



# CTE BULLETIN

## November 2021, Vol. I

### **Attention: High School Principals & CTE Administrators**

Do you have a CTE teacher who promotes high student engagement, hands-on activities, or other reasons why the CTE teacher should be nominated? If so, please submit your nomination by close of business on November 19, 2021. Click [here](#) to submit this month's nomination.

### **Kidwind Challenge**

Interested in hosting a KidWind Challenge in your area? [Sign Up](#) for the Newsletter! Support the 2021-2022 KidWind Challenge Season!

### **Planning a KidWind Challenge**

Join KidWind for a 2-hour course on how to hold a KidWind Challenge in your school, classroom or regional school district. This workshop covers the following topics.

- Timelines
- Fundraising
- Outreach
- Materials Required
- Support Provided
- Online Tools
- Questions

At the end of this event, you will know how to hold a KidWind Challenge at whatever level!

All participants get a KidWind T-shirt! [Sign Up Here!](#)

For more information, email Michael Arquin at [michael@kidwind.org](mailto:michael@kidwind.org).

## Attention: CTE Teachers, Counselors & SPED/ARD Educators

The Texas Education Agency has received inquiries from the field as well as education service center representatives about whether a teacher certified in special education who has taken the Work-Based Learning (WBL) module may serve as the Career and Technical Education (CTE) representative on the Admission, Review, and Dismissal committee (ARDC). While we encourage the teacher to serve on the ARDC to provide insight into the student's knowledge and skill progression, this teacher typically does not have the knowledge necessary to speak about all CTE programs of study and curricular options. The CTE representative at the ARDC meeting should be someone who has a full understanding of the sequence of courses, course content, prerequisite skills, equipment and safety rules, possible certification and licensure requirements, related fees, and participation in related organizations. In addition, with respect to continued placements, the CTE representative should be able to report on student performance and progress in the CTE program, be aware of and share concerns, and explain whether accommodations and modifications are effective for the individual student's success.

A special education teacher who has taken the WBL module *does not typically* possess the CTE programmatic and curricular knowledge to serve as the CTE representative on the ARDC. The TEA has also received inquiries from the field and ESC representatives about not including students with special needs in CTE courses with their peers. The Individuals with Disabilities Education Act (IDEA) states that a student who receives special education services must learn in the least restrictive environment (LRE).

This means that, to the maximum extent appropriate, a student with a disability must be educated with students who do not have disabilities. It also means that a student with a disability may not be placed in a special class that removes the student from the regular educational environment unless the nature or severity of the disability is such that education in a regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Access to the general curriculum, LRE, and a continuum of alternative placements must be considered when addressing students' needs and making placement decisions. These decisions are made on an individual basis by the student's ARD committee, which must include a representative from Career and Technical Education, preferably the teacher, when considering the initial or continued placement of a student in a career and technical education program.

The ARD committee determines the student's placement, which may, in limited situations, include a CTE course in a self-contained setting that serves only students with disabilities, but only when deemed necessary as described above. Therefore, an LEA can provide a CTE course in a special-education-only setting if the ARD committee has made an individualized determination that this setting is the LRE for the student. Also, because of the individualized decisions that must be made for each student with a disability, there must not be a pattern of "guiding" students with disabilities into any one program, and there must be an opportunity for interaction with peers in general education programs. Students who receive special education services must have access to general education courses, including CTE, as deemed appropriate by the ARDC. If you have any clarifying questions or concerns, please do not hesitate to contact Lacy Freeman at [lacy.freeman@tea.texas.gov](mailto:lacy.freeman@tea.texas.gov) and or contact Susie May [susan.may@tea.texas.gov](mailto:susan.may@tea.texas.gov).

- [TEA CTE Website](#)
- [Texas Transition Website](#)
- [Sign-up for the SCTN Newsletter!](#)



## NEW! Best Practices in School Improvement Professional Development Series

Gain Best Practices in Campus Improvement Using the Effective Schools Framework and Targeted Improvement Plan Template from the Texas Education Agency.

Region 4 Education Service Center has two series of professional development sessions to meet your needs. These sessions are designed for all school districts regardless of their performance. Click session IDs in **yellow** to register.

Take a deep dive into our Effective Schools Framework Series. In this interactive series, participants will examine key practices, current implementation, and plan future actions for each essential action in the ESF. These sessions are organized by key practices for your convenience. District leaders and campus instructional leadership teams are encouraged to attend and continue planning in these key areas.

- **Nov 3** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 1.1: Strong School Leadership and Planning (Virtual) [1644190](#)
- **Nov 9** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 4.1: High-Quality Instructional Materials (HQIM) and Assessments (Virtual) [1644217](#)
- **Nov 12** - Effective Schools Framework (ESF) Series: Overview (Virtual) [1644189](#)
- **Nov 17** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 5.1: Effective Classroom Routines and Instructional Strategies (Virtual) [1644220](#)
- **Nov 30** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 5.3: Data-Driven Instruction (Virtual) [1644221](#)
- **Dec 8** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 2.1: Strategic Staffing (Virtual) [1644222](#)
- **Dec 14** - Effective Schools Framework (ESF) Series: Unpacking Essential Action 3.1: Compelling and Aligned Vision, Mission, Goals, Values Focused On a Safe Environment and High Expectations (Virtual) [1644224](#)



## Targeted Improvement Plan Series Training Schedule

Click the Session IDs below to register.

Join us in a series of sessions designed to reflect on school improvement efforts for the 2021–2022 school year. These sessions are designed to pause at key points in the school year and reflect on implementation of campus and district initiatives.

- **Dec 1** - Targeted Improvement Plan (TIP) Series: Reflections and Progress 1, 90-Day Action Steps (Virtual) [1644740](#)
- **Feb 16** - Targeted Improvement Plan (TIP) Series: Reflections and Progress 2, 90-Day Action Steps (Virtual) [1644741](#)
- **June 1** - Targeted Improvement Plan (TIP) Series: End of Year Reflection and Future Planning (Virtual) [1644743](#)
- **July 7** - Targeted Improvement Plan (TIP) Series: Overview (Virtual) [1644754](#)
- **July 7** - Targeted Improvement Plan (TIP) Series: Creating a 90-Day Plan (Virtual) [1644713](#)



Community College  
Partners in Workforce  
<https://www.gulfcoastcc.org/>

## AN INSIDE LOOK AT TODAY'S HOTTEST CAREERS!



### A SPECIAL FORUM FOR:

- High School CTE Directors and Staff
- Counselors
- Advisors
- STEM Directors
- Faculty



**Friday, November 5**

**8:30 a.m. – 12:30 p.m.**

**FREE ADMISSION!**



Hosted by the Community College  
Petrochemical Initiative  
(A partnership of 9 community  
colleges)

**Important information to help high school students chart their educational path to today's well-paying, in-demand careers:**

- **Why the buzz about workforce training?**
- **What jobs are most in demand – and what do they pay?**
- **A day in the life of – What workers in these fields actually do, and what skills are needed.**
- **Why 9 community colleges are working together to train a new generation of workers.**
- **Discussion – How can we best connect with high school students and parents?**
- **And more!**

### **Sessions to Cover:**

**Machining, Construction, Maritime, Business Sectors, Dental Assisting, Criminal Justice & Law Enforcement, Computer/IT, Nuclear Power, and Welding**

**CLICK HERE TO REGISTER!**

If you have already registered, there is no need to do so again.



# NANOENVIRONMENTAL ENGINEERING for TEACHERS SPRING 2022

at Rice University, Arizona State University &  
The University of Texas at El Paso



## ABOUT NEET SPRING 2022

Thursdays | January 13–April 28, 2022

Rice: 6–9pm CT/ASU & UTEP: 5–8 MT

The Nanotechnology-Enabled Water Treatment (NEWT) NanoEnvironmental Engineering for Teachers (NEET) course is designed for AP Environmental Science, Environmental Systems, and Biology teachers in the Houston, TX; El Paso, TX; and Phoenix, AZ areas.

NEET guides participants as they:

- Think critically about current teaching practices
- Improve their understandings of AP and state standards
- Explore best practices in educational pedagogy
- Learn about NEWT research conducted at Rice University, ASU, Yale University, and UTEP
- Apply problem-based learning and engineering practices in the classroom

### Participants also receive:

- Strategies to engage students in the field of water sustainability
- Engineering Design and Project-Based Learning focused PD
- Lectures from NEWT faculty on cutting-edge NEWT research
- \$600 stipend, 45 sustained CPE hours, & \$150 for materials
- 6 hours of G/T PD credit subject to district approval
- An optional 3 hours of Rice graduate credit (requires submitting a special application plus a \$150 registration fee)

### Interested

Apply at [research.rice.edu/rstem/neet](https://research.rice.edu/rstem/neet)  
For more on NEWT, visit [newtcenter.org](https://newtcenter.org)

### Questions

Christina Crawford | Associate Director for Science & Engineering  
Rice Office of STEM Engagement | 713-348-4761 | [cc45@rice.edu](mailto:cc45@rice.edu)



RICE



Yale

NanoEnvironmental Engineering for Teachers (NEET) accepts applications from Houston area engineering, science, and math teachers to understand authentic, sustainable project-based learning. The course comes with a \$600 stipend, free college graduate credit or CPE hours, and classroom materials.

→ [Application Link](#)

→ [Webpage Link](#)

Information on our paid summer programs will be released in the following weeks. Rice would like to talk to anyone interested at HISD about the programs. If you have questions, please contact Christina Crawford, Associate Director for Science & Engineering, Rice Office of STEM Engagement at [cc45@rice.edu](mailto:cc45@rice.edu).