CTE Program of Study Implementation & Enhancement

WS#358450 Guest Password: Webb1848

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Today's Agenda

- Overview of CTE
  - Vision for Texas
  - 60x30TX Initiative
  - Labor Market Analysis
  - Upcoming Refresh
  - Program Design
- Approved CTE Clusters and Programs of Study
- CTE Concentrators and Completers
- Accountability and Phase-In
- Enhancing CTE Programs at the Local Level
- Essential Elements of a High-Quality CTE Program
- Methods of Administration (MOA)
- Student Attendance Accounting Handbook (SAAH)
- Q & A

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OVERVIEW OF CAREER & TECHNICAL EDUCATION PROGRAMS

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What Is Career and Technical Education?

Today, more than ever, employers want to hire entry-level employees who can hit the ground running. This is where career and technical education (CTE) comes in. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context. Building career pathways is a team sport. It requires the engagement and coordination of CTE teachers, guidance counselors, high school and college administrators, college faculty, employers, industry associations, and state education and workforce development agencies—all working together toward a common goal: to better prepare students for the complex and ever-changing world of work.

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Pursuing our vision for Texas students

At K-12 Graduation

Every Child, Prepared for Success in College, a Career, or the Military

Post-Secondary Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

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60x30TX

The four goals in the *60x30TX* Plan are essential to the future prosperity of Texas.

THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

- *Supports the economic future of the state*

THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

- *Requires large increases among targeted groups*

THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*

THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

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The 60x30 goal is bold but achievable. It will translate into 2.7 million 25- to 34-year-old Texans who have certificates or degrees in 2030. The goal is interdependent with the state's economy because it takes into account both graduates of Texas institutions and the in-migration of new residents who hold certificates and degrees. Texas must have a vibrant and diversified economy to attract and retain credentialed workers to meet the 60x30 goal.

The completion goal pertains solely to credentials produced by Texas institutions of higher education, and applies to students of all ages. Data from the Bureau of Labor Statistics make clear that students don't get much of an economic lift from college attendance unless they complete a degree or undergraduate certificate. With the successful achievement of this goal, Texas will award 6.4 million certificates or degrees during the 15 years of the *60x30TX* plan.

The marketable skills goal challenges institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs, and enable students to articulate those skills to potential employers. Marketable skills are those valued by employers. They include interpersonal, cognitive and applied skill areas. They are primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.

The student debt goal addresses balancing and managing student loan debt. Texas has an opportunity to balance student loan debt and improve how higher education is financed to reduce financial barriers that students and families encounter when pursuing any level of higher education. Success will require collaboration among elected officials and higher education leaders, and will probably require imaginative reinvention of paths to completion, including methods for teaching and learning.

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Labor Market Information Analysis

In-Demand	High-Wage	High-Skill
• Greater than statewide median growth (17%) • More than 500 annual openings	• Greater than median annual salary ($46,909)	• Bachelor's degree or industry core certification

- Perkins V is federal legislation requiring states using federal CTE funds to align CTE Programs of Study to meet the needs of Texas workforce

- Programs of Study
  - Prepare students to be college and career ready in a fast-growing Texas economy
  - Ensure that the courses available in the Programs of Study allow LEAs to create a coherent sequence of courses that prepare student for high-skilled occupations

Data Source: Lightcast™ Analyst 2023.

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Not all Programs of Study and not all IBCs are equal:

We must ensure we are supporting more students to reach the highest value career preparation

For the upcoming A-F refresh, we are exploring differential weighting for pathways, based on these three possible criteria:

In-Demand	High-Wage	High-Skill
• Greater than statewide median growth (17%) or greater than 10k jobs • More than 500 annual openings	• Greater than median annual salary ($46,909)	• Bachelor's degree or industry core certification

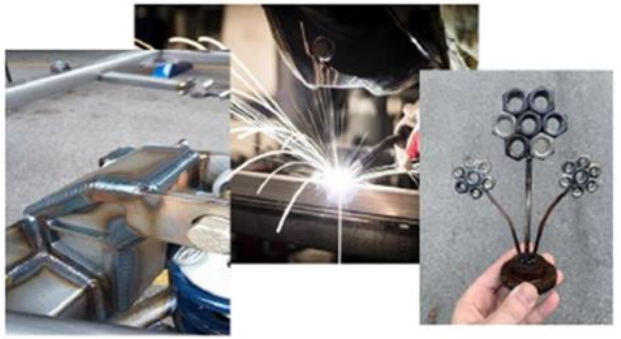
For the upcoming A-F refresh, we are exploring differential weighting for IBCs, based on their usefulness in industry. An example:

Narrow welding skill

AWS D1.1 Structural Steel
Student will demonstrate ability to weld carbon and low-alloy metals

(Core skill: Straight Line Weld)

Broad-based welding skills



AWS Certified Welder
Includes performing welding procedures such as fit-up, assembly and positioning; following safety protocols; identifying proper welding materials; and decerning the right welding position.

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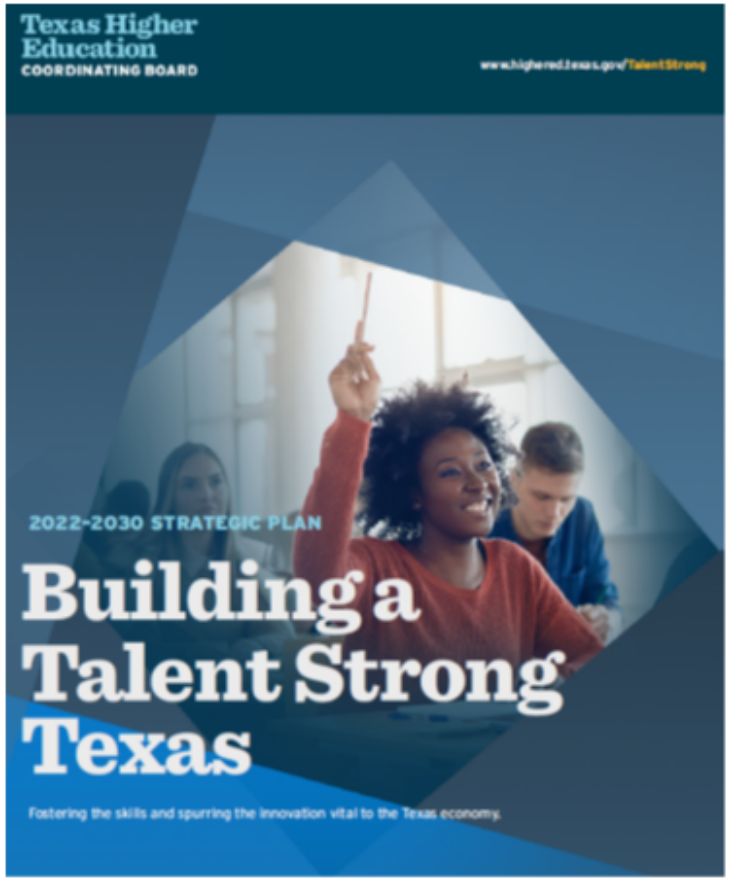
Building a Talent Strong Texas

Focuses on three measurable, data-driven goals

1. Attainment of postsecondary credentials
- 60% of Texans ages 25-64 will receive a degree, certificate, or other postsecondary credential of value by 2030.

2. Postsecondary credentials of value
- 550,000 students yearly will complete postsecondary credentials.
- 95% of students will graduate with no undergraduate student debt or have manageable levels of debt in relation to their potential earnings.

3. Research, development, and innovation
- $1 billion in annual research and development by 2030
- 7,500 research doctorates awarded annually



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Bridging the Skills Gap

Eight years after their expected graduation date, **students who focused on CTE courses** while in high school had **higher median annual earnings** than students who did not focus on CTE.

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Program Design

CAREER AND TECHNICAL EDUCATION PROGRAM DESIGN FRAMEWORK COMPONENTS

- LABOR MARKET DATA
- BUSINESS INDUSTRY PARTNERSHIPS
- DATA AND PROGRAM IMPROVEMENT
- ACCESS
- FACILITIES
- PREPARED STAFF
- PROGRAMS OF STUDY
- COURSES
- INDUSTRY-BASED CERTIFICATIONS
- WORK-BASED LEARNING
- CAREER EXPLORATION
- CTSOS
- COLLEGE AND CAREER READINESS SCHOOL MODELS
- POSTSECONDARY OPTIONS

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CTE Clusters and Programs of Study

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Approved Statewide-
14 Career Clusters

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio Visual Technology and Communications

Business, Marketing, and Finance

Education and Training

Energy

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law and Public Service

Manufacturing

Engineering NEW

Transportation, Distribution, and Logistics

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Programs of Study in Texas align to high-skill, high-wage, in-demand occupations

Texas Education Agency

57 Statewide Programs of Study and 8 Regional Programs of Study

Agriculture, Food, and Natural Resources

- Agriculture Business, Leadership, and Communications
- Animal Science
- Agricultural Technology and Mechanical Systems
- Environmental and Natural Resources
- Food Science and Technology
- Plant Science

Architecture and Construction

- Architectural Drafting and Design
- Carpentry
- Construction Management and Inspection
- Electrical
- HVAC and Sheet Metal
- Masonry
- Plumbing and Pipefitting

Arts, Audio Visual Technology and Communications

- Graphic Design and Interactive Media
- Digital Communications
- Printing and Imaging (Regional Program of Study)

Business, Marketing, and Finance

- Accounting and Financial Services
- Business Management
- Entrepreneurship
- Marketing and Sales
- Real Estate NEW
- Retail Management (Regional Program of Study)

Education and Training

- Early Learning
- Teaching and Training

Energy

- Oil and Gas Exploration and Production
- Refining and Chemical Processes
- Renewable Energy

Health Science

- Exercise Science, Wellness and Restoration (Medical Therapy & Exercise Science & Wellness Combined)
- Health Informatics
- Diagnostic & Therapeutic Services (Healthcare Diagnostics & Healthcare Therapeutic, and courses from Medical Therapy combined)

Nursing Science

Biomedical Science

Hospitality and Tourism

- Culinary Arts
- Lodging and Resort Management
- Travel, Tourism and Attractions

Human Services

- Family and Community Services
- Health and Wellness
- Cosmetology and Personal Care Services (Regional Program of Study)

Information Technology

- Information Technology Support and Services
- Networking Systems
- Web Development
- Cybersecurity
- Programming and Software Development

Law and Public Service

- Fire Science (previously Emergency Services)
- Government and Public Administration
- Law Enforcement
- Legal Studies

Manufacturing

- Robotics and Automation Technology
- Manufacturing Technology
- Welding
- Industrial Maintenance (from Regional to Statewide)
- Electronics Technology (Regional Program of Study)
- Advanced Manufacturing and Industrial Technology (Regional Program of Study

Engineering NEW

- Engineering Foundations
- Mechanical and Aerospace Engineering NEW
- Electrical Engineering NEW
- Civil Engineering NEW
- Geospatial Engineering and Land Surveying (Regional Program of Study)
- Drone (Unmanned Vehicle) (Regional Program of Study)

Transportation, Distribution, and Logistics

- Automotive and Collision Repair
- Aviation Maintenance
- Diesel and Heavy Equipment Maintenance and Commercial Drivers
- Distribution, Logistics, and Warehousing
- Aviation (Pilots) (from Regional to Statewide)
- Maritime (Regional Program of Study)

Programs of Study

Statewide and Regional

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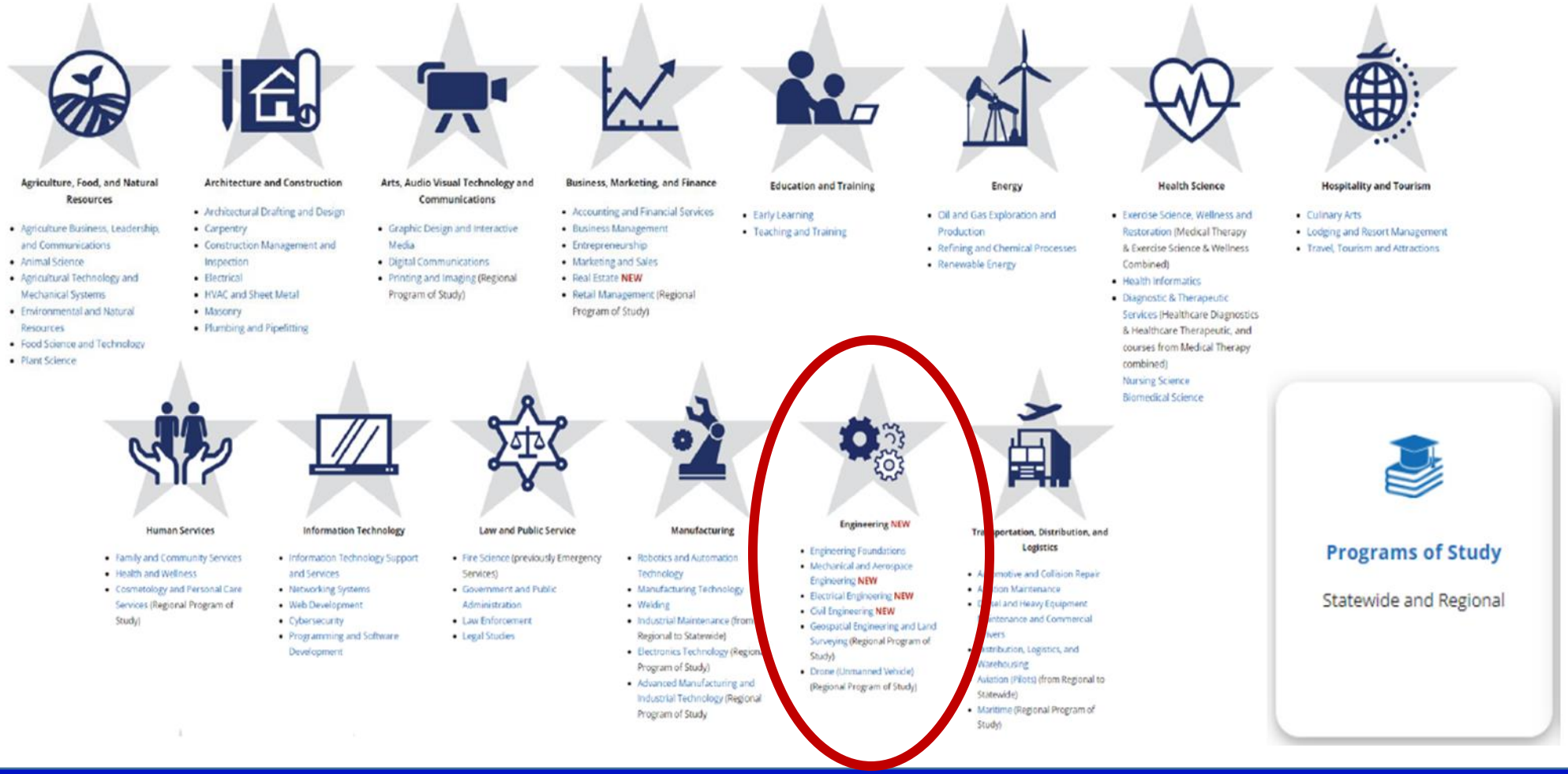
Programs of Study in Texas align to high-skill, high-wage, in-demand occupations

57 Statewide Programs of Study and 8 Regional Programs of Study



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What is a CTE Program of Study?

- CTE Programs of Study – Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career.
- These sequences embed relevant, real-world experiences and connect to pathways that culminate in one or more postsecondary credentials.

CTE Programs of Study Course Sequence

CTE Program of Study Benefits

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2024-2025 CTE Programs of Study

NEW: Refreshed programs of study will be implemented beginning with the 2024-2025 school year.

Perkins V is federal legislation requiring states that receive federal CTE funds to align CTE programs of study to high-wage, in-demand, and high-skill occupations. The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development and recent refresh of programs of study, which include coherent course sequences, industry-based certifications, and work-based learning opportunities to ensure students are prepared for high-wage, in-demand, and high-skill careers in Texas.

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Agriculture, Food, and Natural Resources

- Agriculture Business, Leadership, and Communications
- Animal Science
- Agricultural Technology and Mechanical Systems
- Environmental and Natural Resources
- Food Science and Technology
- Plant Science

Architecture and Construction

- Architectural Drafting and Design
- Carpentry
- Construction Management and Inspection
- Electrical
- HVAC and Sheet Metal
- Masonry
- Plumbing and Pipefitting

Arts, Audio Visual Technology and Communications

- Graphic Design and Interactive Media
- Digital Communications
- Printing and Imaging (Regional Program of Study)

Business, Marketing, and Finance

- Accounting and Financial Services
- Business Management
- Entrepreneurship
- Marketing and Sales
- Real Estate **NEW**
- Retail Management (Regional Program of Study)

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Education and Training

- Early Learning
- Teaching and Training

Energy

- Oil and Gas Exploration and Production
- Refining and Chemical Processes
- Renewable Energy

Health Science

- Exercise Science, Wellness and Restoration (Medical Therapy & Exercise Science & Wellness Combined)
- Health Informatics
- Diagnostic & Therapeutic Services (Healthcare Diagnostics & Healthcare Therapeutic, and courses from Medical Therapy combined)
- Nursing Science
- Biomedical Science

Hospitality and Tourism

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Engineering NEW

- Engineering Foundations
- Mechanical and Aerospace Engineering **NEW**
- Electrical Engineering **NEW**
- Civil Engineering **NEW**
- Geospatial Engineering and Land Surveying (Regional Program of Study)
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- Maritime (Regional Program of Study)

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Why Should a Student Pursue a CTE Program of Study?

Discussion and Share out.

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Why Should a Student Pursue a CTE Program of Study?

- √ Learns integrated academic and technical knowledge and skills that guide the students towards pursuing current and growing professions.
- √ Equips students with both content and hands-on preparation that develops more successful, work-force ready, marketable graduates, able to compete in the demands of a global economy.
- √ Offers students the opportunity to earn work-force certifications/licensures.
- √ Allows a student to specialize in a specific program of study.

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Why Should a Student Pursue a CTE Program of Study? (con't)

- √ Provides students and families options for saving time and money in post-secondary preparation.
- √ Provides students opportunities to develop leadership, confidence, and soft skills necessary for interpersonal and professional interaction inside and outside of the school setting.
- √ Adds value to a student's learning.

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CTE Concentrators and Completers

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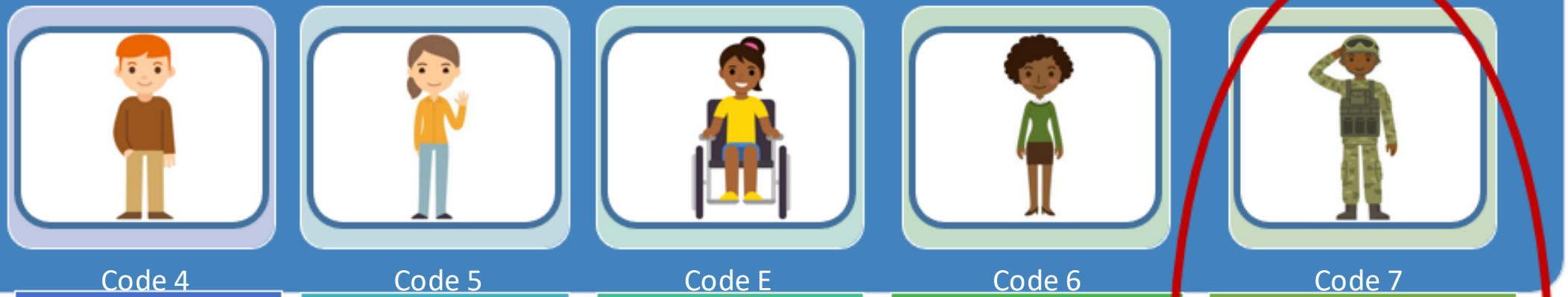
CTE Concentrators and Completers



Code 4	Code 5	Code E	Code 6	Code 7
Not CTE	**CTE Participants**	**CTE Explorers**	**CTE Concentrators**	**CTE Completers**
A student who never enrolled or who did not complete a high-school CTE course	A student completing one or more high-school CTE courses for less than two credits	A student completing two or more high-school CTE courses for a total of two or more credits and is not a participant, concentrator or completer	A student completing and passing at least two or more high-school CTE courses for a total of at least two credits within the same program of study and is not a completer	A student completing and passing three or more high-school CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study

CTE Concentrators and Completers must pass high school CTE courses to receive credit.

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Accountability and Phase-In Timeline

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Industry-Based Certifications (IBC) and Programs of Study for Accountability

Phase-In Timeline

Phase-In College Career and Military Readiness (CCMR) Credit Timeline

Grade of Students in SY 2021–22	SY 2021–22	SY 2022–23	SY 2023–24	SY 2024–25	SY 2025–26
Eighth	Not eligible to earn an IBC	Report IBC in PEIMS (**2019-22 and 2022-24 lists**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**)	Report IBC in PEIMS (**2022-24 and 2024-26 lists**)	Report IBC in PEIMS (**2022-24 and 2024-26 lists**) **2026 graduates CCMR credit:** 2022-24 and 2024-26 lists IBC plus Completer in aligned program of study[2]
Ninth	Report IBC in PEIMS (**2019-22 list**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**)	Report IBC in PEIMS (**2022-24 and 2024-26 lists**) **2025 graduates CCMR credit:** 2022-24 and 2024-26 lists IBC plus Concentrator in aligned program of study[2]	N/A
Tenth	Report IBC in PEIMS (**2019-22 list**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**) **2024 graduates CCMR credit:** IBC (2019-22 list with sunsetting limit and 2022-24 list) plus 1 course in an aligned program of study[1]	N/A	N/A
Eleventh	Report IBC in PEIMS (**2019-22 list**)	Report IBC in PEIMS (**2019-22 and 2022-24 lists**) **2023 graduates CCMR credit:** IBC (2019-22 list with sunsetting limit and 2022-24 list)	N/A	N/A	N/A
Graduates	Report IBC in PEIMS (**2019-22 list**) **2022 graduates CCMR credit:** IBC (2019-22 list with sunsetting limit)	N/A	N/A	N/A	N/A
Rating will be assigned:	August 2023	August 2024	August 2025	August 2026	August 2027

C/O 2026 →

C/O 2025 →

C/O 2024 →

Completer - Student completing and passing 3+ CTE courses for a total of 4+ credits in the same Program of Study, including one level 3 or level 4 course within the same Program of Study

Concentrator - Student completing and passing 2+ CTE courses for a total of 2 or more credits in the same Program of Study (and not a Completer)

One course that is a level 2 or higher

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ACCOUNTABILITY PHASE-IN TIMELINE

CCMR Credit (Career Readiness)		
C/O 2024	C/O 2025	C/O 2026+
IBC **(2019-2022)** List with sunsetting limit and **(2022-2024)** lists. PLUS 1 course in an aligned Program of Study Rating will be assigned August 2025	IBC **(2022-2024)** and **(2024-2026)** lists. PLUS **CONCENTRATOR** in an aligned Program of Study Rating will be assigned August 2026	IBC **(2022-2024)** and **(2024-2026)** lists. PLUS **COMPLETER** in an aligned Program of Study Rating will be assigned August 2027

CONCENTRATOR (CODE 6)= A student who completes and passes two or more high school CTE courses for a total of at least two credits within the same Program of Study and not a Completer.

COMPLETER (CODE 7)= A student who completes and passes three or more high school CTE courses for a total of four or more credits including one level three or four course from within the same Program of Study.

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Questions?

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Enhance CTE Programming at the Local Level

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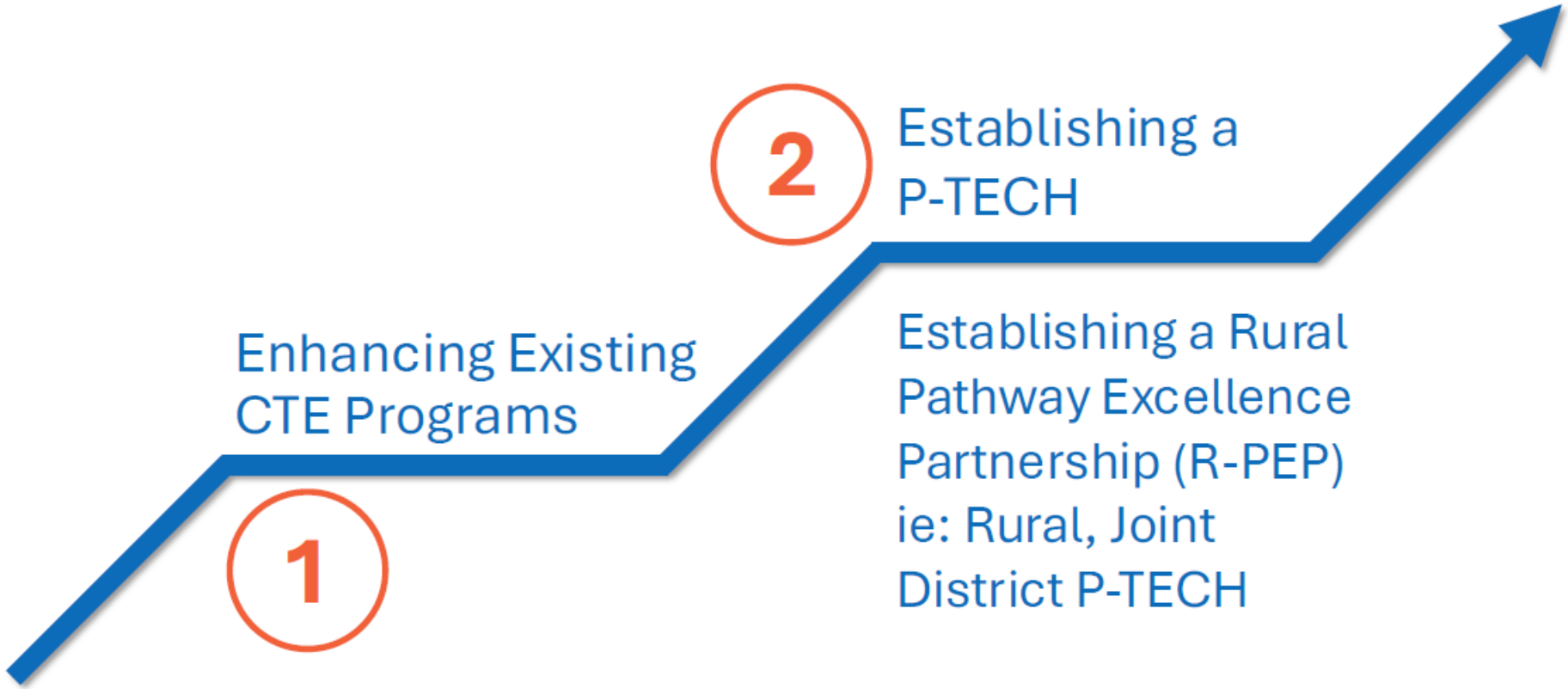
Strong career preparation pathways in K-12 can be established in a few ways:



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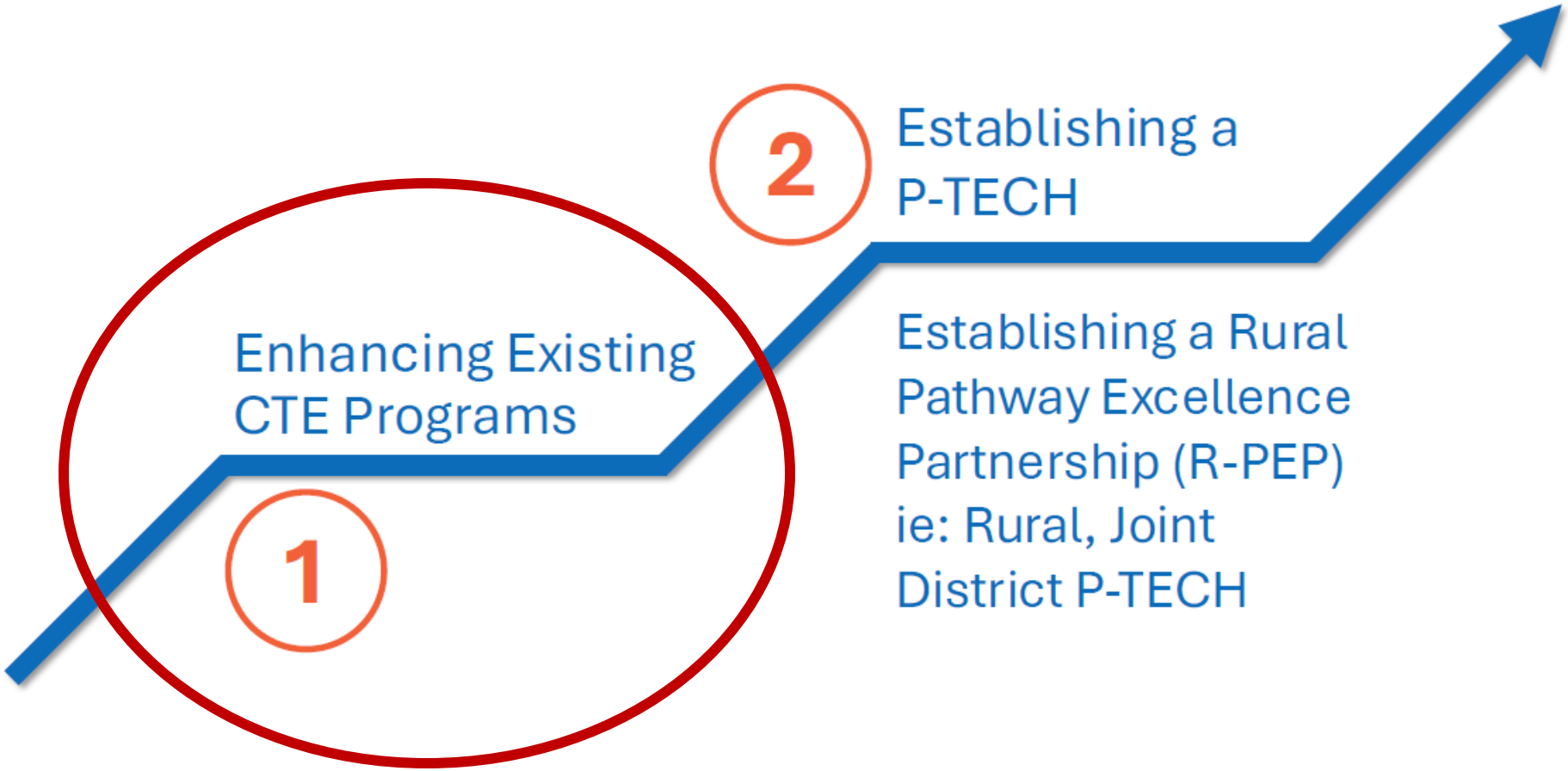

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Enhancing CTE Programming is a Multi-Step Process

1) Use labor market information, TEA resources, and district CLNA to decide what Programs of Study and courses to offer
2) Decide which aligned IBC(s) to offer or ensure Level I/II certificate opportunities
3) Identify the equipment and supplies that will be needed
4) Identify funding sources to support equipment and supplies acquisition
5) Select classroom instructional materials
6) Select and hire qualified instructors (teaching certifications, occupational experience)
7) Consider partnerships with Institutions of Higher Education (IHE), especially for Level I/II certificates
8) Finalize industry partnerships to implement work-based learning opportunities
9) Identify technical assistance needs for additional support
10) Identify operational funding sources
11) Generate student interest

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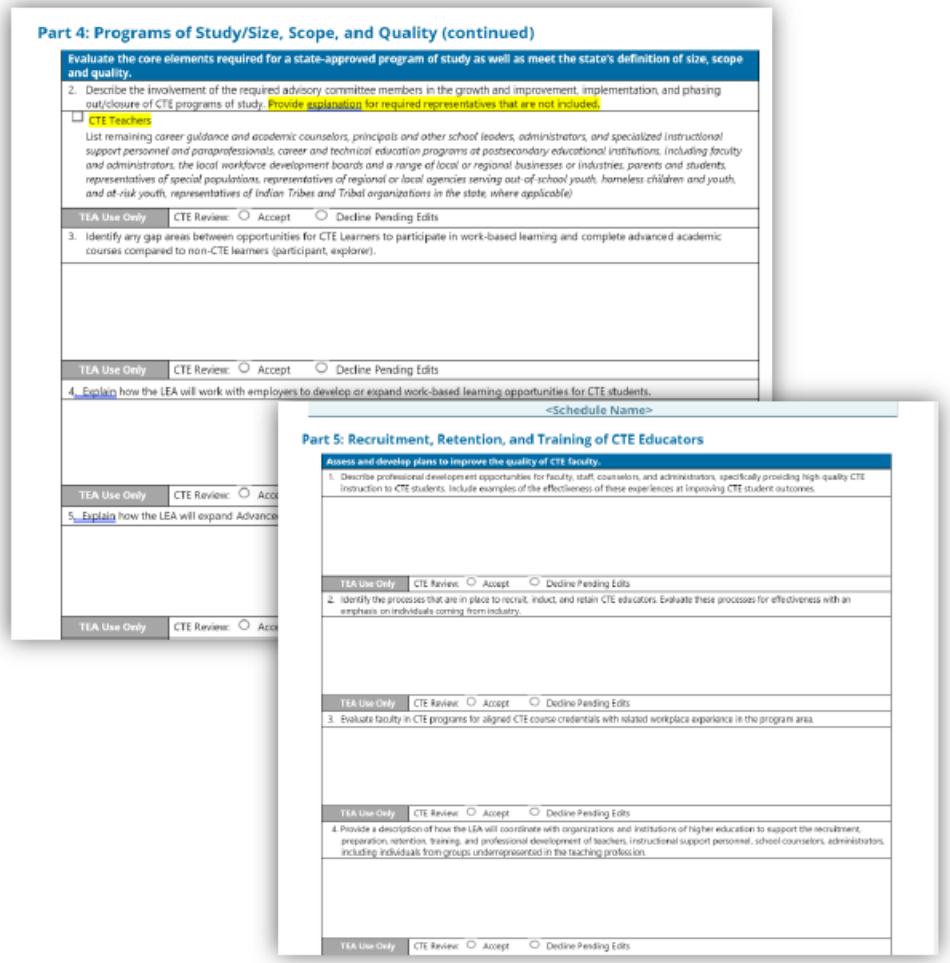
1) Perform Comprehensive Local Needs Assessment Outcomes to Select Best Fit Programs of Study

The CLNA helps:

- Improve the quality of CTE programs
- Support data-driven decision making
- Align programs with local workforce needs
- Identify and address gaps
- Determine resource allocation
- Identify opportunities for continuous improvement
- Plan for stakeholder engagement



Part 4: Programs of Study/Size, Scope, and Quality (continued)

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. Provide explanation for required representatives that are not included.

☐ CTE Teachers

List remaining career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

TEA Use Only | CTE Review: ○ Acc

5. Explain how the LEA will expand Advance

TEA Use Only | CTE Review: ○ Acc

<Schedule Name>

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators, specifically providing high-quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving CTE student outcomes.

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

2. Identify the processes that are in place to recruit, induct, and retain CTE educators. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

4. Provide a description of how the LEA will coordinate with organizations and institutions of higher education to support the recruitment, preparation, retention, training, and professional development of teachers, instructional support personnel, school counselors, administrators, including individuals from groups underrepresented in the teaching profession.

TEA Use Only | CTE Review: ○ Accept ○ Decline Pending Edits

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Why Is the CLNA Process Important?

- Provides the foundation of Perkins V implementation at the local level
- Drives Perkins application and funding allocation decisions
- Serves to identify areas of program improvement
- Engages stakeholders in building a common understanding

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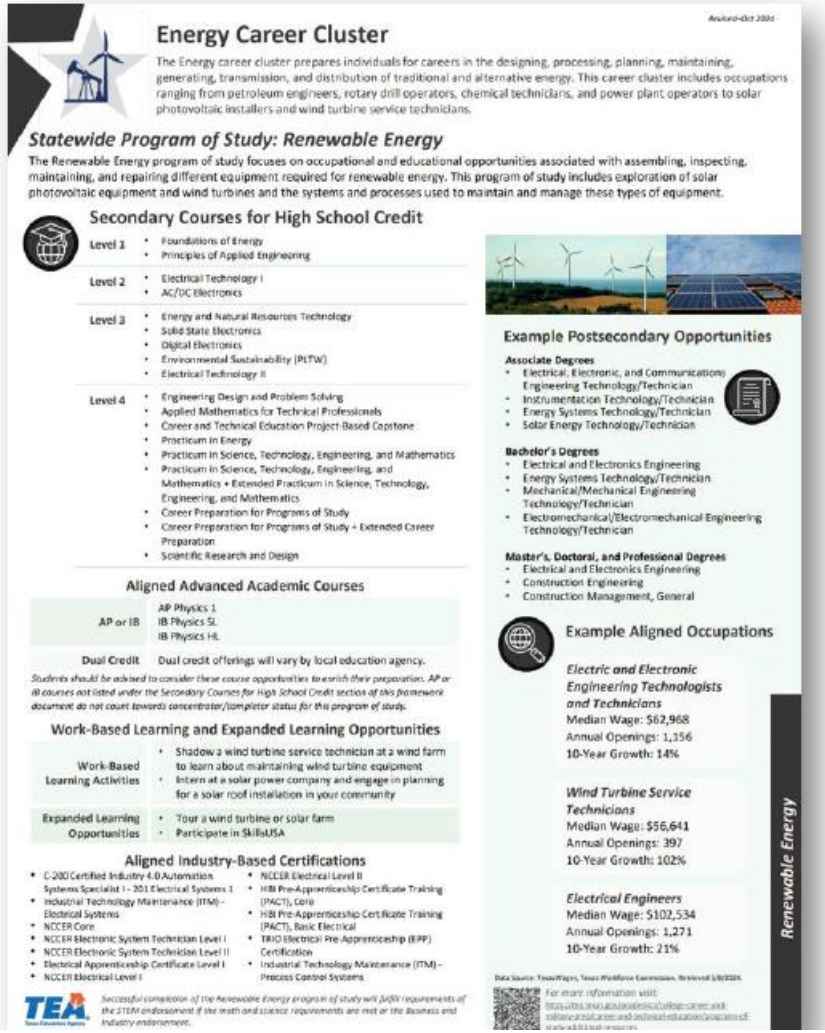
2) Select Aligned IBCs or L1 and L2 Certificates and Pick Courses



Energy Career Cluster

The Energy career cluster prepares individuals for careers in the designing, processing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy. This career cluster includes occupations ranging from petroleum engineers, rotary drill operators, chemical technicians, and power plant operators to solar photovoltaic installers and wind turbine service technicians.

Statewide Program of Study: Renewable Energy

The Renewable Energy program of study focuses on occupational and educational opportunities associated with assembling, inspecting, maintaining, and repairing different equipment required for renewable energy. This program of study includes exploration of solar photovoltaic equipment and wind turbines and the systems and processes used to maintain and manage these types of equipment.

Secondary Courses for High School Credit

Level 1	• Foundations of Energy • Principles of Applied Engineering
Level 2	• Electrical Technology I • AC/DC Electronics
Level 3	• Energy and Natural Resources Technology • Solid State Electronics • Digital Electronics • Environmental Sustainability (PLTW) • Electrical Technology II
Level 4	• Engineering Design and Problem Solving • Applied Mathematics for Technical Professionals • Career and Technical Education Project-Based Capstone • Practicum in Energy • Practicum in Science, Technology, Engineering, and Mathematics • Practicum in Science, Technology, Engineering, and Mathematics + Extended Practicum in Science, Technology, Engineering, and Mathematics • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation • Scientific Research and Design

Aligned Advanced Academic Courses

AP or IB	AP Physics 1 IB Physics SL IB Physics HL
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow a wind turbine service technician at a wind farm to learn about maintaining wind turbine equipment • Intern at a solar power company and engage in planning for a solar roof installation in your community
Expanded Learning Opportunities	• Tour a wind turbine or solar farm • Participate in SkillsUSA

Aligned Industry-Based Certifications

- C-200 Certified Industry 4.0 Automation Systems Specialist I - 201 Electrical Systems 1
- Industrial Technology Maintenance (ITM) - Electrical Systems
- NCCER Core
- NCCER Electronic System Technician Level I
- NCCER Electronic System Technician Level II
- Electrical Apprenticeship Certificate Level I
- NCCER Electrical Level I
- NCCER Electrical Level II
- HBI Pre-Apprenticeship Certificate Training (PACT), Core
- HBI Pre-Apprenticeship Certificate Training (PACT), Basic Electrical
- TRIO Electrical Pre-Apprenticeship (EPP) Certification
- Industrial Technology Maintenance (ITM) - Process Control Systems

Successful completion of the Renewable Energy program of study will fulfill requirements of the STEM endorsement if the math and science requirements are met or the Business and Industry endorsement.

Example Postsecondary Opportunities

Associate Degrees
- Electrical, Electronic, and Communications Engineering Technology/Technician
- Instrumentation Technology/Technician
- Energy Systems Technology/Technician
- Solar Energy Technology/Technician

Bachelor's Degrees
- Electrical and Electronics Engineering
- Energy Systems Technology/Technician
- Mechanical/Mechanical Engineering Technology/Technician
- Electromechanical/Electromechanical Engineering Technology/Technician

Master's, Doctoral, and Professional Degrees
- Electrical and Electronics Engineering
- Construction Engineering
- Construction Management, General

Example Aligned Occupations

Electric and Electronic Engineering Technologists and Technicians
Median Wage: $62,968
Annual Openings: 1,156
10-Year Growth: 14%

Wind Turbine Service Technicians
Median Wage: $56,641
Annual Openings: 397
10-Year Growth: 102%

Electrical Engineers
Median Wage: $102,534
Annual Openings: 1,271
10-Year Growth: 21%

Renewable Energy

For more information visit:

- Use framework documents to identify options
- Work with local IHEs to identify aligned Level 1 and Level 2 certificate programs offered
- Collaborate with local industry partners to select specific IBCs to offer

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Programs of Study Framework Documents

Secondary Courses for High School Credit

Level 1	• Principles of Manufacturing • Introduction to Welding
Level 2	• Introduction to Film Interpretation of Weldments • Welding I • Occupational Safety and Environmental Technology I • Entrepreneurship I
Level 3	• Welding II • Welding II + Welding II Lab
Level 4	• Practicum in Manufacturing • Practicum in Manufacturing + Extended Practicum in Manufacturing • Practicum in Entrepreneurship • Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation

Aligned Industry-Based Certifications

- API 1104 Welding Pipelines and Related Facilities
- AWS Certified Welder
- AWS D1.1 Structural Steel
- AWS D9.1 Sheet Metal Welding
- AWS SENSE Level I: Entry Welder
- Industrial Technology Maintenance (ITM)
- Maintenance Welding
- NCCER Construction Technology Certification Level I
- NCCER Core
- NCCER Welding Level I
- Welding - Job Ready

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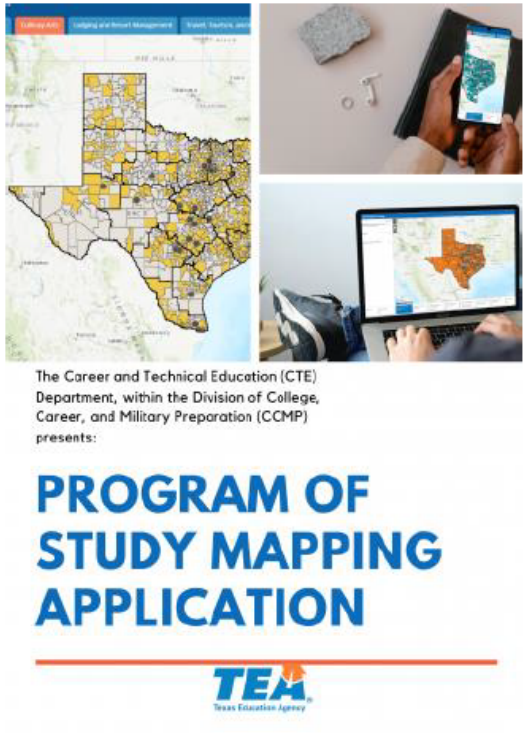
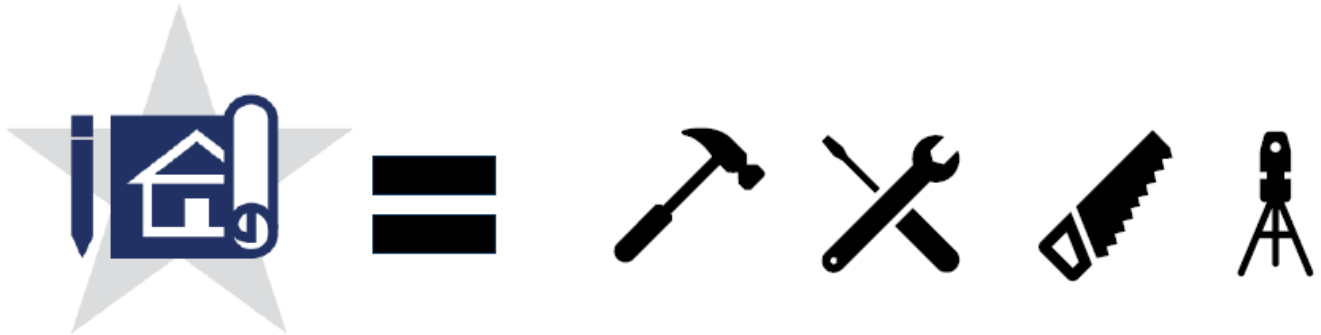
3) Identify Equipment and Supplies Needed



- Identify LEAs that currently offer the program of study
- Identify IHEs that offer aligned programs
- Identify business and industry experts in aligned industry



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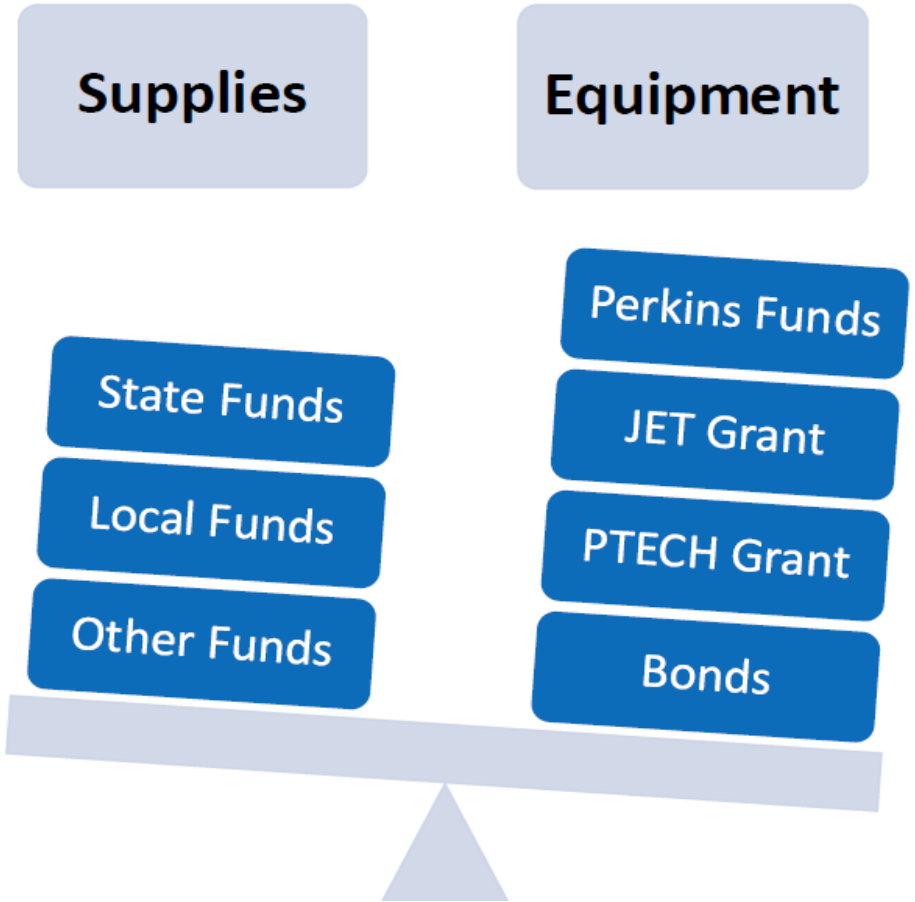
4) Identify Equipment and Supplies Funding Sources



*State Funds Allowable Funding (55%)
*Perkins V Allowable Funding (100%)

Facilities
- Bond Funds
- NIFA

Equipment
- Perkins Funds
- JET Grant
- P-TECH Grant
- M&O Funds

Materials and Supplies
- Perkins Funds
- M&O Funds

*CCMR Outcomes Bonus Funds (55%)

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JET Grant

JET grants support the purchase of equipment connected to new or expanding CTE programs which:

- Prepare students for employment in local high-demand occupations;
- Lead to a license, certificate, or postsecondary degree; and
- Are provided in school districts in cooperation with other public junior, technical or state colleges

- All eligible entities (public junior, state, or technical colleges; ISDs, and open-enrollment charter schools entered into a partnership with a public junior, state, or technical college; and the Windham School District) are permitted to submit one application for this RFA period.
- For the 2024 cycle, applicants were permitted to request between $40,000-$350,000
- The application deadline is typically in the spring (March/April) of each year.

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CCMR Outcomes Bonus

The College, Career, and Military Readiness Outcomes Bonus provides funding to incentivize and reward innovation and achievement for school districts and open-enrollment charter schools. Bonuses are paid annually for the accomplishments of graduates above a certain percentage threshold that have demonstrated college, career, or military readiness.

CCMR Outcomes Bonus
College Ready
College ready is defined as:
Earns an associate degree, *or*
Meets Texas Success Initiative (TSI) criteria (college prep courses not applicable) and enrolls at a postsecondary institution immediately following high school
Career Ready
Career ready is defined as:
Meets Texas Success Initiative (TSI) criteria (college prep courses not applicable), *and*
Earns an industry-based certification (IBC) or earns a Level I or Level II certificate
Military Ready
Military ready is defined as:
Enlists in the United States Armed Forces/Texas National Guard

- As part of House Bill 3, TEA provides LEAs with CCMR Outcomes Bonus funding annually, which is based on the number of annual graduates who demonstrate CCMR in excess of thresholds.

- LEAs receive the following amounts for qualifying graduates that exceed the threshold performance set for each group. Graduates who were enrolled in a special education program also count toward economically disadvantaged or non-economically disadvantaged.

LEA Funding	
Economically Disadvantaged	$5,000
Non-Economically Disadvantaged	$3,000
Special Education	$2,000

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CCMR Outcomes Bonus

CCMR OB are paid for each annual graduate above a certain threshold percentage.

- Economically Disadvantaged: **$5,000** for each CCMR economically disadvantaged annual graduate above the 11% threshold
- Non-economically Disadvantaged: **$3,000** for each CCMR non-economically disadvantaged annual graduate above the 24% threshold
- Special Education: **$2,000** for each CCMR annual graduate enrolled in special education

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CCMR Outcomes Bonus Funds (55%)

Allowable use of CCMR Outcomes Bonus funds

TEA identifies several categories that are approved for spending CCMR outcomes bonuses:

- Teacher training and professional development on CCMR content
- Student preparation for CCMR content
- Counseling and advising services
- Work-based learning (WBL)opportunities
- CTE and IBC activities
- College and Career Readiness School Models (CCRSM)

Any expense incurred to prepare students to meet measures tied to the CCMR outcomes bonus is allowed. Such expenses include equipment, supplies, salaries, stipends, tutors, software (including subscriptions), rentals, and transportation.

Source:
https://tea.texas.gov/sites/default/files/House-Bill-3-HB-3-Implementation-CCMR-Outcomes-Bonus-Allowable-Expenses.pdf

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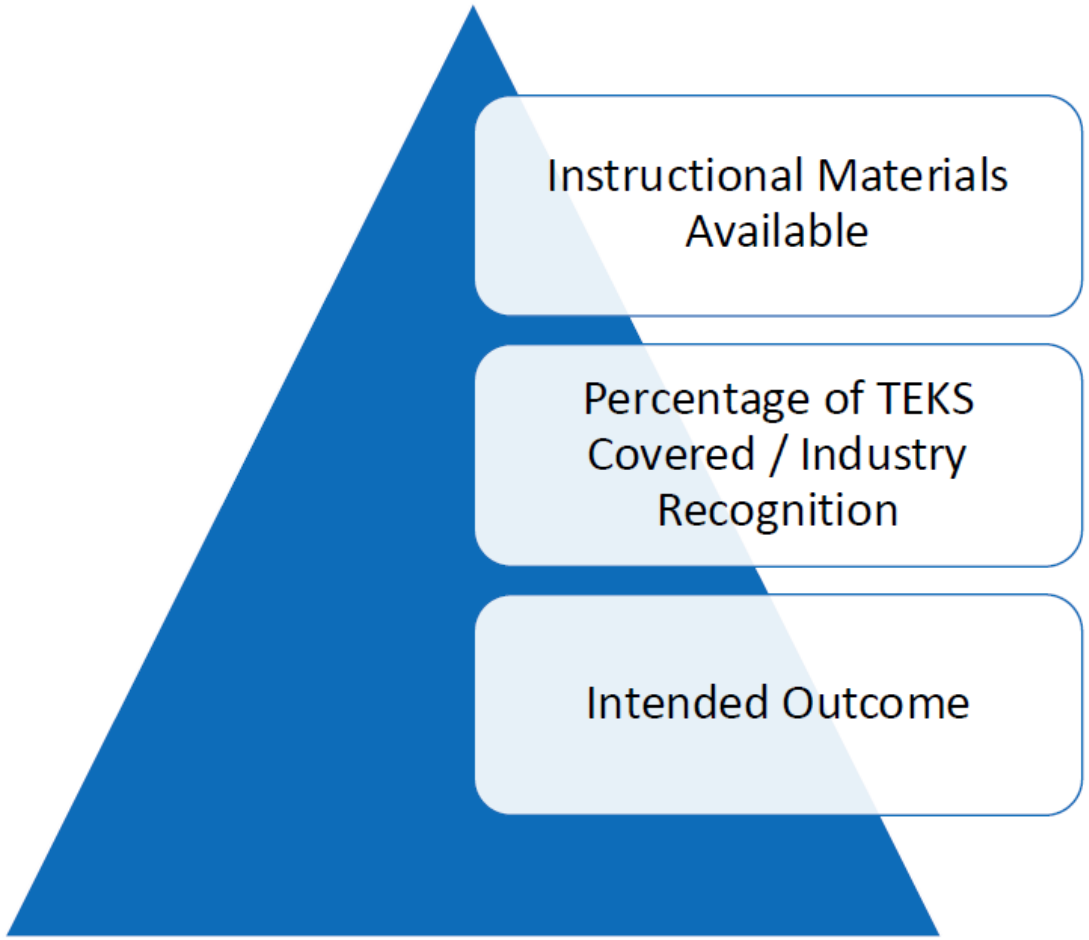
5) Select Classroom Instructional Materials



- What Instructional materials are available?
- Are the materials available on EMAT?
- Are they digital, in print or both?
- What percentage of the TEKS do they cover?
- Are they at the rigor needed for the level of the course?
- Are the materials based on industry standards?
- Are the materials aligned to an industry-based certification?

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6) Select and Hire Qualified Instructors

CTE courses require a certified instructor.

- Most CTE courses require an instructor to have a bachelor's degree.
- Instructors in Marketing, Health Science, and Trade and Industrial related courses are also required to have work experience.

School districts can use either of the following two options to hire CTE instructors who are **not certified** including part-time instructors with practical work experience.

1. District of Innovation (DOI) - A district with an approved DOI plan that includes an exemption from certification requirements may employ CTE professionals in teaching assignments as the district deems appropriate.
2. School District Teaching Permit (STDP) - A district may choose to use School District Teaching Permits (SDTP). Each individual placed on a school district teaching permit must be approved by the local board of trustees and notification must be provided to the commissioner of education.
    - Individuals do not need a bachelor's degree to teach CTE courses unless they satisfy a foundation subject graduation requirement.
    - SDTPs are district-specific and valid for life (unless revoked for cause by the district) and cannot be issued to certified educators.

Courses with an instructor who falls under one of these two alternatives to teacher certification are funded in the same way as certified CTE instructors.

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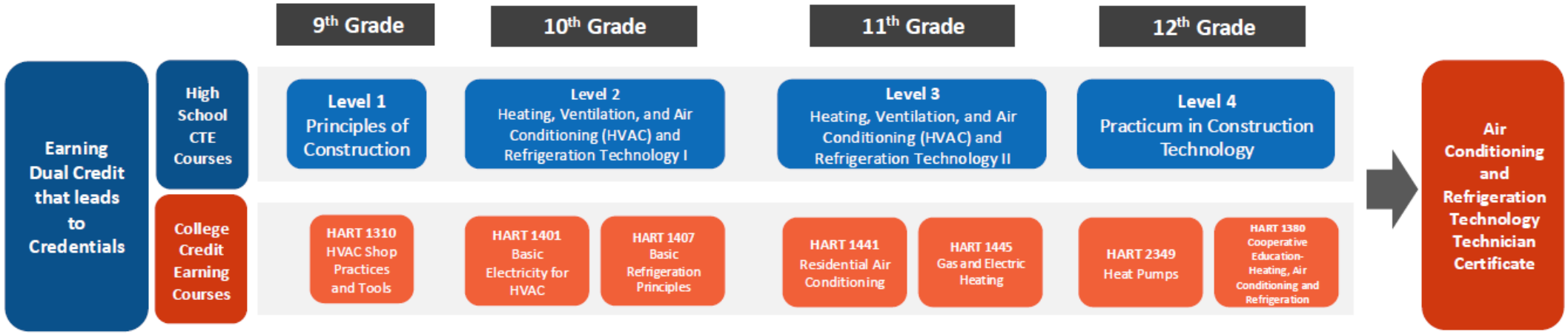
7) Consider IHE Partnerships

- **Maintain an up-to-date Memorandum of Understanding (MOU)**
- **Facilitate regular conversations with your IHE Liaison and District Team about:**
  - *Course Sequencing and Master Scheduling*
    - What are the college credits students attain? How do these courses apply to a degree or a credential? Are there course conflicts? Are there enough students to enroll in college credit courses?

Example of Earning Dual Credit through HVAC and Sheet Metal



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8) Form Business and Industry Partnerships

- Identify local businesses that align with the program of study
- Build relationships with industry leaders, chambers of commerce, and trade associations
- Establish an industry advisory board
- Collaborate on establishing work-based learning opportunities for students

U.S. Chamber of Commerce

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Partnership Reflection

- **Take 3 minutes to write down your answer to the questions:**
  - What opportunities are there for partnerships in your LEA?
  - What partnerships does your LEA have?
  - Are current partnerships successful?
    - If yes, how do you know?
    - If no, reflect on why the partnerships may not be effective.

- **Share**

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9) Identify Technical Assistance Providers

1) 

Partner with your Texas Regional Pathways Network (TRPN) for comprehensive supports

2) 

Work with Region Education Service Center CTE specialist for localized support

3) 

Work with TEA CTE team for general assistance

If TRPN supports aren't available in your area, forming a strong CTE advisory committee can be an important support:

- Collaborate with local chamber of commerce
- Collaborate local work force boards
- Invite representatives of CTE Professional Organizations
- Invite local employers

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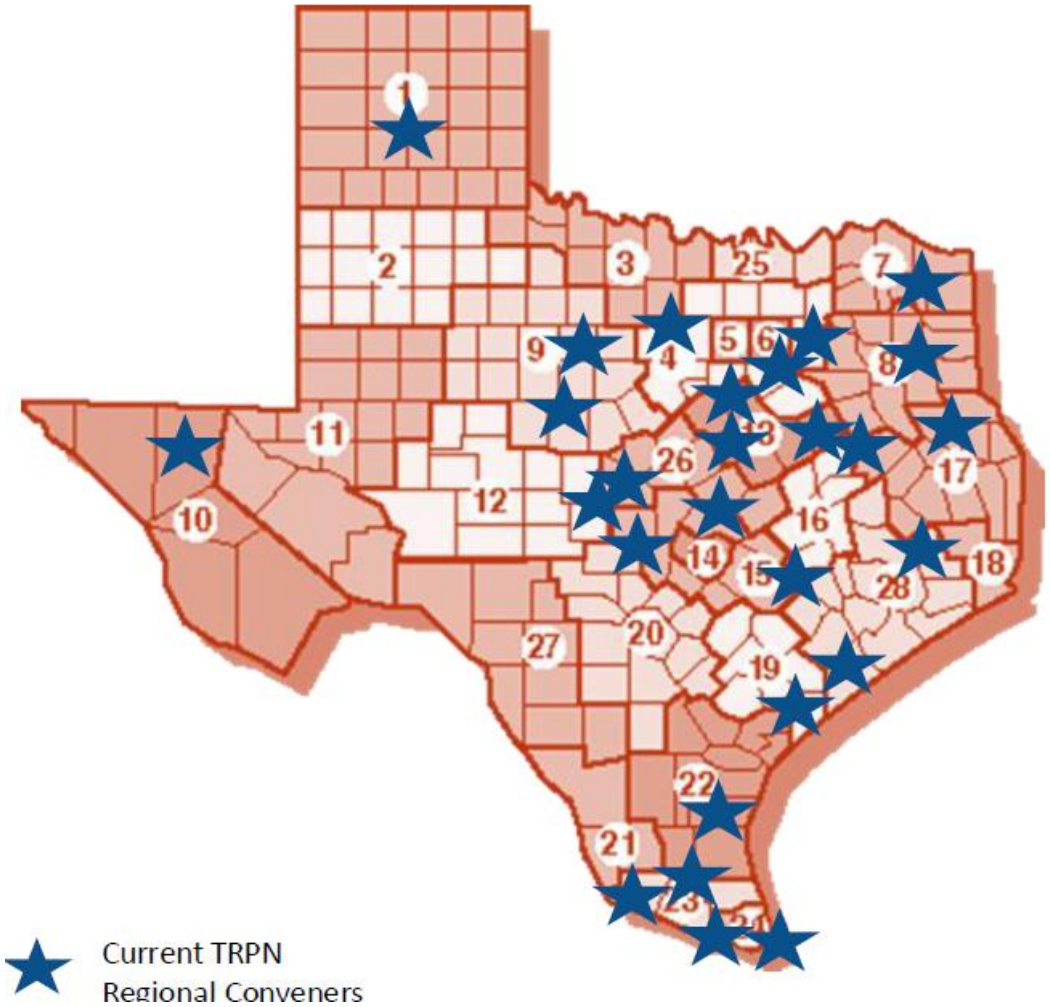
Texas Regional Pathways Network (TRPN)



Texas Regional Pathways Network (TRPN) brings together:

1. Local K-12 school systems
2. Local institutions of higher education
3. Local employers

For the purpose of helping identify, launch, operate, and improve career preparation pathways in K-12 schools

https://tea.texas.gov/academics/college-career-and-military-prep/texas-regional-pathways-network

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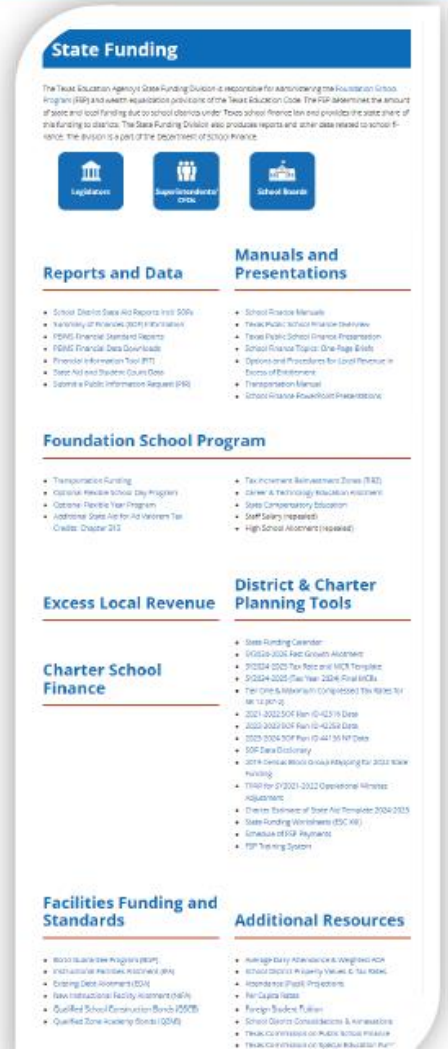
10) Identify Operational Funding Sources



Potential funding sources include:

- CTE Weighted Funding
- IBC Reimbursements
- CCMR Outcomes Bonus
- CTE Transportation Allotment
- Dual Credit Offset from HB 8
- Perkins

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11) Generate Student Interest

Elementary School:

- Introduce career exploration in a variety of career fields early
- Use CTE student ambassadors to participate in campus events

Middle School:

- Administer career interest assessments and personal interest inventories and talk with students about results
- Leverage advising presentations and services to better inform students about options in high school
- Have high school CTE student ambassadors share CTE program information

Middle School to High School Transition:

- Leverage summer CTE grant programs to bridge the gap from middle to high school
- Establish middle school CTSOs and have high school CTSO officers lead the groups

High School:

- Highlight wage earning potential, long-term job stability, and options for innovation and creativity in in-demand career fields students might not otherwise consider
- Leverage social media, digital content, and print media with custom CTE marketing materials that highlight professionals who mirror the demographics of student populations
- Invite industry/community members who work in chosen occupations to share their work experiences with students as guest speakers

Community and Parental Engagement:

- Host parent nights and community events highlighting CTE programs and benefits of certain in-demand jobs such as lifetime wage earning potential and long-term job stability
- Leverage social media and print media (in English and Spanish) on CTE programs and non-traditional career pathways

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Benefits of CTSO's

Students

- Exposure to unique scholarship opportunities
- Greater understanding of career paths
- Access to engaging and relevant instructional content
- Opportunities for ALL students

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Questions?

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12 ESSENTIAL ELEMENTS OF HIGH QUALITY CTE PROGRAMS

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12 Essential Elements of a High Quality CTE Program

- **Student Centered Delivery of Services**
- **Equity**
- **Access**
- **Leadership at all Levels**
- **High-Quality, Integrated Curriculum and Instruction**
- **Skilled Instruction and Educational Leadership, Informed by Professional Learning**
- **Career Exploration and Student Supports**
- **Appropriate Use of Data and Continuous Improvement**
- **Cross-System Alignment**
- **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)**
- **Sustained Investments and Funding through Mutual Agreements**
- **Strong Partnerships with Industry**

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12 Essential Elements of a High-Quality CTE Program

Essential Element 1:

STUDENT-CENTERED DELIVERY OF SERVICES
Student-Centered Delivery of Services *for all K–14+ college and career pathways incorporate the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.*

Essential Element 2:

EQUITY
Student ***Equity*** *goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.*

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Essential Element 3:

ACCESS
Access *denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous coursework for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.*

Essential Element 4:

LEADERSHIP AT ALL LEVELS
Leadership at All Levels *is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.*

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Essential Element 5:

HIGH–QUALITY, INTEGRATED CURRICULUM AND INSTRUCTION

High-Quality, Integrated Curriculum and Instruction *informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate "on-time" postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and value-added outcomes.*

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Essential Element 6:

SKILLED INSTRUCTION AND EDUCATIONAL LEADERSHIP, INFORMED BY PROFESSIONAL LEARNING
Skilled Instruction and Educational Leadership, informed by Professional Learning, *is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.*

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Essential Element 7:

CAREER EXPLORATION AND STUDENT SUPPORTS

*The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.*

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Essential Element 8:

APPROPRIATE USE OF DATA AND CONTINUOUS IMPROVEMENT
Appropriate Use of Data and Continuous Improvement *should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.*

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Essential Element 9:

CROSS–SYSTEM ALIGNMENT
*Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.*

Essential Element 10:

INTENTIONAL RECRUITMENT AND MARKETING (PROMOTION, OUTREACH, AND COMMUNICATION)
***Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high–quality K–14+ college and career pathway programs.*

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Essential Element 11:

SUSTAINED INVESTMENTS AND FUNDING THROUGH MUTUAL AGREEMENTS
Sustained Investments and Funding through Mutual Agreements *must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grade twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.*

Essential Element 12:

STRONG PARTNERSHIPS WITH INDUSTRY
Strong Partnerships with Industry *and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.*

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Questions?

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Methods of Administration (MOA)

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Methods of Administration (MOA)

The purpose of the Methods of Administration (MOA) program is to ensure that all students, regardless of race, color, national origin, sex, or disability have equal access to high quality career and technical education programs.

Through the Methods of Administration authority, OCR, in partnership with the office of Career, Technical, and Adult Education, oversees the civil rights compliance programs of state agencies that administer career and technical education.

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What is Reviewed?

- 1. Administrative
- 2. Recruitment, Admissions, and Counseling
- 3. Facility Accessibility
- 4. Service for Special Populations
- 5. Work-Based Learning, Cooperative Programs and Job Placement
- 6. Student Performance
- 7. Size, Scope, and Quality
- 8. Facilities Review
- 9. Surveys of Staff, Students, and Parents

- Helpful Data Resources: CTER in TEAL (Summary, Supplemental, and CTE District Alignment Report), CLNA, and PEIMS.

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Administrative

- To determine there is NO discrimination.
- There are equitable opportunities to ALL programs based on the size of the CTE Program.
- Focus on:
  - Accessible Programs
  - Accessible Facilities
  - Comparable Facilities

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CTE Leadership Best Practices

GLOWS

- Full time CTE Director or Coordinator overseeing CTE results in a more robust CTE programming.
- Collaboration between LEA and ESC CTE Specialist is evident.

GROWS

- No one person in charge of CTE
- Staff member who supports CTE has multiple responsibilities in addition to CTE
- LEA seeks little or no support from the ESC's CTE Specialist
- Lack of counselor and building administrator awareness of CTE
- No sense of urgency to improve CTE programs of implement statewide POS's

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Programs of Study-Best Practices

GLOWS

- Courses are listed by Programs of Study (POS) in the course selection guide, website and other publications
- POS offerings are selected based on the Labor Market Index (LMI) data
- Small/rural LEA's are successfully implementing several Programs of Study
- LEA's use the editable Program of Study framework documents to promote programs

GROWS

- POS not listed in course selection guide, website and other publications
- CTE courses offered as electives
- LEA staff used outdated terminology
  - Vocational
  - CATE
  - Achieve Texas
  - Pathways instead of Programs of Study
- LEA's mix courses from multiple Programs of Study
- Lack of knowledge of new Programs of Study
- Student choice and/or student interest drive CTE programming

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CTE Professional Development Best Practices

GLOWS

- LEA CTE leadership staff, CTE teachers, counselors, and campus administrators attend State Professional Development CTE conferences and ESC CTE workshops.
- Professional development is delivered to all staff members at the district and/or the campus level.

GROWS

- Administrators and counselors get little or no CTE professional development (PD).
- CTE teachers participate in little or no CTE professional development.
- District and/or campus staff receive little or no CTE professional development.
- LEA Staff members not able to articulate what they learned in PD; just that the PD was completed.

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Website and Social Media (Communications)- Best Practices

GLOWS

- CTE website included on the district and campus website.
- Programs of study are posted on the website.
- Program of study framework documents are posted.
- CTSO's listed with information about their organizations and/or links to their pages if they are not a part of the website.
- Website pictures reflect a diverse student population.

GROWS

- CTE website not available.
- Programs of Study (POS) not posted on the website.
- POS information not included on website.
- Partial list or no CTSO's listed on website.
- CTSO pages not linked to the campus or district website.
- CTE information/website not linked to the campus and/or district website.

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CTE Course Catalog Best Practices

GLOWS

- CTE courses listed by Programs of Study.
- Program of Study framework documents are included in the course catalog.
- Industry-Based Certifications listed with aligned Program of Study.
- Work-Based learning opportunities are listed.

GROWS

- Course catalog does not include Program of Study Information.
- CTE courses not listed by Programs of Study.
- LEA staff using Old CTE terminology
  - CATE
  - Achieve Texas
  - Vocational
- LEA offering a POS that includes courses not included in a statewide Program of Study.
  - Welding under the Applied Agriculture Engineering POS.
- LEA's have not transitioned to statewide Programs of Study.

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CTE Advisory Committee Best Practices

GLOWS

- Advisory committees include varied participants (parents, representatives of business and industry, including small businesses, labor organizations, higher education representatives, and faculty, administrators, representatives of special populations, CTE and academic teachers, students, parents, and community partners.
- Advisory Committees participate in completion of the CLNA and development of Programs of Study.
- Advisory committees meet at least twice a year.

GROWS

- Advisory committee not in place.
- Advisory committee consists of only school personnel.
- Advisory committee doesn't provide input on the CLNA.
- Programs of study developed without advisory committee input.
- Advisory committee meets only once a year.
- Records or meeting minutes not kept.
- Not using the Advisory Committee industry professionals to foster WBL activities.

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CLNA-Best Practices

GLOWS

- The LEA used LMI data to develop Programs of Study.
- The LEA mission statement aligns with the mission statement posted on CTE materials.
- Goals listed on the CLNA are being implemented.

GROWS

- The LEA uses student choice to develop Programs of Study.
- Little or no evidence that the goals in the CLNA were being implemented.
- The mission statement in the CLNA is not found on any CTE communications.
- Student data reported but staff could not articulate the activities in place to improve data of CTE learners.

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Middle School Engagement-Best Practices

GLOWS

- Middle school College and Career Readiness course offered.
- Career Assessment Inventory given to middle school students.
- High school CTE teachers and students present Programs of Study information to middle school students in an organized and deliberate manner.
- Middle school students tour high school CTE programs.
- High school counselors meet with middle school students to develop Personal Graduation Plans (PGP).

GROWS

- Middle school students have no interaction with high school CTE programs.
- College and Career Readiness course not offered.
- CTE courses not offered at the middle school level.
- Career Assessments not utilized at the middle school.
- Not all middle school students receive CTE course and career awareness exposure/planning.
- Middle school students not provided information regarding high school CTE course offerings.

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Work-Based Learning Best Practices

GLOWS

- Work-based learning (WBL) opportunities are embedded in all Programs of Study.
- Opportunities to earn Industry-Based certifications are available to ALL students.
- Small districts develop robust relationships with local employers for internships and other WBL opportunities.
- Complete training plans are in place.
- Teachers have dedicated time to visit students' training sites.

GROWS

- Training plans are not being used.
- Incomplete training plans being used.
- Teachers do not have dedicated time to observe students at their training sites.
- Applications being used to accept students into the course.
- Students have work release or early release instead of WBL experiences.
- Work-based learning teachers have not completed the required TEA training.

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Career and Technical Student Organization (CTSO) Best Practices

GLOWS

- Each Program of Study aligns with a CTSO.
- CTSO information is included on LEA CTE website.
- CTSO websites are linked to the LEA CTE website.
- Students participating in CTSO photos are on the LEA CTE website.
- Student photos show a diverse membership.

GROWS

- CTSO opportunities are not offered to students.
- Limited CTSO opportunities are offered; not available for all Programs of Study.
- LEA CTSO sponsors do not review demographics of CTSO membership.
- CTSO activities are not showcased (website, newspaper, etc.)

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Non-Discrimincation Best Practices

GLOWS

- Non-discrimination statements posted on all CTE documents.
- Non-discrimination statements posted on the bottom of CTE staff emails.
- Non-discrimination statements posted in the predominate language present within the school district.

GROWS

- Non-discrimination statements are not posted.
- Non-discrimination statements are only posted in a newspaper once year.
- Non-discrimination statements are not posted on CTE publications.
- Non-discrimination statements are only posted in Spanish.
- Outdated non-discrimination statement is being used; does not contain age.
- Not using TEA editable POS frameworks with the non-discrimination statement on the bottom.

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Special Populations Best Practices

GLOWS

- LEA's have a process in place for monitoring progress of Special Population students.
- A CTE teacher is present at all high school ARD's (Best Practice; preferably a CTE teacher with knowledge of specific Programs of Study).
- CTE teachers receive training on how to implement strategies to support Special Population student success.

GROWS

- Students are not being coded as CTE Completers because they are not in a Program of Study.
- LEA's are using applications with elements that may discriminate against special population students.
- LEA's are not providing the proper supports to help special populations students succeed.
- LEA's are not providing individualized supports.

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LEA High School Enrollment	Number of Programs of Study Offered
Less than 500 students	1 program of study
501 to 1,000 students	2 programs of study
1,001 - 2,000 students	3 programs of study
2,001 - 5,000 students	4 programs of study
5,001 – 10,000 students	5 programs of study
10,001+ students	6 programs of study

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SIZE (numerical value)	SCOPE (curricular considerations)	QUALITY (measurable results)
1. Minimum number of programs/credits/courses	1. The curriculum reflects a progression from secondary to postsecondary.	1. Students are achieving program goals and objectives; and making progress with respect to the indicators.
2. Minimum number of students	2. The curriculum offers academic, technical and employability skills (work-based, distance learning, etc.).	2. The program has certified teachers providing instruction on industry standards.
3. Minimum amount of equipment and materials needed to operate the program	3. The curriculum is aligned to the needs of industry and includes high skill, high wage and in-demand programs.	3. Program participation results in dual credit / concurrent enrollment.
4. Minimum number of staff	4. The curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees	4. Students able to obtain a recognized credential, certificate, license or degree upon program completion.
5. Minimum number of internships, practicums, or work-based experiences.	5. The curriculum shows a progression of instruction towards an occupation or profession.	5. There is an evaluation and approval process to determine whether programs achieves the goals and objectives of the program and grant.

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Questions?

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2024–2025
Student Attendance Accounting Handbook

Texas Education Agency
September 2024

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The Student Attendance Accounting Handbook (SAAH) is a document published by the Texas Education Agency (TEA) that outlines the official attendance accounting requirements for all public school districts and open-enrollment charter schools in Texas. It's used to ensure that Foundation School Program (FSP) funds are correctly allocated based on student attendance data. The SAAH details the minimum standards for attendance systems, documentation requirements for audits, and the responsibilities of district and charter school personnel involved in attendance accounting.

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Official Requirements:

The SAAH sets the rules and guidelines for how districts and charter schools must track and report student attendance.

Foundation School Program (FSP) Funding:

Student attendance data is crucial for determining how much FSP funding a district or charter school receives, according to the Texas Education Agency.

Minimum Standards:

The handbook specifies the minimum standards for attendance accounting systems, ensuring consistency and accuracy across all Texas public schools.

Audit Documentation:

It outlines the required documentation for attendance audits, which are conducted to verify the accuracy of attendance data and ensure proper allocation of FSP funds.

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Responsibilities:

The SAAH details the roles and responsibilities of all district and charter school personnel involved in the student attendance accounting process.

Annual Publication:

The SAAH is typically updated and published annually by TEA, reflecting any changes in state laws or regulations regarding student attendance.

Importance:

The SAAH is a critical resource for ensuring that Texas public schools are accurately accounting for student attendance, which is essential for receiving appropriate funding and meeting state requirements.

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The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

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Questions?

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