ᑲ	ᑲ
3	Train Teachers to Effectively Use Technology to Improve Instruction	ᑲ	ᑲ	℮

Part 7: Delivery of Professional Development (continued)

A. 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). 524 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 our regional service center and professional organizations for on-going professional development training. Counselors, the Director of College and Career Readiness, administrators, and teachers receive on-going professional development training through local, regional, and state professional organizations as well. New teachers are assigned to a mentor training program during their first years of teaching. The Director of College and Career Readiness conducts annual CTE professional development training.

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Program Description
PS3012 - Local Plan

Part 8: Developing, Improving, or Expanding the Use of Technology in CTE Programs

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

Part 9: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	ь	ь	ь
2	Students	ь	ь	ь
3	Academic Teachers	ь	ь	ь
4	Business, Industry and Labor (including small businesses)	ь	ь	ь
5	Representatives of Special Populations	ь	ь	ь
6	Community Partners	ь	ь	ь
7	Faculty	ь	ь	ь
8	Administrators	ь	ь	ь
9	CTE Teachers	ь	ь	ь
10	Other (Specify)	є	є	є

A. Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program. 441 of 1500

All nine groups (parents, students, academic teachers, business/industry, special populations representatives, community partners, faculty, administrators, and CTE teachers) are involved in aligning CTE programs with industry standards and needs, offering counsel on the development and growth of CTE programs, implementing new CTE programs, providing input into establishing annual goals/objectives for improving each CTE program area, and conducting annual CTE program evaluations to determine progress. Each CTE career program area assembles with CTE Advisory Committee members and meets each semester as well as through on-going communications during the school year. Representative members of the CTE Advisory Committee include: industry professionals, business and community partners, local junior college and university representatives, workforce agency representatives, teachers, administrators, counselors, parents and students. The local Economic Development Corporation and Workforce Solutions provide input into current workforce trends and needs.

Part 10: Educator Recruitment and Retention

A. 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. 970 of 1500

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 normally have very little turnover in CTE areas. The SSISD Board has a high priority to maintain competitive wages and offer stipends to compete for teachers with districts of comparable size. Underrepresented groups are included in all recruitment efforts as listed above.

B. Describe efforts to improve the transition to teaching from business and industry, including mentorship programs. 768 of 1500

New CTE teachers are enrolled in our SSISD mentoring training program. New teachers attend professional development training geared specifically for new teachers three days prior to all other faculty returning to campus. This professional development offers guidance in making the transition from business to industry. Administrators work closely with new teachers to guide and foster mentoring relationships. New teachers are encouraged to join professional organizations and attend professional organization conferences/workshops to receive additional support/training on an on-going annual basis. The district requires all employees to maintain at least twelve hours of professional development training during the summer months.

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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	View List of Members	47,558.00
Reallocation		7,674.00

Grand Total

Total Funds Available:	55,232.00

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)	2,500		2,500
6300	Supplies and Materials (Itemized in Part 6)	49,732		49,732
6400	Other Operating Costs (Itemized in Part 7)	3,000		3,000
6500	Debt Services (Itemized in Part 8)			
6600	Capital Outlay (Itemized in Part 9)			
8911	Operating Transfers Out			

Subtotal

Maximum Allowable Indirect Costs: $ 0	Total Direct Costs:	55,232		55,232
	0.000 % Indirect Costs Help			

Grand Total

Total Budgeted Costs	55,232		55,232
The remainder of Part 2 is hidden because there is no shared services arrangement.			

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Program Budget

BS6003 - Program Budget Summary and Support

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

∈ 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.

Number of Highway Miles from the High School:		Name of High School:	

∈ 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	∈	∈

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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	2,500	
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.		
Subtotal				
		Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval		
		Total Professional and Contracted Services Costs	2,500	

Part 6: 6300 – Itemized Supplies and Materials Costs

		Total Supplies and Materials Costs	49,732	

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.		
Subtotal				
		Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval	3,000	
		Total Other Operating Costs	3,000	

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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		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
2.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
3.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
4.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
5.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
6.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
	9-Digit Campus #	Property Value	Contract Dates		6523	Interest on Debt		
			Begin Date	End Date	Subtotal			
Total Costs								
						Total Debt Service Costs		

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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

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

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.

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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

☑	We are implementing the College and Career Initiative.
☑	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
☑	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
☑	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.
☑	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.
∈	Other:
∈	Other:

2. Link CTE at the Secondary and Postsecondary Level

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

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

☑	Our LEA offers multiple career preparation learning opportunities for our students.
☑	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.
☑	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.
☑	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.
∈	Other:
∈	Other:

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

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

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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

☑	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.
☑	Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.
☑	Our CTE teachers attend state professional development conferences for their instructional areas.
☑	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.
☑	Members of business and industry provide professional development to our staff about workplace requirements.
☐	Other:
☐	Other:

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

☑	We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.
☐	Other:
☐	Other:

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

☑	Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.
☑	Our CTE teachers are provided with technological tools to enhance instruction.
☑	We offer professional development in technology and industry/job market trends.
☐	Other:
☐	Other:

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

☑	Our LEA is implementing the College and Career Initiative.
☑	All or most our CTE students are pursuing a coherent sequence of courses.
☐	Other:
☐	Other:

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

☑	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.
☑	We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
☑	Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.
☑	Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.
☑	CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.
☐	Other:
☐	Other:

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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	5.43
2.	Link to Postsecondary CTE			4,000	1,500			5,500	9.96
3.	All Aspects of an Industry			3,000	1,500			4,500	8.15
4.	Expand the Use of Technology			6,000				6,000	10.86
5.	Provide Professional Development		2,000					2,000	3.62
6.	Evaluate Perkins-Funded Programs		500					500	0.91
7.	Initiate, Improve, and Expand Quality CTE Programs			28,732				28,732	52.02
8.	Sufficient Size, Scope, and Quality			2,000				2,000	3.62
9.	Activities for Special Populations			3,000				3,000	5.43

Subtotals (Total percentage may not equal 100% due to rounding.)

		2,500	49,732	3,000			55,232	100.00
						Indirect Costs		
						Total Budgeted Costs	55,232	

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								

Subtotals (Total percentage may not equal 100% due to rounding.)

Grand Total (Excluding Indirect Costs)

		2,500	49,732	3,000			55,232	

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

◯ Funds will not be pooled	◯ Funds will be pooled
What amount of funds will be pooled?	
List County/District Numbers for LEAs That Will Pool Funds:	

◯ Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors
◯ Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data
◯ Implementing CTE Programs of Study
◯ Implementing Technical Assessments

eGrants
TEXAS EDUCATION AGENCY

Organization: SULPHUR SPRINGS ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS #: PERKAA20

Vendor ID: 1756002535

School Year: 2019-2020

Notice of Grant Award

Application Submit Date: 7/1/2019

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
20420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A190043 84.048A	USDE	42002006	7/1/2019	8/15/2020	$0.00	$46,602.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID   002362033933   , 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	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date
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	*MaryAnn Whanga Hill, PhD*	8/22/2019

eGrants
TEXAS EDUCATION AGENCY

Organization: SULPHUR SPRINGS ISD	County District: 112901
Campus/Site: N/A	ESC Region: 08
SAS #: PERKAA20 Vendor ID: 1756002535	School Year: 2019-2020

Notice of Grant Award

Application Submit Date: 7/1/2019								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
20420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A190043 / 84.048A	USDE	42002006	7/1/2019	8/15/2020	$8,630.00	$55,232.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID   002362033933   , 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	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date
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	*Mary Ann Changa Bill, PhD*	12/18/2019

Programs of Study (POS) 2019-20 & 2020-21

The CTE Advisory Committee met in the fall to review the existing SSHS Programs of Study (POS) being offered and the 53 Programs of Study proposed by the state to determine which Programs of Study would be offered in the 2020-21 school year based on students' needs and the community needs as the driving force for the decisions. After much consideration and the advisement of the Advisory Committee, we selected 25 Programs of Study to be offered. The comparison of the existing POS and the state's proposed POS are outlined below.

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Animal Science*	*Animal Science*
Level 1	Principles of AG (1)	Principles of AG (1)
Level 2	Small Animal/Equine (1) Livestock Production (1)	Small Animal/Equine (1) Livestock Production (Adv) (1)
Level 3	Veterinary Medical App (1)	Veterinary Medical App/Lab (2)
Level 4	Practicum in AFNR (2) Advanced Animal Science (1)	Practicum in AFNR (2) Advanced Animal Science (1)
Certification	*Certified Veterinary Assistant Texas Beef Quality Assurance*	*Certified Veterinary Assistant*
# of Students	**92**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Plant Science*	*Plant Science*
Level 1	Principles of AG (1)	Principles of AG (1)
Level 2	Floral Design (1)	Greenhouse Operations & Prod (1)
Level 3	Horticulture Science (1) Advanced Floral Design (1)	Floral Design (1)
Level 4	Practicum in AG (2) Advanced Plant & Soil Science (1)	Practicum in AFNR (2) Advanced Floral Design(Innov)(1)
Certification	*TSFA Floral Design Level 1*	*TSFA Floral Design Level 1 & 2*
# of Students	**3**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Farm Management*	
Level 1	Principles of AG (1)	
Level 2	Livestock Production (1) Agriculture Mechanics (1)	
Level 3	Horticulture Science (1) Wildlife, Fisheries & Ecology (1)	
Level 4	Practicum in AG (2) Advanced Plant & Soil Science (1)	
Certification	*Texas Beef Quality Assurance Hunter's Education*	
# of Students	**3**	

Programs of Study: SSHS vs. State POS Comparison

	SSHS	TEA	
	2019-2020	**2020-21**	
Program of Study	*Wildlife Management*	*Environmental & Natural Resources*	
Level 1	Principles of AG (1)	Principles of AG (1)	NOT GOING TO OFFER
Level 2	Wildlife, Fisheries, & Ecology (1)	Wildlife, Fisheries, & Ecology (1)	
Level 3	Law Enforcement (1)	**Range Ecology Management/Lab (1-**	
Level 4	Practicum in AG (2) Advanced Animal Science (1)	Practicum in AG (2)	
Certification	*Hunter's Education*	*OSHA Hazardous Waste Operations & Emergency Response*	
# of Students	**4**		

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Welding*	*Applied Agricultural Engineering*
Level 1	Intro to Welding (1)	Principles of AG (1)
Level 2	Welding I (2) Agriculture Mechanics & Metal Tech (1)	Agriculture Mechanics & Metal Tech (1)
Level 3	Welding II (2) Welding I (1) Dual Credit WLDG 1307/1417	Agricultural Structures Design & Fabrication/Lab (2)
Level 4	Practicum in AG (2) Dual Credit WLDG 1428/1457 Welding II (2)	Agricultural Equipment Design & Fabrication/Lab (2) Practicum in AG (2)
Certification	*AWS D9.1 Sheet Metal Welding*	*AWS D9.1 AWS SENSE Welding Level 1 PJC - AWS D1.1 Structural Steel*
# of Students	**104**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Architecture*	*Architectural Design*
Level 1	Principles of Architecture (1)	Principles of Architecture (1)
Level 2	Interior Design (1)	Architectural Design I (1) Interior Design I (1)
Level 3	Architectural Design I (1) Dual Credit CAD 1309/1305	Architectural Design II (2) Interior Design II (2)
Level 4	Architectural Design II (2) Dual Credit CAD 1325/2319	Practicum in Architectural Design (2) Career Prep (2-3)
Certification		*Autodesk Certified Professional or User in AutoCAD OR Revit Architecture*
# of Students	**51**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Construction*	*Carpentry*
Level 1	Principles of Construction (1)	Principles of Construction (1) Principles of Architecture (1)
Level 2	Construction Technology I (2) Interior Design (1)	Construction Technology I (2)
Level 3	Construction Technology II (2)	Construction Technology II (2)
Level 4	Practicum in Construction Tech (2)	Practicum in Construction Technology (2) Career Prep (2-3)
Certification	*NCCER Core Level I (started, but none)*	*NCCER Core Curriculum*
# of Students	*43*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	**Broadcasting**	**Digital Communications**
Level 1	Pirnciples of Arts, AV Tech & Commun (1)	Principles of Arts, AV Tech & Commun (1) Digital Communications in the 21st Cent (1 - MS)
Level 2	Audio/Video Production I (1)	Audio/Video Production I
Level 3	Audio/Video Production II (2)	Audio/Video Production II/Lab (2)
Level 4	Practicum in Audio/Video Prod (2)	Practicum in Audio/Video Prod (2)
Certification	*Adobe Certified Associate Premier Pro*	*Adobe Certified Associate Premier Pro*
# of Students	*13*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Graphic Design Journalism*	**Design & Multimedia Arts**
Level 1	Principles of Arts, AV Tech & Commun (1)	Principles of Arts, AV Tech & Commun (1) Digital Media (1)
Level 2	Commercial Photography (1)	Graphic Design & Illustration (1)
Level 3	Graphic Design & Illustration for Journ(1)	Graphic Design & Illustration II/Lab (2)
Level 4	Graphic Design & Illustration II (2)	Practicum in Graphic Design & Illus (2) Career Prep (2-3)
Certification	*Adobe Certified Associate PhotoShop* *Adobe Certified Associate Illustrator*	*Adobe Certified Associate PhotoShop* *Adobe Certified Associate Illustrator* *Adobe Certified Associate In Design*
# of Students	*32*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Video Game Design*	
Level 1	Pirnciples of Arts, AV Tech & Commun (1)	
Level 2	Graphic Design & Illustration (1) Digital Media (1)	
Level 3	Animation (1)	
Level 4	Video Game Design (1)	
Certification	*Adobe Certified Associate PhotoShop* *Adobe Certified Associate Animate*	
# of Students	*35*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Business Management*	*Business Management*
Level 1	Principles of BMF (1)	Principles of BMF (1) Business Information Management I (1)
Level 2	Business Information Management (1)	Business Information Management II (1)
Level 3	Accounting I (1) Business Information Management II (1) Dual Credit BUSG 1301/1327	**Business Management**
Level 4	Practicum in Business Management (2) Dual Credit HRPO 2301/BUSI 2301 Career Prep (2-3)	**Practicum in Business Management (2)** **Career Prep (2-3)**
Certification	*MOS Word* *MOS Excel* *QuickBooks Certified User*	*MOS Word* *MOS Excel*
# of Students	*35*	

	SSHS	TEA	
	2019-2020	**2020-21**	
Program of Study	*Medical Management & Billing*	*Health Informatics (NOT PROPOSING)*	
Level 1	Principles of BMF (1)	Principles of Health Science (1) Medical Terminology (1)	
Level 2	Medical Terminology (1) Business Information Management (1)	Business Information Management I (1)	NOT GOING TO OFFER
Level 3	Accounting I (1)	**Health Informatics**	
Level 4	Business Information Management II (1) Anatomy & Physiology (1)	**Project-Based Research (1)**	
Certification	*MOS Word* *MOS Excel* *QuickBooks Certified User*	*MOS Word* *MOS Excel* *Medical Coding & Billing Specialist*	
# of Students	*3*		

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Accounting*	***Accounting & Financial Services***
Level 1	Principles of BMF (1)	Principles of BMF (1)
Level 2	Accounting I (1) Business Information Management (1)	Accounting I (1)
Level 3	Accounting II (1 Math)	Accounting II (1 Math)
Level 4	Financial Analysis	Practicum in BMF (2) Career Prep (2-3)
Certification	*QuickBooks Certified User*	*MOS Excel* *QuickBooks Certified User*
# of Students	**18**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Culinary Arts*	*Culinary Arts*
Level 1	Intro to Culinary Arts (1)	Intro to Culinary Arts (1)
Level 2	Culinary Arts (2)	Culinary Arts (2)
Level 3	Advanced Culinary Arts (2)	Advanced Culinary Arts (2)
Level 4	Practicum in Culinary Arts (2)	Practicum in Culinary Arts (2) Career Prep (2-3)
Certification	*Texas Food Handler Certification* *ServeSafe Manager*	*ServeSafe Manager*
# of Students	**84**	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	***Hospitality Services (CTED)***	***Lodging & Resort Management***
Level 1	Hospitality Services (CTED)	Principles of Hospitality & Tourism
Level 2	Hospitality Services (CTED)	Hospitality Services (1 Adv)
Level 3	Practicum in Hospitality Services I (CTED)	Practicum in Hospitality Services I (2)
Level 4	Practicum in Hospitality Services II (CTED)	Practicum in Hospitality Services II (2)
Certification		*ServeSafe Manager (Not on state list)*
# of Students		

	SSHS	TEA	TEA
	2019-2020	**2020-21**	**2020-21**
Program of Study	*Multimedia*	*Web Development*	*Information Technology Support & Services*
Level 1	Principles of Information Technology (1)	Principles of Information Technology (1)	Principles of Information Technology (1)
Level 2	Digital Media (1)	Computer Programming (1) Web Technologies (1)	**Computer Maintenance/Lab (2)**
Level 3	Animation (1)	**Web Game Development Web Design**	**Computer Technician Practicum (2)**
Level 4	Web Technologies (1) Practicum in IT - Tech Team (2)	Practicum in Information Technology (2) Career Prep (2-3)	**Computer Technician Practicum II (2)** Practicum in IT (2) Career Prep (2-3)
Certification	*Adobe Certified Associate Animate*	***MTA Intro to Programming Using HTML & CSS***	*CompTIA A+*
# of Students	*36*		

	SSHS	TEA	TEA
	2019-2020	**2020-21**	**2020-21**
Program of Study	*Computer Programming*	***Programming & Software Development (STEM)***	*Cybersecurity*
Level 1	Principles of Information Technology (1)	**Fundamentals of Computer Science (1)**	Principles of Information Technology (1)
Level 2	Computer Programming I (1) AP Computer Science (1)	Computer Science I(1)	Computer Science I(1)
Level 3	Computer Programming II (1)	AP Computer Science A (1) Computer Science II (1))	AP Computer Science
Level 4	Practicum in Information Technology (2)	Practicum in Information Technology (2) Career Prep (2-3)	Practicum in Information Technology (2)
Certification	*MTA Intro to Programming using JAVA*	*MTA Intro to Programming using JAVA*	*Oracle Certified Associate Java SE8*
# of Students	*27*		

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Entrepreneur*	*Entrepreneurship*
Level 1	Principles of BMF (1)	Principles of BMF (1)
Level 2	Business Information Management I (1) Graphic Design & Illustration (1)	Entrepreneurship Business Information Management (1)
Level 3	Entrepreneurship (1)	**Entrepreneurship II (TBD)**
Level 4	Career Prep (2-3) Web Technologies (1)	Practicum in Business Management (2)Career Prep (2-3)
Certification	*MOS Word MOS Excel Adobe Certified Associate Photoshop*	*MOS Word MOS Excel Entrepreneurship & Small Business (ESB)*
# of Students	*5*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Auto Repair*	*Automotive*
Level 1	Automotive Basics (1)	Automotive Basics
Level 2	Automotive Technology I (2) Small Engine Technology (1)	Automotive Technology I (2 ADV)
Level 3	Automotive Technology II (2)	Automotive Technology II (2)
Level 4	Practicum in Transportation (2)	Practicum in Transportation (2) Career Prep (2-3)
Certification	*ASE Entry-Level*	*ASE Entry-Level*
# of Students	*63*	

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Education & Training*	*Teaching & Training*
Level 1	Principles of Education & Training (1)	Principles of Education & Training (1) Principles of Human Services (1)
Level 2	Child Development (1)	Child Development (1)
Level 3	Instructional Practices (2)	Instructional Practices (2)
Level 4	Practicum in Education (2)	Practicum in Education (2) Career Prep (2-3)
Certification		*Educational Aide I*
# of Students	*91*	

	SSHS	TEA	TEA	TEA	TEA
	2019-2020	**2020-21**	**2020-21**	**2020-21**	**2020-21**
Program of Study	*Health Science*	*Healthcare Diagnostics*	*Healthcare Therapeutic*	*Nursing Science*	*Exercise Science & Wellness*
Level 1	Principles of Health Science (1)	Principles of Health Science (1)	Principles of Health Science (1)	Principles of Health Science (1)	**Principles of Exercise Science & Wellness (1) (TBD)**
Level 2	Health Science Theory (1)	Medical Terminology (1)	Medical Terminology (1)	Medical Terminology (1)	**Kinesiology I (1) (TBD)**
Level 3	Medical Terminology (1) Practicum in Health Science I (2)	Health Science Theory (1)	Anatomy & Physiology (1) Health Science Theory (1) **Medical Assistant (TBD)**	Anatomy & Physiology (1)	Anatomy & Physiology (1)
Level 4	Practicum in CMA (2) Practicum in CNA (2) Practicum in EMT (2) Anatomy & Physiology (1)	Anatomy & Physiology Practicum in Health Science	Practicum in Health Science	**Practicum in Nursing (TBD)**	Career Preparation (2)
Certification	*Certified Nurse Assistant* *Certified Medical Assistant* *Emergency Medical Technician*	***Phlebotomy Technician***	*Certified Medical Assistant*	*Certified Nurse Assistant*	*Certified Personal Trainer*
# of Students	*266*				

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*Human Services*	*Family & Community Services*
Level 1	Principles of Human Services (1)	Principles of Human Services (1)
Level 2	Child Development (1)	Lifetime Nutrition & Wellness/Dollars & Sense (1) Child Development (1)
Level 3	Lifetime Nutrition & Wellness/Dollars & Sense (1)	**Counseling & Mental Health (1)**
Level 4	Practicum in Huma Services (2)	Practicum in Human Services (2) Career Prep (2-3)
Certification		***Certified Associate in Project Management***
# of Students	*43*	

	SSHS	TEA	TEA
	2019-2020	**2020-21**	**2020-21**
Program of Study	*Law & Public Safety*	*Law Enforcement*	*Emergency Services*
Level 1	Principles of Law (1)	Principles of Law (1)	Principles of Law (1)
Level 2	Law Enforcement I (1)	Law Enforcement I (1)	**Disaster Response (NEW Innovative)** **Counseling and Mental Health (NEW)**
Level 3	Court Systems (1) Dual Credit CRIJ 1301/2323	Counseling & Mental Health (1) **Law Enforcement II (1)**	**Firefighter I (2)**
Level 4	Practicum in Law (2) Dual Credit CRIJ 1307/2328	Forensic Science (1) Practicum in Law (2)	**Emergency Medical Technician (NEW Innovative) (2)** Practicum in Law (2)
Certification		***NonCommissioned Security Officer Level II***	***Basic Structure Fire Protection Certification*** *Emergency Medical Technician*
# of Students	*132*		

	SSHS	TEA
	2019-2020	**2020-21**
Program of Study	*STEM Robotics*	*Advanced Manufacturing & Machinery Mechanics*
Level 1	Principles of Applied Engineering (1)	Principles of Applied Engineering (1)
Level 2	Robotics I (1)	Robotics I (1)
Level 3	Robotics II (2 Math)	Robotics II (2 Math)
Level 4	Practicum in STEM	Practicum in Manufacturing (2) Career Prep (2-3)
Certification		***FANCU Robot Operator I***
# of Students	*17*	

Student Certifications

This year, due to COVID closing, we were unable to attain the number of certifications that should have been attained this year. We had 55 certifications earned this year from the state list. However, in our class of 2020, there were **99 seniors graduating with an Industry-Based Certification through CTE, which was up from 21 the year before.**

Agriculture
Certified Veterinarian Assistant
Four students took and passed the CVA. Those students were:
Haylie Barrett
Kristopher Brown
Madison Maynard
Trevon Washington

Education & Training
Educational Aide I
16 Students qualified to be certified, 10 completed the application process and were certified. Those students were:
Catherine Friddle
Ty Giles
John Hammans
Grayson McClure
Alexander Medina
Kylie Murray
Da'korian Sims
Michael Thomas
Bryson Vickery
Addison White

Hospitality : Culinary Arts
Learn2Serve Food Handler Training
61 students took and passed the ServSafe Food Handler Certification.

ServSafe Food Protection Manager
9 students took and passed the exam. Those students were:
Trinity Ashford
Miranda Baugh
Jessie Booth
Jesse Hernandez
Sydney Kuiper
Lucas Lantz
Valerie Lindsay
Michael Mercer
James York

Business, Marketing & Finance
MOS: Microsoft Office Excel
8 took the exam, 4 passed. Those students were:
Chad Maynard
Thomas Owen
Carter Owen
Jessica Snyder

MOS: Microsoft Office Word
24 students took the exam, 14 passed. Those students were: Fernando Chimal
Carolina Escobedo
Cameron Fox
Arely Martinez
Chad Maynard
Adam Ost
Aiken Owens
Reese Rabe
Sahib Randhawa
Catherine Rissman
Gavin Schroeder
Jaidyn Schroeder
Jessica Snyder
James York

Health Science

<u>**Certified Clinical Medical Assistant**</u>
15 students took the exam, 12 students passed. Those students were:
Ashlyn Bimmerle
Heather Bowen
Kennady Chancellor
Aaliyah Clayton
Ana Diosdado
Shelbee Foster
Brynna Irving
Macie Moore
Emily Muro Ashley
Noe Adam Ost
Alondra Santillan
Ricardo Torres
Alyssa Underwood
Erika Van Benthem

Information Technology

<u>**Microsoft Technology Associate Intro to Programming Using Java**</u>
3 students took the exam, 2 students passed. Those students were:
Brandon Griffith
Matthew Robinson

Survey Results - Program Evaluation

2019-20 SSHS Advisory Committee CTE Program Evaluation

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.

● Exemplary	13
● Above Expectations	0
● Proficient	2
● 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.

● Exemplary	12
● Above Expectations	2
● Proficient	1
● 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.

● Exemplary	9
● Above Expectations	6
● Proficient	0
● 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.

🔵	Exemplary	8
🟠	Above Expectations	4
🟢	Proficient	2
🔴	Below Expectations	1
🟣	Unsatisfactory	0

5. A sound public relations program is being conducted in the school and community (radio, TV, news stories, brochures, civic appearances, etc.).

🔵	Exemplary	8
🟠	Above Expectations	4
🟢	Proficient	2
🔴	Below Expectations	1
🟣	Unsatisfactory	0

6. Advisory committee members are encouraged to review facilities, courses, and instructional materials.

🔵	Exemplary	8
🟠	Above Expectations	5
🟢	Proficient	2
🔴	Below Expectations	0
🟣	Unsatisfactory	0

7. The CTE programs have a mission and measurable performance targets that are aligned with industry expectations.

🔵	Exemplary	11
🟠	Above Expectations	3
🟢	Proficient	1
🔴	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.

🔵	Exemplary	12
🟠	Above Expectations	3
🟢	Proficient	0
🔴	Below Expectations	1
🟣	Unsatisfactory	0

9. The computer hardware, software, lab equipment, tools, etc. provided in the CTE programs are comparable to those used in the industry.

🔵	Exemplary	5
🟠	Above Expectations	6
🟢	Proficient	3
🔴	Below Expectations	1
🟣	Unsatisfactory	0

10. It is important that the CTE programs provide opportunities for students to earn industry certifications.

● Very Important	10
● Somewhat Important	5
● Not Important	0
● Undecided	0

11. There is adequate communication between the CTE programs and business partners.

● Exemplary	9
● Above Expectations	4
● Proficient	2
● 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?

● STEM - Engineering	5
● Human Services - Cosmetology	5
● Transportation: Aviation Maint...	1
● Transportation: Diesel and He...	3

13. How do you feel our CTE programs are building community, business, and/or industry partnerships?

9 Responses

ID ↑	Name	Responses
1	anonymous	I feel that the program is accomplishing exactly what it is supposed to and building these partnerships helps to develop a common goal.
2	anonymous	I feel like we may be in the middle stages of solid partnerships. Continued inclusion/communication from teacher to industry personnel is vital for strength to grow. Strength will look like a community who understands that students are prepping for real life, not learning useless things. Many community members are still unaware that life skills are actively being taught in organized programs.
3	anonymous	I think it's a really great that our students receive these vocational training opportunities.
4	anonymous	Engaging with the businesses and others makes the school and its contribution through student education more visible.
5	anonymous	CTE Advisory Committee
6	anonymous	These programs do an excellent job of building the necessary partnerships with stakeholders
7	anonymous	by engaging business in classroom activities via speakers, field trips, etc.
8	anonymous	By including the community in the Advisory meetings.
9	anonymous	I feel like more people in the private sector and community know what is being taught at the HS and they know our goals, successes and struggles. I want people to know that we offer kids lots of choices and we offer a great education if kids will take advantage.

14. What recommendations could you suggest to improve the quality of the CTE Advisory Committee (participants, meetings, etc.)?

8 Responses

| ID ↑	Name	Responses
1	anonymous	It would be great to meet more often, maybe quarterly during the school year.
2	anonymous	More time in industry-specific break out sessions, then sharing new developments.
3	anonymous	None. This group is very special
4	anonymous	Keep up the good work. Push hard to obtain resources. Very impressed with the honesty and the review process of programs.
5	anonymous	Local university credit for certification in application processs
6	anonymous	i believe meetings are going well.
7	anonymous	None at this time.
8	anonymous	none at this time

2019-20 SSHS Teacher CTE Program Evaluation

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.

🔵	Exemplary	7
🟠	Proficent	13
🟢	Developing	1
🔴	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.

🔵	Exemplary	9
🟠	Proficient	7
🟢	Developing	4
🔴	Improvement Needed	1
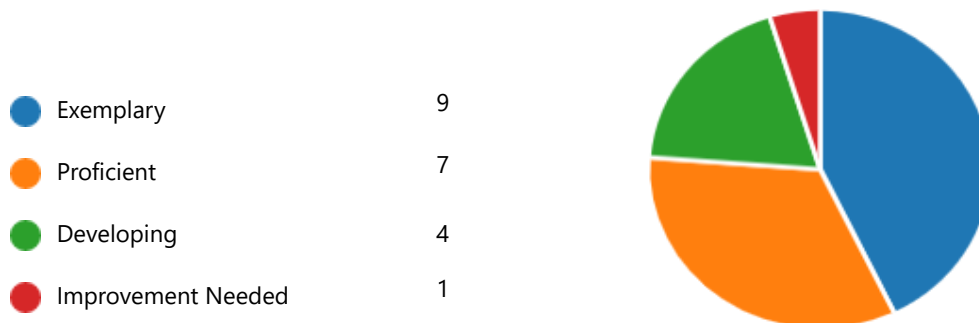
3. I maintain an annual plan of instruction with specific goals and objectives (Scope and Sequence).

🔵	Exemplary	9
🟠	Proficient	9
🟢	Developing	3
🔴	Improvement Needed	0
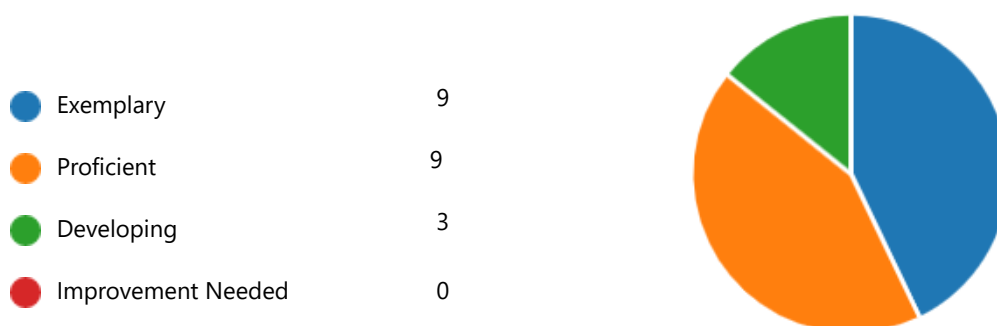
4. I utilize a well-defined grading system and a copy was provided to each student at the beginning of the school year/semester (Syllabus).

|		
🔵	Exemplary	10
🟠	Proficient	7
🟢	Developing	3
🔴	Improvement Needed	1

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).

21	4.1
Responses	Average Number

6. Do you use rubrics to score performance based tasks or assessments?

🔵	Yes	17
🟠	No	1
🟢	Maybe	3
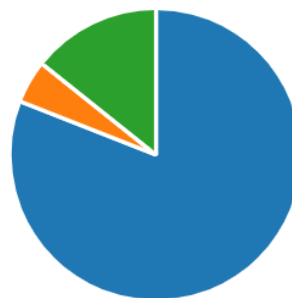
7. The curriculum I use is enriched with related resources (audiovisuals, guest speakers, field trips, other community resources, internet activities, etc).

🔵	Exemplary	11
🟠	Proficient	7
🟢	Developing	3
🔴	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.

🔵	Exemplary	11
🟠	Proficient	9
🟢	Developing	1
🔴	Improvement Needed	0

9. How often do you reinforce core academic TEKS within your CTE lessons?

🔵	Always	10
🟠	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.

🔵	Examplary	5
🟠	Proficient	13
🟢	Developing	3
🔴	Improvement Needed	1

11. I have been trained on using instructional strategies in the classroom utilizing technology.

🔵	Yes	20
🟠	No	1

12. I have received training opportunities and been advised of how to implement strategies to ensure the needs of special populations are met.

🔵	Yes	18
🟠	No	3
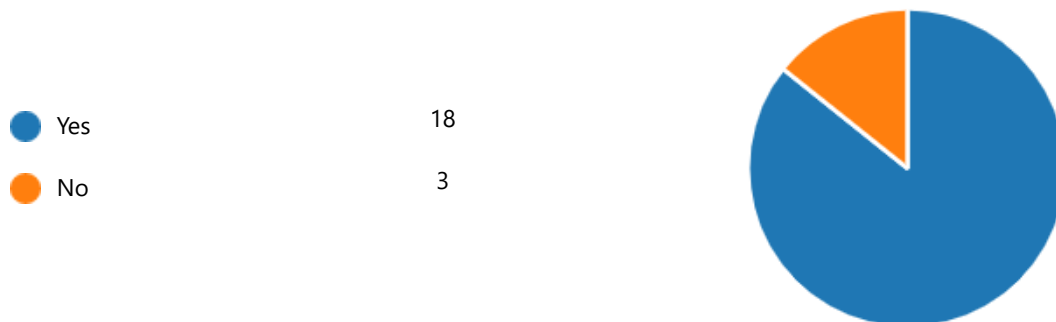
13. I would benefit from working together in a Career Cluster team to help align instruction to better serve students working through a career pathway/endorsement.

🔵	Yes	17
🟠	No	0
🟢	Undecided	4
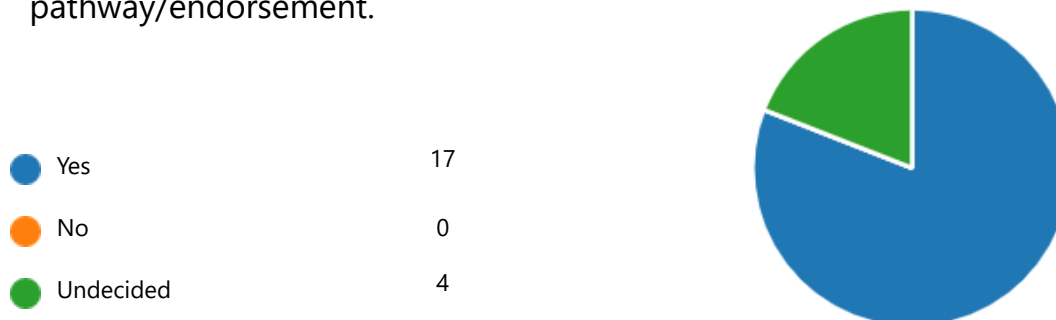
14. I hold a valid teacher certification for the classes I teach.

● Yes	13
● No	4
● Not Sure	4

15. I have attended or am planning to attend a professional development conference or program specific work

● Yes	18
● No	2

16. I maintain membership with a related

● Yes	14
● No	7

17. My teaching methods are periodically evaluated by administrators.

🔵	Yes	21
🟠	No	0
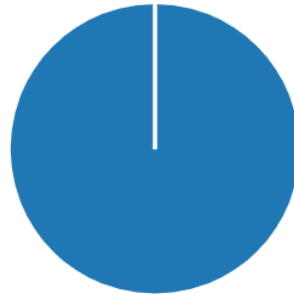
18. Has the enrollment in the courses you teach increased this year from last year?

🔵	Yes	18
🟠	No	3

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.

🔵	Exemplary	11
🟠	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.

🔵 Yes	18	
🟠 No	2	
🟢 Not sure	1	

21. I understand and know what CTE courses are articulated with PJC?

🔵 Yes	11	
🟠 No	3	
🟢 Not sure	7	

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.

🔵 Exemplary	7	
🟠 Proficient	7	
🟢 Developing	5	
🔴 Improvement Needed	2	

23. I maintain a current inventory of equipment and/or tools and update annually.

🔵	Exemplary	13
🟠	Proficient	4
🟢	Developing	3
🔴	Improvement Needed	1

24. There are procedures and sufficient funds for replacement and/or immediate repair of malfunctioning equipment and/or tools.

🔵	Exemplary	11
🟠	Proficient	6
🟢	Developing	4
🔴	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.

🔵	Exemplary	7
🟠	Proficient	8
🟢	Developing	2
🔴	Improvement Needed	4

26. Storage space is functional and adequate for instructional materials, supplies, equipment, and projects of the program

🔵	Exemplary	4
🟠	Proficient	10
🟢	Developing	3
🔴	Improvement Needed	4

27. Is an appropriate storage area or locked cabinet provided for storing hazardous materials where appropriate

|		
🔵	Yes	10
🟠	No	1
🟢	Not applicable	10

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.

|		
🔵	Exemplary	5
🟠	Proficient	10
🟢	Developing	1
🔴	Improvement Needed	5

29. Safety instruction is planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities.

🔵 Exemplary	12
🟠 Proficient	7
🟢 Developing	2
🔴 Improvement Needed	0
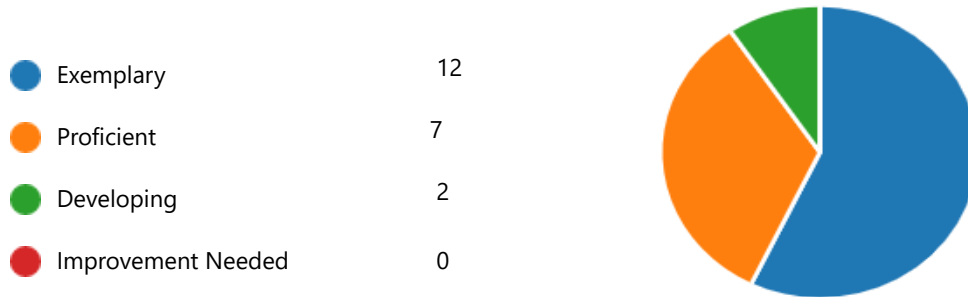
30. Has a safety checklist been completed for the student environment (shop areas and labs)?

🔵 Yes	7
🟠 No	3
🟢 Not applicable	11
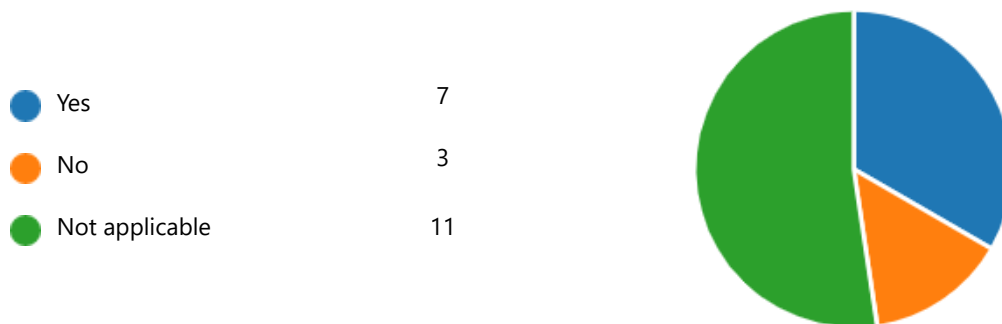
31. Is a hazardous waste disposal system in place for the program where appropriate (shop, labs)

🔵 Yes	7
🟠 No	3
🟢 Not applicable	11
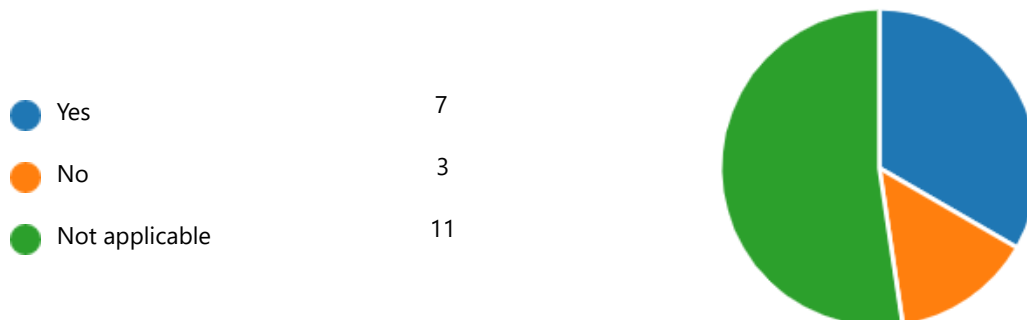
32. Are student safety tests (OSHA, teacher developed, etc.) indicating 100% accuracy on file for each student and evidence of hazardous material handling and right-to-know instruction retained on file to verify that appropriate training has taken place (shop areas and labs).

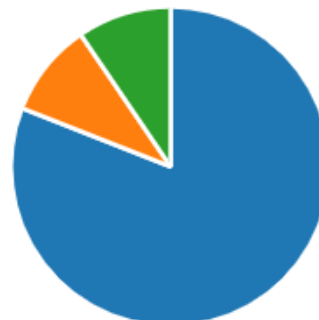|	
● Yes	6
● No	4
● Not Applicable	11

33. The instructional facility provides adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning.

● Exemplary	9
● Proficient	8
● Developing	1
● Improvement Needed	3

34. Are facilities readily accessible to people with disabilities?

● Yes	17
● No	2
● Unsure	2

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.

|		
🔵 Exemplary	14	
🟠 Proficient	4	
🟢 Developing	1	
🔴 Improvement Needed	2	

36. The statement of nondiscrimination is included on promotional publications and other materials that I distribute to students and parents.

🔵 Exemplary	14	
🟠 Proficent	5	
🟢 Developing	1	
🔴 Improvement Needed	1	

37. CTSO activities are an integral part of my instructional program.

|		
🔵 Exemplary	9	
🟠 Proficient	4	
🟢 Developing	5	
🔴 Improvement Needed	3	

Developing: 5 (24%)
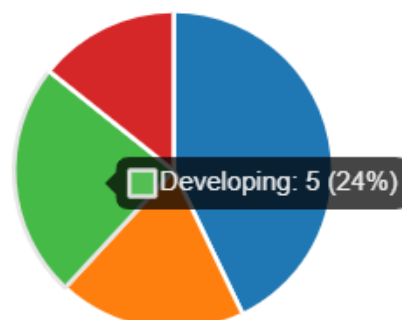
38. Each CTSO member was encouraged and provided an opportunity to attend and/or participate in local, state, and/or national level activities/competitions.

🔵	Exemplary	14
🟠	Proficient	3
🟢	Developing	1
🔴	Improvement Needed	3
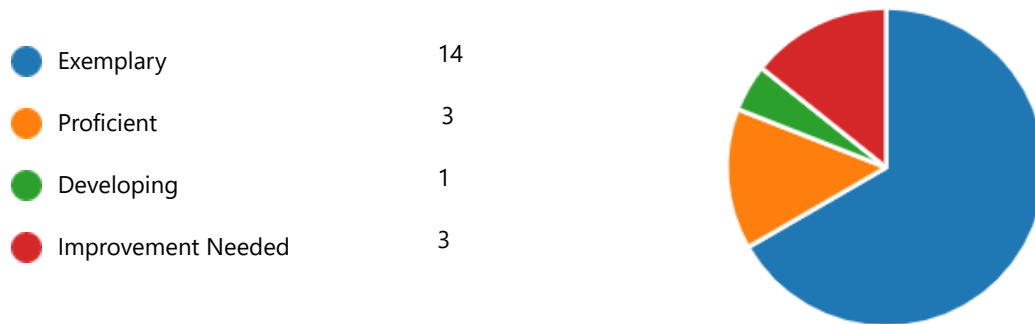
39. Students are provided the opportunity to gain industry certifications in the program area in which I teach.

🔵	Yes	16
🟠	No	5
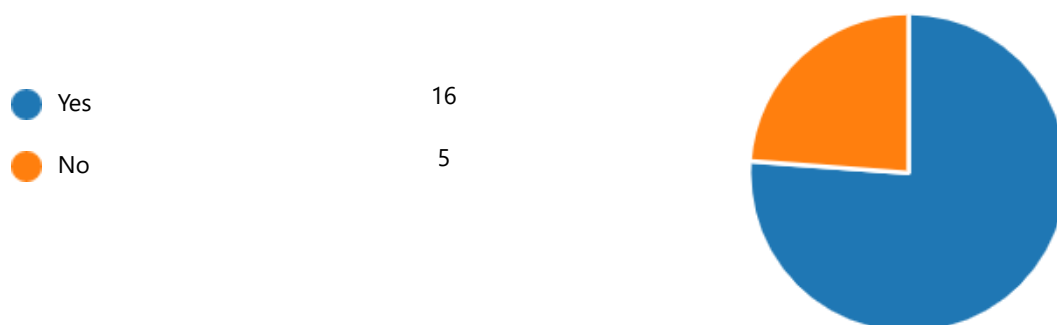
40. Please provide any ideas you may have for improving current CTE programs or developing new CTE programs.

10   Responses

ID ↑	Name	Responses
1	Brynn Smith	Cosmetology would be a huge asset to SSHS. Health sciences needs an aide or an assistant for lab days. It's impossible to fit a class of 25 into the lab and have a constructive lesson. It also takes days up to weeks to check students off on skill proficiency without any assistance.
2	Demetra Robinson	I believe overall our Law program works very well. I believe once curriculum is purchased that students cannot simply "google" to find answers the process will improve. (in process) At present I do not have any recommendations, we will be starting firefighter courses in the Fall as well as discontinuing Court Systems for Law Enforcement II. It is my belief that we need to evaluate each program offered at the end of the 2020/2021 school year to measure how our new courses are performing before adding any additional programs.
3	Paula Hass	I know we don't have the space, but I believe a Cosmetology program would be of great benefit to our students. Every semester I have multiple students say they plan to attend cosmetology school after graduation.
4	Heath Gammill	More indoor/outdoor spaces.
5	Lynn Smith	I think we are doing a good job with what we have. I don't think any new programs are needed at this time. Most CTE teachers currently have between 3-5 preps and adding new programs seems like it might be spreading our resources too thin.
6	Ruston Pennington	The tools and equipment are there but we don't have the facilities or space needed! Also, the curriculum is becoming better defined but still needs to be fully fleshed out. It currently revolves around events and competitions and needs to be filled out and better defined in the "off-season" times.
7	John Wilder	New and improved topical lessons for the new programs of study we will be offering the 20-21 school year.
8	Joel Bailey	Would like to renovate classroom environment sometime in the next school year for better working conditions...
9	Lindsey Arthur	I think it is awesome!! We have a great CTE director so that helps tremendously!!
10	Deanna McCoy	I fully believe funds are there, as a citizen, based on what we put toward sports, and they must be appropriated toward a new CTE facility. Let's go big, and show the community that we are truly about training the kids for real life and jobs, not just something that will likely end for most upon graduation -- sports. #WeAreSS

2019-20 SSHS Student CTE Program Evaluation

1. Have you already completed this survey in another CTE class?

🔵 Yes	188
🟠 No	346

2. What are your plans after graduation?

|	
🔵 Attend a 4-year university to p...	220
🟠 Attend a Junior College to pur...	58
🟢 Go right into the workforce	13
🔴 Join the Military	17
🟣 Undecided	83

3. I have reviewed my 4-Year Plan in Career Cruising this year.

🔵 Yes	284
🟠 No	111

4. What Career & Technical Student Organization (CTSO) were you a member of this year?

🔵	Business Professionals of Ame...	30
🟠	Family, Career and Community...	56
🟢	FFA	51
🔴	Health Occupations Students ...	51
🟣	National Technical Honor Soci...	20
🟤	Texas Association of Future Te...	5
🟣	None	200
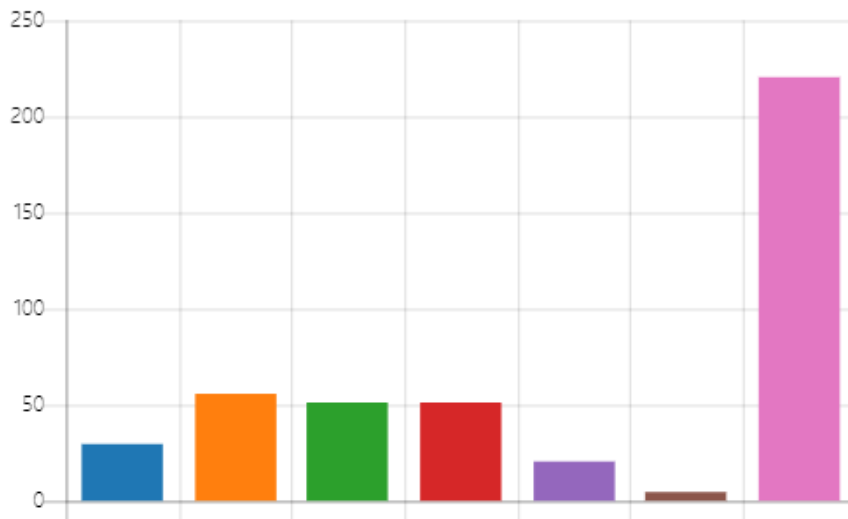
5. The following list represents Career Pathways/Endorsements that we currently do NOT offer at SSHS. If offered, which would you have been interested in pursuing if they had been offered?

🔵	STEM - Engineering Focus	81
🟠	Human Services - Cosmetolog...	177
🟢	Transportation - Aviation Mai...	33
🔴	Transportation - Diesel & Hea...	42
🟣	Other	53

6. What is the CTE course title that you are currently enrolled this period?

539

Responses

Latest Responses

"floral design"

"Audio and video production"

"Life Nutrition and Wellness"

7. What is the LAST NAME of the instructor for this course?

530

Responses

Latest Responses

"arthur"

"Owens"

"Williams"

8. The instructor clearly outlined the objectives of the course at the beginning of the school year/semester.

🔵 Well Above Expectations	250	
🟠 Above Expectations	146	
🟢 At Expections	126	
🔴 Below Expectations	4	
🟣 Well Below Expectations	3	

9. The instructor was prepared for class with organized materials for the content being taught.

🔵 Well Above Expectations	252	
🟠 Above Expectations	141	
🟢 At Expectations	126	
🔴 Below Expectations	9	
🟣 Well Below Expectations	4	

10. The learning and teaching methods encouraged student participation.

🔵	Well Above Expectations	265
🟠	Above Expectations	131
🟢	At Expectations	117
🔴	Below Expectations	12
🟣	Well Below Expectations	6

11. I felt free to ask questions, agree, disagree, and express ideas in this class.

🔵	Well Above Expectations	300
🟠	Above Expectations	106
🟢	At Expecations	111
🔴	Below Expectations	9
🟣	Well Below Expectations	6
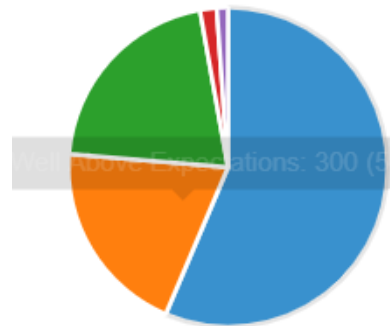
12. The units of study in the CTE course enabled me to learn new skills and information that will prepare me for college and for a future career.
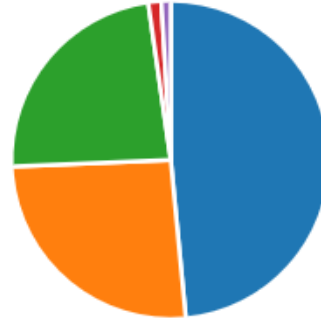
🔵	Well Above Expectations	242
🟠	Above Expectations	124
🟢	At Expectations	151
🔴	Below Expectations	9
🟣	Well Below Expectations	7
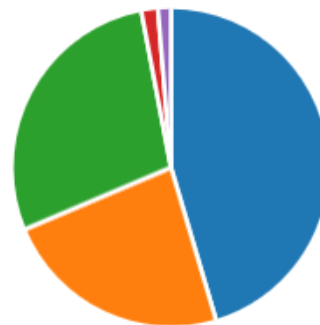
13. The teacher presented/taught the content of the course in a manner that I was able to understand.

|		
🔵	Well Above Expectations	257
🟠	Above Expectations	137
🟢	At Expectations	124
🔴	Below Expectations	7
🟣	Well Below Expectations	5

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.

🔵	Well Above Expectations	242
🟠	Above Expectations	138
🟢	At Expectations	132
🔴	Below Expectations	12
🟣	Well Below Expectations	7

15. The methods of assessments (tests, quizzes, assignments) were reasonable.

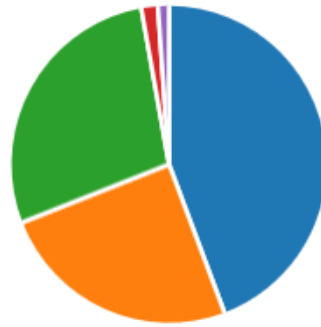|		
🔵	Well Above Expectations	234
🟠	Above Expectations	132
🟢	At Expectations	151
🔴	Below Expectations	8
🟣	Well Below Expectations	6
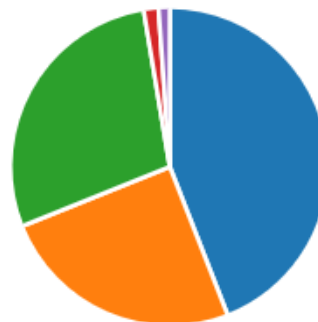
16. Assessments (tests, quizzes, assignments) were graded and returned in a timely manner.

🔵	Well Above Expectations	236
🟠	Above Expectations	132
🟢	At Expectations	150
🔴	Below Expectations	9
🟣	Well Below Expectations	6

17. The teacher allowed adequate time to cover the material in the course.

🔵	Well Above Expectations	250
🟠	Above Expectations	138
🟢	At Expectations	128
🔴	Below Expectations	12
🟣	Well Below Expectations	5

18. The textbook and/or learning materials used in the class were relevant and useful.

🔵	Well Above Expectations	217
🟠	Above Expectations	136
🟢	At Expectations	157
🔴	Below Expectations	13
🟣	Well Below Expectations	7
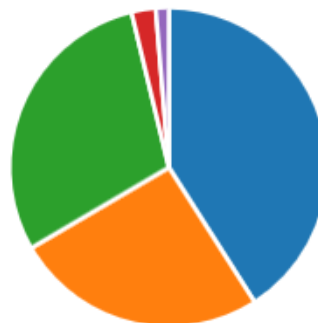
19. The instructor was fair and impartial in his/her evaluations of students in the class.

🔵	Well Above Expectations	261
🟠	Above Expectations	127
🟢	At Expectations	129
🔴	Below Expectations	7
🟣	Well Below Expectations	7
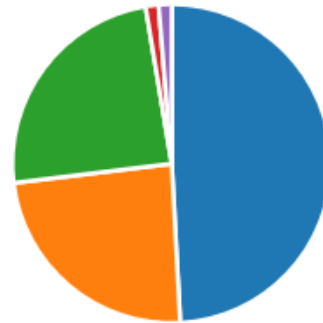
20. The instructor was responsive to student needs and problems in the class.

🔵	Well Above Expectations	278
🟠	Above Expectations	140
🟢	At Expectations	102
🔴	Below Expectations	6
🟣	Well Below Expectations	4
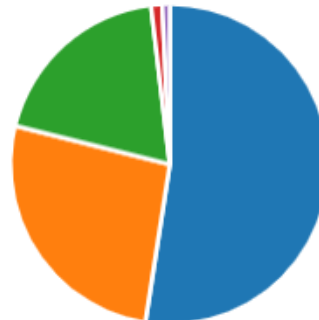
21. Would you consider taking another course taught by this instructor?

🔵	Yes	414
🟠	Maybe	84
🟢	No	35

22. Would you recommend this course to a friend?

● Yes   436

● Maybe   78

● No   16

23. What did you like MOST about this class?

511

Responses

Latest Responses

"idk"

"Creative freedom"

"The open discussions. "

24. What did you like LEAST about this class?

504

Responses

Latest Responses

"idk"

"N/a"

"Classmates who didn't want to engage in our discussion."

25. How could this course be improved?

487

Responses

Latest Responses

"idk"

"N/a"

"More hands-on learning."

26. I had an opportunity to earn an industry recognized certification in this course.

● Yes   78
● No   439

27. If you answered "Yes" to the question above, what was the name of the certification that you earned in the course?

102
Responses

Latest Responses

"yes"

"Adobe premiere certification"