

Copyright © Notice:

The materials are copyrighted © and trademarked™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1. Texas public school districts, charter schools, and education service centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas education service centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information, contact:

Office of Copyrights, Trademarks, License Agreements, and Royalties
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701-1494

Phone: 512-463-9041

Email: copyrights@tea.texas.gov

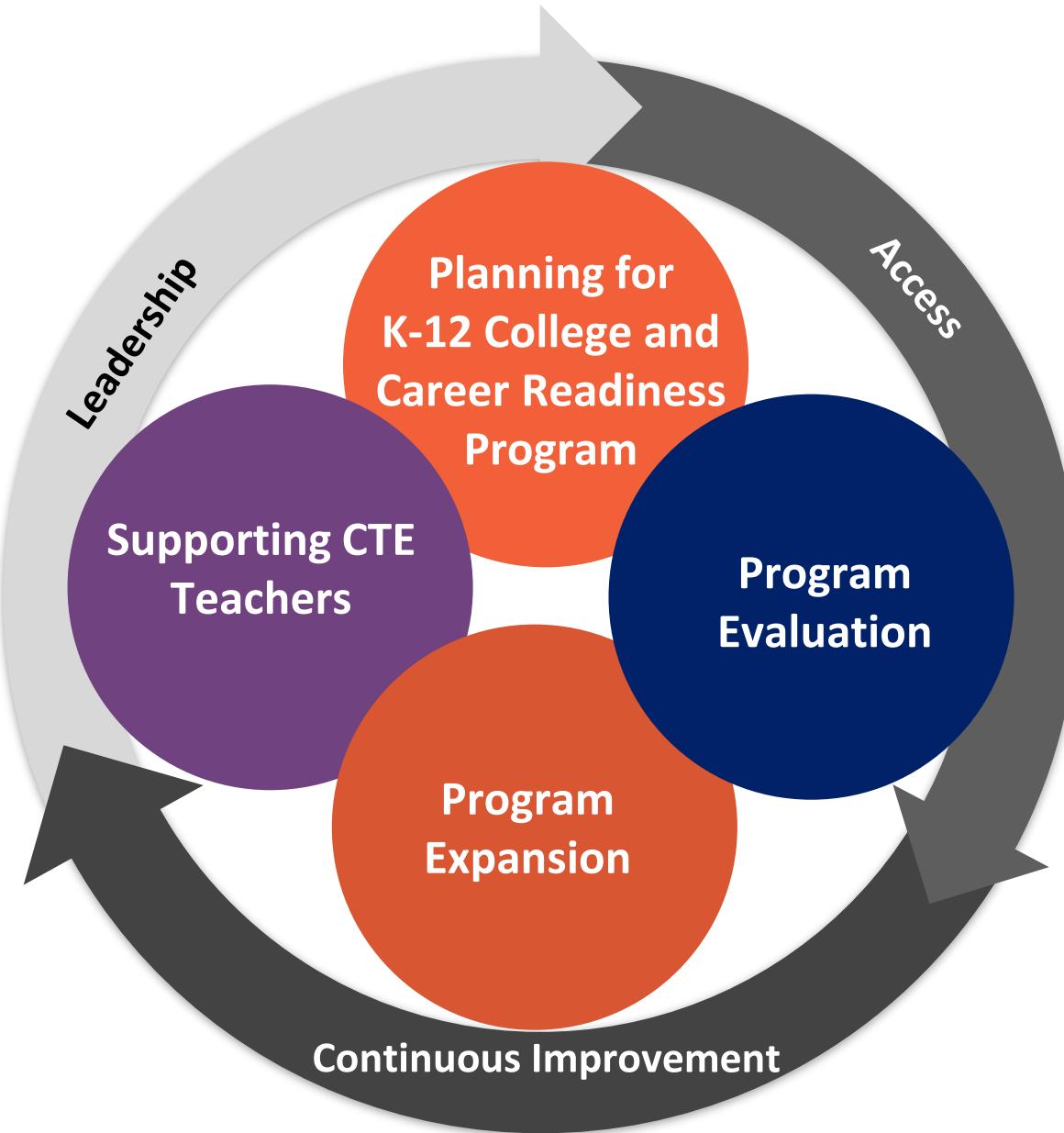
Version 1.2

NOTICE OF LIMITATIONS ON USE:

The following content is designed for participants of the TEA CTE Training for Administrators - Deep Dive: Planning for a Comprehensive K-12 College and Career Readiness Program.

**CONTENT WITHIN THESE PAGES IS FOR INTERNAL USE ONLY AND MAY NOT BE SHARED
BEYOND THIS INTENDED AUDIENCE.**

CTE Professional Learning Series



Deep Dive Sessions:

Planning for K-12 College and Career Readiness Program

Supporting CTE Teachers

Program Evaluation

Program Expansion



Agenda

Section	Slides	Timing
Structure for Program Design (cont.)	60-81	45 min
<i>Break</i>	82	15 min
Structure for Program Design (cont.)	83-105	30 min
<i>Break</i>	106	15 min
K-12 College and Career Readiness Program Development	107-120	30 min
<i>Break</i>	121	15 min
K-12 College and Career Readiness Program Development (cont.)	122-124	30 min
Reflection & Conclusion	125-127	15 min
Total Time		6.5 Hours

Agenda

Section	Slides	Timing
Welcome and Introduction	1-9	15 min
Learning Outcomes	10-11	5 min
Future Ready: College and Career Ready	12-27	20 min
<i>Break</i>	28	15 min
Workforce Connections: Preparing Students for the Future	29-36	20 min
Defining a Focus for a Comprehensive K-12 CCR Program	37-45	20 min
<i>Break</i>	46	15 min
Defining the Focus for a Comprehensive K-12 CCR Program (cont.)	47-54	15 min
Structure for Program Design	55-58	10 min
<i>Lunch</i>	59	60 min

Welcome and Introductions



There will be many opportunities today to learn from each other about how to prepare our students to be college and career ready, and how to design and align programs and resources to support this focus.



Introduce yourself to the whole group and describe your current role and how it connects to college and career readiness.

Welcome and Introductions: Design Pages

Design Pages – Activities Career Readiness Program

PLANNING FOR A COMPREHENSIVE K-12 CAREER READINESS PROGRAM

Design Pages – Connecting Activities with "I Can" Statements

PLANNING FOR A COMPREHENSIVE K-12 CAREER READINESS PROGRAM

When content experts and stakeholders collaborate and develop opportunities for career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following "I Can" statements demonstrate how learning targets can be developed for students from the career readiness learning opportunities:

Write Career Readiness Opportunity

Write Career Readiness Opportunity

Write Career Readiness Opportunity

"I Can Statement"

"I Can Statement"

"I Can Statement"

```
graph TD; A1[Write Career Readiness Opportunity] --> B1["I Can Statement"]; A2[Write Career Readiness Opportunity] --> B2["I Can Statement"]; A3[Write Career Readiness Opportunity] --> B3["I Can Statement"]
```



Welcome and Introductions



Write a response on your design page. Discuss with your table group and take notes for further consideration. Consider next steps and “wonderings.”

The future of work requires students to think critically and solve real-world problems.
What is your local education agency (LEA) doing to ensure this?

CTE Professional Learning Mindsets

01

POSITIVE EXPECTATIONS

- Enter this professional learning enthusiastically.
- Contribute positively to the discussion.
- Stay focused on and committed to outcomes.

02

RESPONSIBILITY FOR LEARNING

- Apply the learning to your own background and context.
- Learn from different points of view.
- Know that success depends on what you make of the learning process.

03

RESPECT AND HUMILITY

- Actively listen to others.
- Be patient with others.
- Understand that we don't have all the answers.

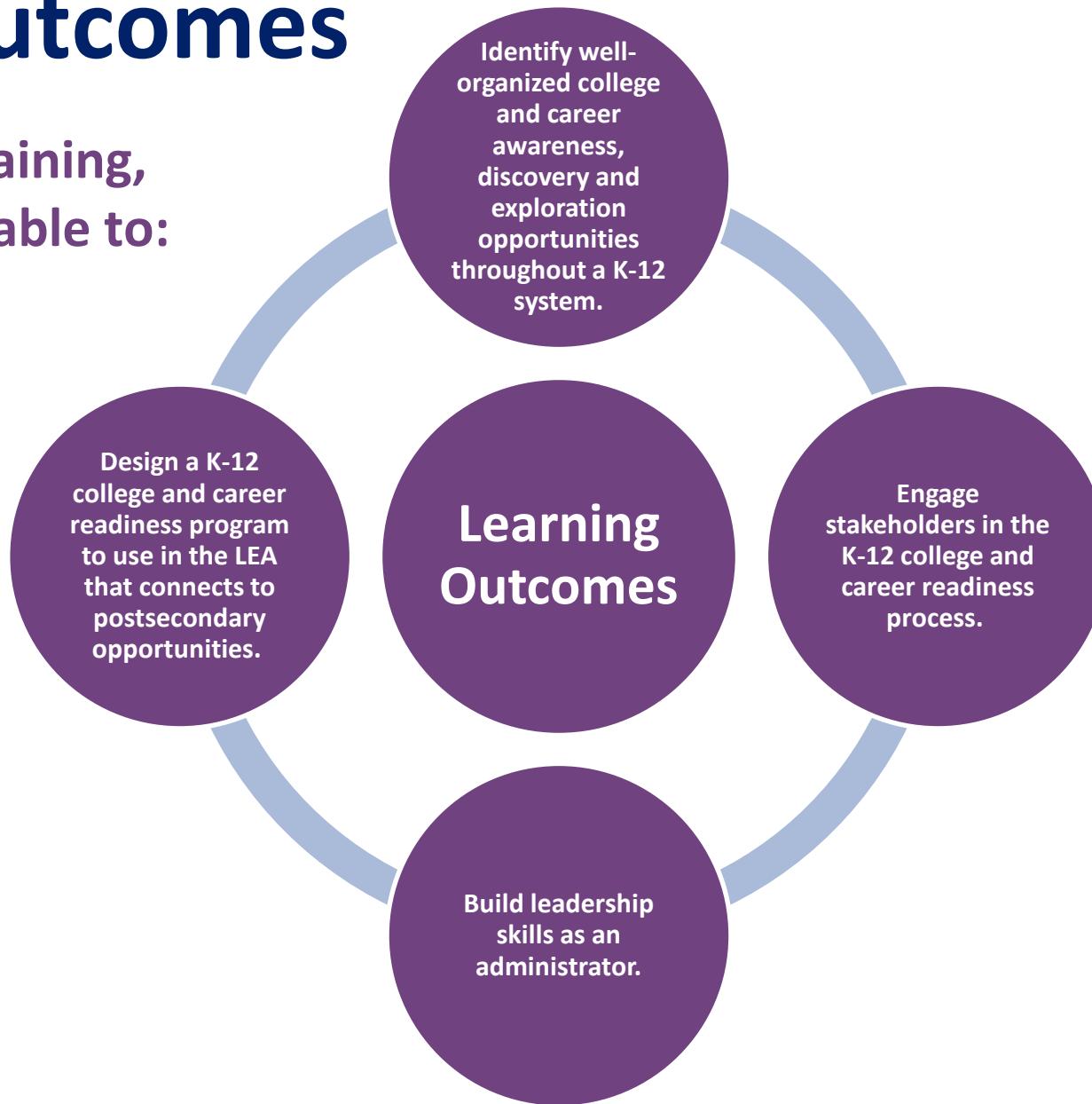
04

SELF-IMPROVEMENT

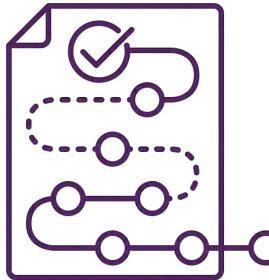
- Seek effectiveness in your role.
- Be ready to receive constructive feedback.
- Apply what you have learned to close your own gaps.

Learning Outcomes

At the end of this training,
participants will be able to:



Learning Outcomes



Today's activities will assist LEAs in planning and developing K-12 college and career readiness programs

OVERVIEW	GUIDANCE	OPPORTUNITIES	PROGRAM DESIGN	PROFESSIONAL LEARNING	CONCLUSION
<ul style="list-style-type: none">Identify well-organized college and career readiness, discovery, and exploration opportunities throughout a K-12 system	<ul style="list-style-type: none">Workforce knowledge and trendsState codes and guidanceCounseling associations and programs	<ul style="list-style-type: none">Prepare students to be successful in a global economyProvide students access to academic, employability, and technical skill acquisition	<ul style="list-style-type: none">Focus on planning for a K-12 system that supports students in preparing for postsecondary successCollege and career readiness structure	<ul style="list-style-type: none">College and career readiness standards within a K-12 educational system, and postsecondary education and workforce systemsDesign activities to support becoming practitioners of college and career readiness	<ul style="list-style-type: none">Review and connect new learning and design activities to plan for a college and career readiness program

Presentation Components



Presentation Components



Future Ready: College and Career Ready

How Administrators Can Prepare K-12 College and Career Readiness Programs



Defining K-12 College and Career Readiness

More than 30 states have adopted statewide definitions of college and career readiness.

More than 20 states mention concrete knowledge, skills, and dispositions that students must demonstrate to be prepared for postsecondary success.

In most of the states, “college” and “career” are defined together.

Many states require students to demonstrate critical thinking and problem-solving skills to be considered career ready.

Definitions can play an essential role in guiding states to achieve their visions for college and career readiness to ensure students receive multidimensional preparation necessary for success in the global economy.

In Texas, TEA will continue to align readiness indicators to a consistent level that is predictive of college enrollment and persistence and provide graduates with the best opportunity for career readiness.

K-12 College and Career Readiness Program

There are many opportunities for administrators to engage in the work of supporting and creating a college and career readiness program that engages and prepares all students for postsecondary success.

A K-12 focus on college and career readiness allows administrators from all grade levels to work together to prepare students for postsecondary success.

College and career readiness activities can engage students from all grades:

- Develop career-related abilities and talents that link to occupations and real-world experiences.
- Establish partnerships and engage business and industry partners to support students as they prepare for postsecondary opportunities.
- Support all learners as they set goals and develop skills and knowledge to pursue their dreams.

Defining K-12 College and Career Readiness

In Texas, college and career readiness program development is guided by multiple factors that include:

College, Career,
and Military
Readiness
(CCMR)

Texas State Plan
for Strengthening
CTE for the 21st
Century Act
(Perkins V)

College and
Career Readiness
Standards
(CCRS)

Tri-Agency
Workforce
Initiative
(Linking Education
and Workforce)

Postsecondary
Education and
Workforce
Opportunities

CCMR in Accountability

College Ready

Students demonstrate college readiness in any one of the following ways:



- Meet criteria of 3 on Advanced Placement (AP) or 4 on International Baccalaureate (IB) examinations
- Meet Texas Success Initiative (TSI) criteria in Reading Language Arts (RLA) and Mathematics (SAT, ACT, TSIA1 or TSIA2, or college prep course)
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete a dual enrollment course and qualify for at least 3 hours OnRamps credit

Career Ready

Students demonstrate career readiness in any one of the following ways:



- Earn an Industry-Based Certification (IBC) from 2022-2025 IBC list and be a concentrator in aligned CTE program of study (Class of 2025)*
- Graduate with completed IEP and Workforce Readiness (graduation type)
- Graduate under an advanced diploma plan and be identified as a current special education student
- Earn a Level I or Level II certificate

*Class of 2026 – earn an IBC from the 2022-2025 IBC list (sunset cap applies) or the 2025-2029 IBC list and be a completer in aligned CTE program of study

Military Ready

Students demonstrate military readiness in any one of the following ways:

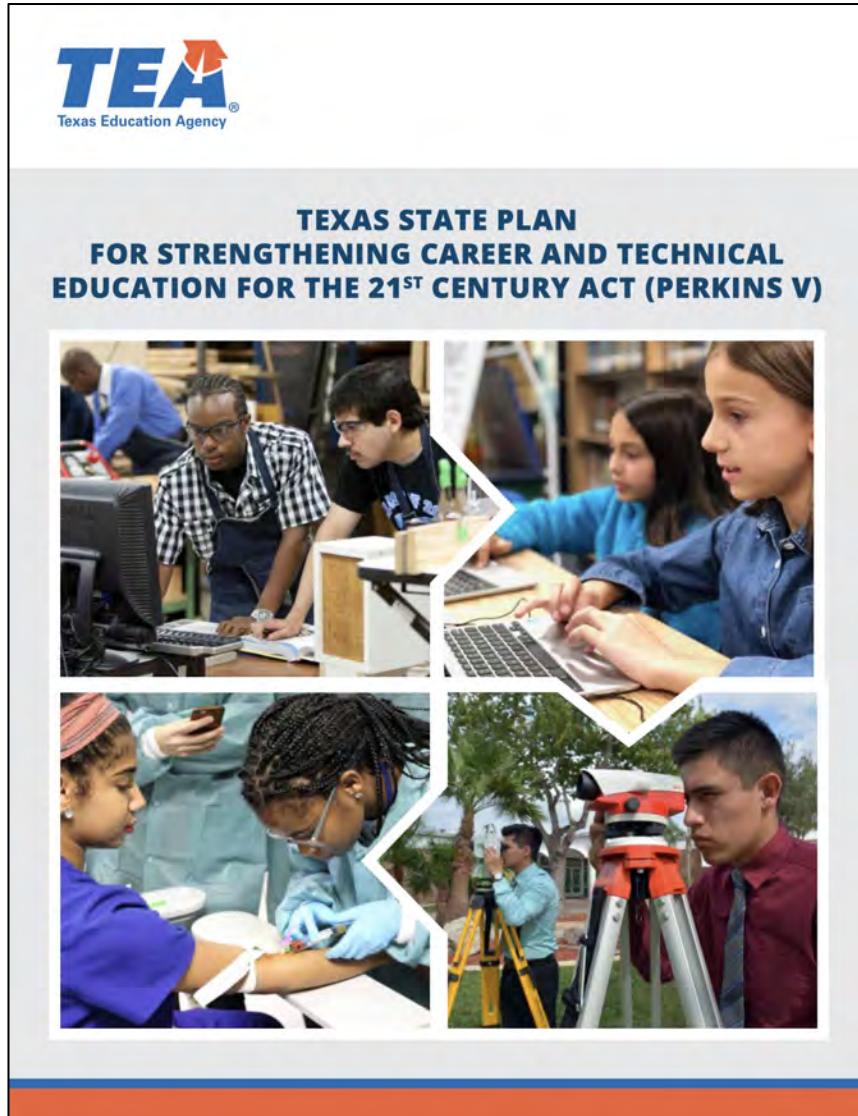


- Enlist in the United State Armed Forces
- Enlist in the Texas National Guard

**College, Career
and Military
Readiness
(CCMR)**



Federal and State Accountability and Guidance



Texas State Plan
for Strengthening
CTE for the 21st
Century Act
(Perkins V)

Texas State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

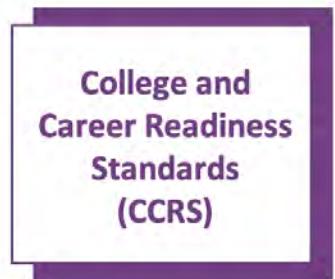
The vision of TEA's division of College, Career and Military Preparation (CCMP) aligns Texas's education goals with multiple connections to postsecondary success.



Defining K-12 College and Career Readiness

TEA and the Texas Higher Education Coordinating Board (THECB) have created content-specific teams to develop College and Career Readiness standards (CCRS).

- In 2006, the Texas Legislature passed legislation to develop college and career readiness standards as part of the required curriculum beginning in Kindergarten.
- TEA and THECB created teams to develop CCRS in English Language Arts (ELA), Mathematics, Science and Social Studies. Cross-disciplinary standards were also developed to evaluate students in skills such as reasoning, problem solving, data analysis and conducting research.
- Adopted and integrated into the Texas Essential Knowledge and Skills (TEKS) for ELA, Mathematics, Science, Social Studies and CTE beginning in 2008.
- These standards address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities.



Defining K-12 College and Career Readiness

The Tri-Agency Workforce Initiative seeks to achieve the ambitious goal of ensuring that all Texans achieve their full potential and contribute to the state's continued economic growth.

- TEA, THECB, and the Texas Workforce Commission (TWC) are working collaboratively to integrate the goals of House Bill 3, with the goals in the state's Building a Talent Strong Texas plan to increase higher education completion and workforce readiness.
- Tri-Agency partners have numerous ongoing projects that will advance this work and have identified additional priorities and action items in support of the Tri-Agency vision and mission.

Tri-Agency
Workforce
Initiative
(Linking Education
and Workforce)

For more information: [Linking Education and Workforce: Spurring Economic Growth Across Texas](#)

Defining K-12 College and Career Readiness

Building a Talent Strong Texas: [2022-2030 Strategic Plan](#)

Focuses on three measurable, data-driven goals:

- **Attainment of postsecondary credentials**
 - 60% of Texans ages 25–64 will receive a degree, certificate, or other postsecondary credential of value by 2030.
- **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.
- **Research, development, and innovation**
 - \$1 billion in annual research and development by 2030.
 - 7,500 research doctorates awarded annually.



Defining K-12 College and Career Readiness

In today's college and career readiness environment, LEAs will have the opportunity to design learning from elementary to secondary grades to enhance postsecondary preparation for all students.



Collaboration between elementary, middle, and high schools is essential to prevent gaps in curricula and ensure content mastery to graduate college and career-ready students.

Postsecondary success for elementary students can be predicted through skills such as: cognitive understanding and control; positive play interaction; emergent literacy and reading, working memory skills, personal and social learning, and classroom participation.

College and career readiness skills can be embedded into learning standards, curriculum development, instructional strategies, and counseling.

College and Career Readiness: Industry Connections



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.

What are examples of college and career readiness opportunities your LEA has developed with business and industry partners in your community? How and why was each opportunity created?

Are there some untapped opportunities for partnerships in your community?
What would it take to create the connection?

College and Career Readiness: Industry Connections

Business and industry representatives nationwide are recognizing the need to develop college and career readiness programs that provide opportunities for students to connect early to their industry in the form of WBL opportunities.

The Samsung plant, located in Taylor, Texas, has connected with Taylor ISD to offer a six-week paid summer internship to 24 students each year at the plant to provide valuable career readiness experience and training.

JE Dunn Construction Company invests in providing high school students interested in engineering and construction with employee connections to create an early pipeline of career readiness.

IBM developed an early career readiness program that creates a new pathway for first- and second-year undergraduate students to build career ready skills and prepare for the workforce.

College and Career Readiness: Industry Connections

Texas Workforce Commission released its strategic plan for 2023–2027 and outlined the following three goals that connect to college career readiness for students

- Ensure the Texas workforce system supports employers and allows business and industry to thrive
- Ensure a skilled workforce is prepared and equipped to fill critical in-demand jobs, both now and in the future
- Provide exceptional customer service and support to all workforce system stakeholders



[Strategic Plan](#)



College and Career Readiness: Industry Connections

When industry and business partners support career readiness connections students are better prepared along their educational journey.



Industry and business partners can help students:

- Set goals for career readiness from guidance and advice
- Plan skill acquisition activities that align TEKS and student career interests
- Apply knowledge and skills and find a connected path of work through work-based learning (WBL) opportunities
- Learn what is expected on the job in terms of skills and expectations

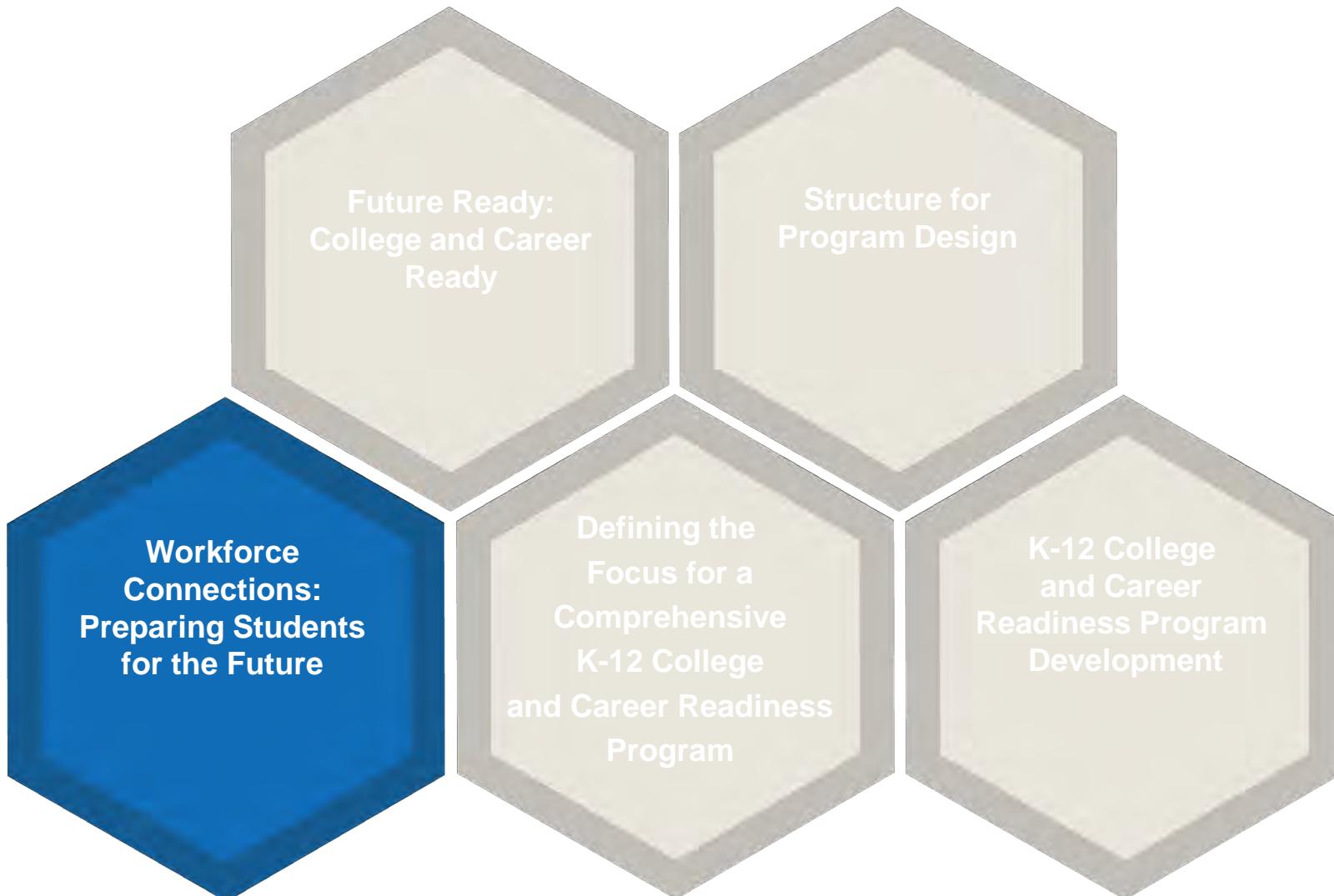


Continue to consider how you can create connections between industry and business partners and career readiness opportunities in your LEA.



Break

Presentation Components



Workforce Connections

Preparing Students for the Future



Defining K-12 College and Career Readiness: Industry Connections

The future workplace will demand many new skill sets.

Partnerships between LEAs and industry will help prepare students to meet workforce needs such as:

- Automation
- Globalization
- Virtual labor mobility
- Artificial intelligence
- Workplace changes – changing labor market
- Demographic changes
- Technological innovations
- Additive manufacturing

A key uncertainty is whether the labor force will adjust quickly enough to meet the demands of the new working world.

Scholars agree technological innovations will eliminate many jobs, but new ones will be created as firms shift labor into complementary tasks.

Technology and the Future of Work



Preparing Students for the Future

85% of the jobs that will be available in 2030 do not yet exist.

Marr, B. (2022). Developing the most in-demand skills for the future of work. *Forbes*. <https://www.forbes.com/sites/bernardmarr/2022/06/15/developing-the-most-in-demand-skills-for-the-future-of-work/?sh=2ebd0fbab977>



Preparing Students for the Future

“The most in-demand skills of the workplace of the near future will revolve around tackling high-level challenges—leadership, human judgment, complex decision-making, collaboration and team-working, digital threat awareness, awareness of issues of ethics, culture, and diversity. Understanding how to harness these human-centric skills will put you in a position to be able to work effectively alongside whatever technology comes along to disrupt your industry without having to worry that it is going to replace you.”

*Bernard Marr
Futurist and Author*

Marr, B. (2022). Developing the most in-demand skills for the future of work. *Forbes*. <https://www.forbes.com/sites/bernardmarr/2022/06/15/developing-the-most-in-demand-skills-for-the-future-of-work/?sh=2ebd0fbab977>



Preparing Students for the Future



Watch the Bureau of Labor Statistics video and write an individual response from the prompt on your design page. Continue discussing with your table group and take notes for further consideration.

Consider next steps and wonderings.

Will your students be prepared for the demands of postsecondary education, training, and skilled employment?

How does your LEA support students to discover college and career-related abilities and talents?

Preparing Students for the Future

Bureau of Labor Statistics employment projections



Preparing Students for the Future

Texas Workforce Commission follows trends, opportunities, and resources to improve workforce systems that improve the skills and training of a future workforce

“Texas has emerged from the disruptions of a major pandemic with a workforce that remains strong. Businesses and workers have learned the value of being flexible and have leveraged technology to transform industries and work patterns in ways never seen before. And yet the core truth of a strong Texas remains the same: it starts with a skilled, motivated workforce aligned with the needs of the modern economy.”

*Edward Serna
Executive Director
Texas Workforce Commission*



Presentation Components



Defining the Focus for a Comprehensive K-12 College and Career Readiness Program

K-12 College and Career Readiness Focus

When LEAs are focused on college and career readiness, students will . . .

...set goals to meet postsecondary goals.

...earn industry-based certifications (IBCs) that will give students enhanced opportunities to access the job market while they continue education and training at the postsecondary level.

...gain real-life experiences in WBL settings.

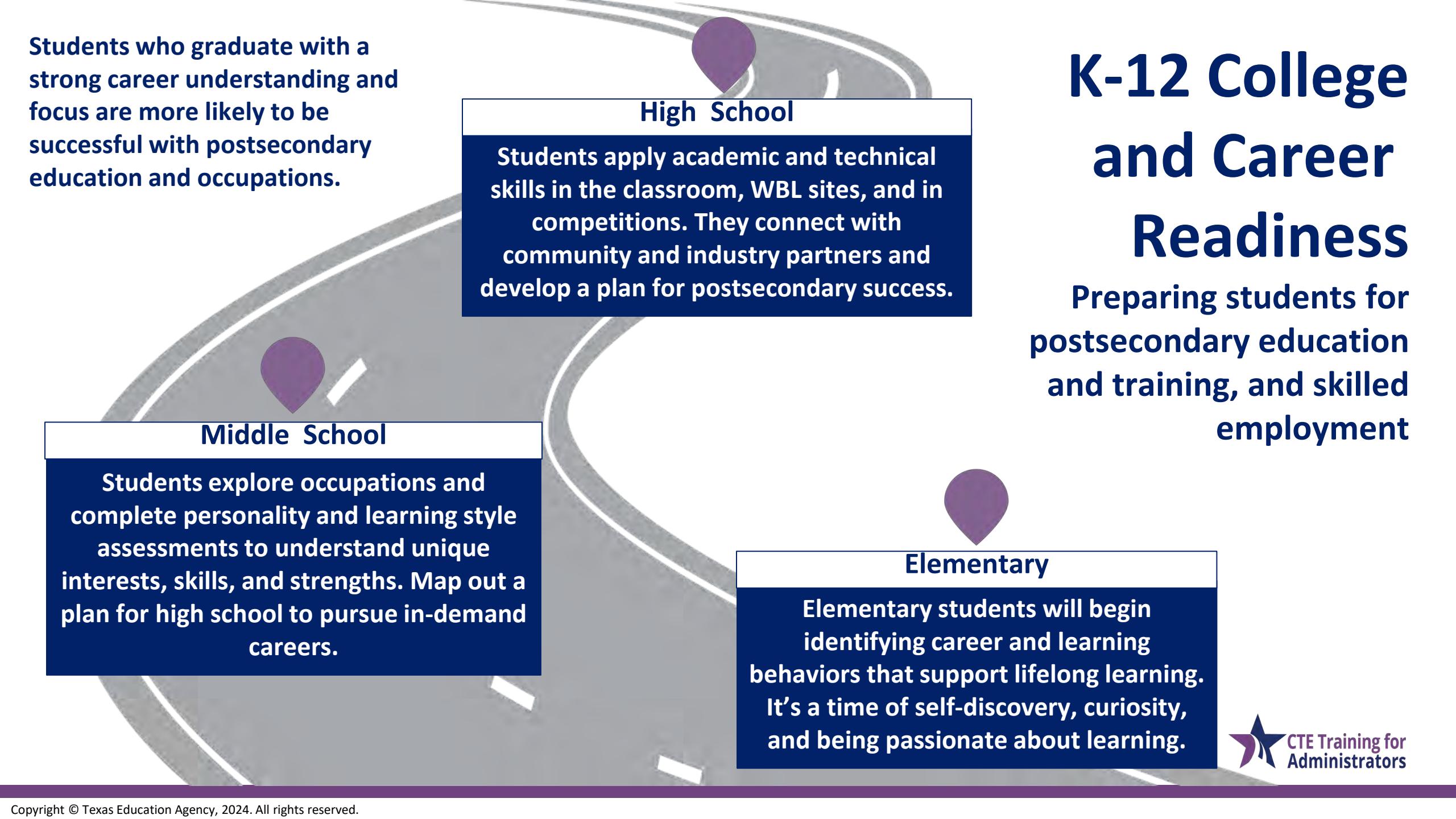
...develop a network to support them in a future career.

...exhibit a mindset of accomplishment as they prepare for postsecondary opportunities.

...learn how to connect strengths, skills, and talents to future careers.

...adapt to challenging conditions with agility and flexibility.

...graduate high school with college credits, certifications, and experiences that better prepare them for postsecondary goals and plans.



Students who graduate with a strong career understanding and focus are more likely to be successful with postsecondary education and occupations.

Middle School

Students explore occupations and complete personality and learning style assessments to understand unique interests, skills, and strengths. Map out a plan for high school to pursue in-demand careers.

High School

Students apply academic and technical skills in the classroom, WBL sites, and in competitions. They connect with community and industry partners and develop a plan for postsecondary success.

Elementary

Elementary students will begin identifying career and learning behaviors that support lifelong learning. It's a time of self-discovery, curiosity, and being passionate about learning.

K-12 College and Career Readiness

Preparing students for postsecondary education and training, and skilled employment

K-12 College and Career Readiness Focus

A college and career readiness focus can bring alignment in a K-12 system to ensure all students are prepared for postsecondary success.

An LEA can organize collaborative activities to ensure there is alignment and connectivity between learning activities and workforce expectations. Some of these activities could include the following:

- Audit and plan for CTE programs of study that are aligned to high-skill, high-wage, and in-demand occupations
- Include employability skills at all grade levels
- Ensure common terminology about college and career readiness is used by all stakeholders
- Design a K-12 college and career readiness advising program that is focused on creating personalized career plans for every student
- Allocate resources for college and career readiness professional learning for all stakeholders
- Engage community partners with LEA career-focused activities
- Equip parents with information to support students with college and career transitions

K-12 College and Career Readiness Focus

Creating a K-12 college and career readiness focus can ensure students are prepared for postsecondary success. Engaging content experts and stakeholders is important to ensure there is alignment between what students are learning and how prepared they are for postsecondary success. Listed in the table below are some activities that that could be considered by your LEA.

Participate in industry externships	Plan community forums focused on career readiness	Create professional learning for all stakeholders	Conduct planning sessions and/or virtual meetings
Design committees with a specific career readiness focus	Create surveys to determine student, parent, and teacher needs	Engage community partners with specific commitments	Create talking points for all stakeholders to support career readiness buy-in
Create a catalogue of industry contacts and WBL sites	Conduct stakeholder interviews and discussions to better plan LEA focus on career readiness	Plan to take students on industry tours	Develop a communications plan to inform community of career readiness efforts
Develop competencies that each student will demonstrate through their K-12 experience	Coordinate freshman onboarding activities to prepare for high school	Design seminars for students, parents and educators focused on career readiness	Develop K-12 activity guides and kits to support campuses delivering career readiness activities

College and Career Readiness: Industry Connections



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.

As you look to engage content experts and stakeholders in your LEA, what are some additional activities that you can plan to support a K-12 college and career readiness focus in your LEA?

K-12 College and Career Readiness Focus

Creating a culture of readiness for the future by teaching 21st century transferable skills

Cognitive Competencies

Cognitive competencies refer to the achievement of core academic content, including academic mastery, critical thinking, and creativity.

Academic mastery

Critical thinking

Creativity

Interpersonal Competencies

Interpersonal competencies refer to students' abilities to relate and work with others, including communication and collaboration, leadership, and global awareness.

Ability to relate and work with others

Communication and collaboration

Leadership and global awareness

Intrapersonal Competencies

Intrapersonal competencies are skills that correspond with how students regulate their actions and apply themselves, and include a growth mindset, learning how to learn, intrinsic motivation, and grit.

Learning how to regulate actions

Apply yourself

Growth mindset

Learning how to learn

Intrinsic motivation

Grit



K-12 College and Career Readiness Focus

The Tri-Agency Career Development Continuum can support college and career readiness activities at all grade levels as activities were developed for interest awareness and career awareness.

Elementary School

Elementary focus

- Discover what is a career?
- Organize K-12 college and career exploration and discovery activities
- Prepare elementary and secondary counselors for leading and guiding college and career readiness efforts

Middle School

Middle school focus

- Explore careers and discover career-related abilities and talents
- Take interest inventories
- Enroll in CTE courses for high school credit

High School

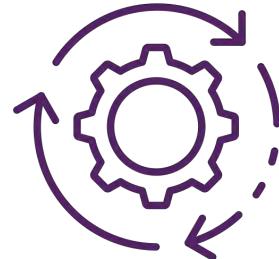
High school focus

- Establish priorities for helping students make and implement Personal Graduation Plans (PGP) or Individual Career and Academic Plans (ICAP)
- Prepare students for the demands of postsecondary education and training and skilled employment
- Assist with goal-setting
- Enhance employability skills



Break

K-12 College and Career Readiness Focus



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.

How do you facilitate adding college and career readiness elements to your LEAs districtwide improvement plan?

Who do you include on a stakeholder group in your LEA to support K-12 college and career readiness efforts?

K-12 College and Career Readiness Focus

There are opportunities for stakeholders in a K-12 system to connect to the work of supporting and creating activities that engage students to develop abilities and talents.

Students can participate in authentic activities that will support their college and career readiness:

Communicate effectively and appropriately	Use strengths to achieve goals and collaborate
Demonstrate innovation and creativity	Apply appropriate academic and technical skills
Adapt to challenging conditions with agility and flexibility	Connect with community and industry partners
Gather, analyze, and reflect to solve problems using critical thinking	Make sense of problems and persevere in solving them

K-12 College and Career Readiness Focus

A college and career readiness focus can enhance how administrators and counselors collaborate to develop an approach to advising and developing PGPs/ICAPs for students.

Provide advising and planning assistance that includes the following activities:

Interpreting standardized test results	Planning career development activities
Facilitating students' transition from one school level to the next	Helping students research and secure financial aid for postsecondary education and/or training
Referring and consulting with students with needs for special and targeted educational programs such as gifted, emergent bilingual, or special education	Coordinating transition services for students with disabilities

K-12 College and Career Readiness Focus

CTE programs of study prepare students for high-skill, high-wage, and in-demand occupations

- CTE programs of study
 - Include occupations that met labor market criteria of projected job growth, annual job openings, and the state median wage.
 - Ensure course sequences provide LEAs with flexibility in program offerings
 - Lead to postsecondary education and training opportunities
 - Expand opportunities for students to learn occupationally-specific knowledge and skills, apply core academic skills in real-world scenarios, earn industry-based certifications, and participate in work-based learning

Integrated and aligned curriculum in CTE courses can prepare students for postsecondary success

- Curriculum developed by academic and technical instructors
- Academic skills infused into technical courses
- Coursework offers dual credit and advanced placement opportunities
- Curriculum enhances “journey of a graduate” competencies

[Program of Study Framework Documents](#)

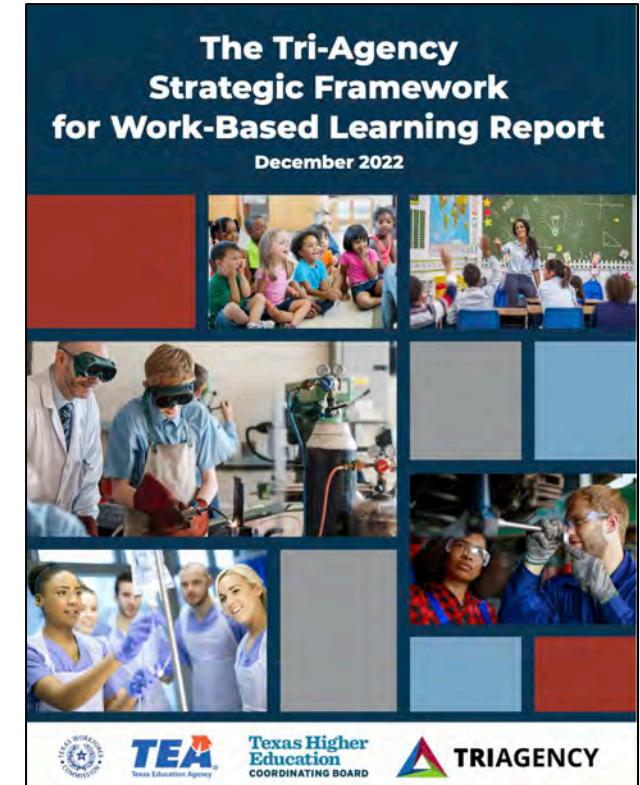


K-12 College and Career Readiness Focus

WBL can provide practical, hands-on activities, and experiences that support a college and career readiness focus in a K-12 system

The Tri-Agency has created a Work-Based Learning Continuum that supports the creation of practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace.

The Tri-Agency's Strategic Framework for Work-Based Learning [Report](#) gives examples of WBL models that can be incorporated at all grade levels to support future workforce demands.



Career Development Continuum



The mission of the Tri-Agency is to build a strong Texas workforce and ensure that Texans are prepared for jobs in the industries that power the state's economy today and tomorrow.

The vision of the Tri-Agency states that Texans of all ages should have access to high-quality education and workforce training that empowers them to achieve their full potential.

K-12 College and Career Readiness Focus

Texas' focus on workforce development through the Tri-Agency Workforce Initiative

Pathway Strategies



Support efficient and flexible pathways to earning degrees, certificates, and other credentials linked to high-wage, in-demand jobs.

Support Strategies



Ensure students receive the supports necessary to succeed at all stages of their education and in their transitions to the workforce.

Infrastructure Strategies



Create a robust infrastructure for interagency collaboration around common goals, data, and processes to ensure improved student outcomes and meet employers' needs.

The Tri-Agency is focused on improving the ability of all agencies to effectively engage stakeholders and meet the talent needs of employers.

[Tri-Agency Workforce Initiative](#)



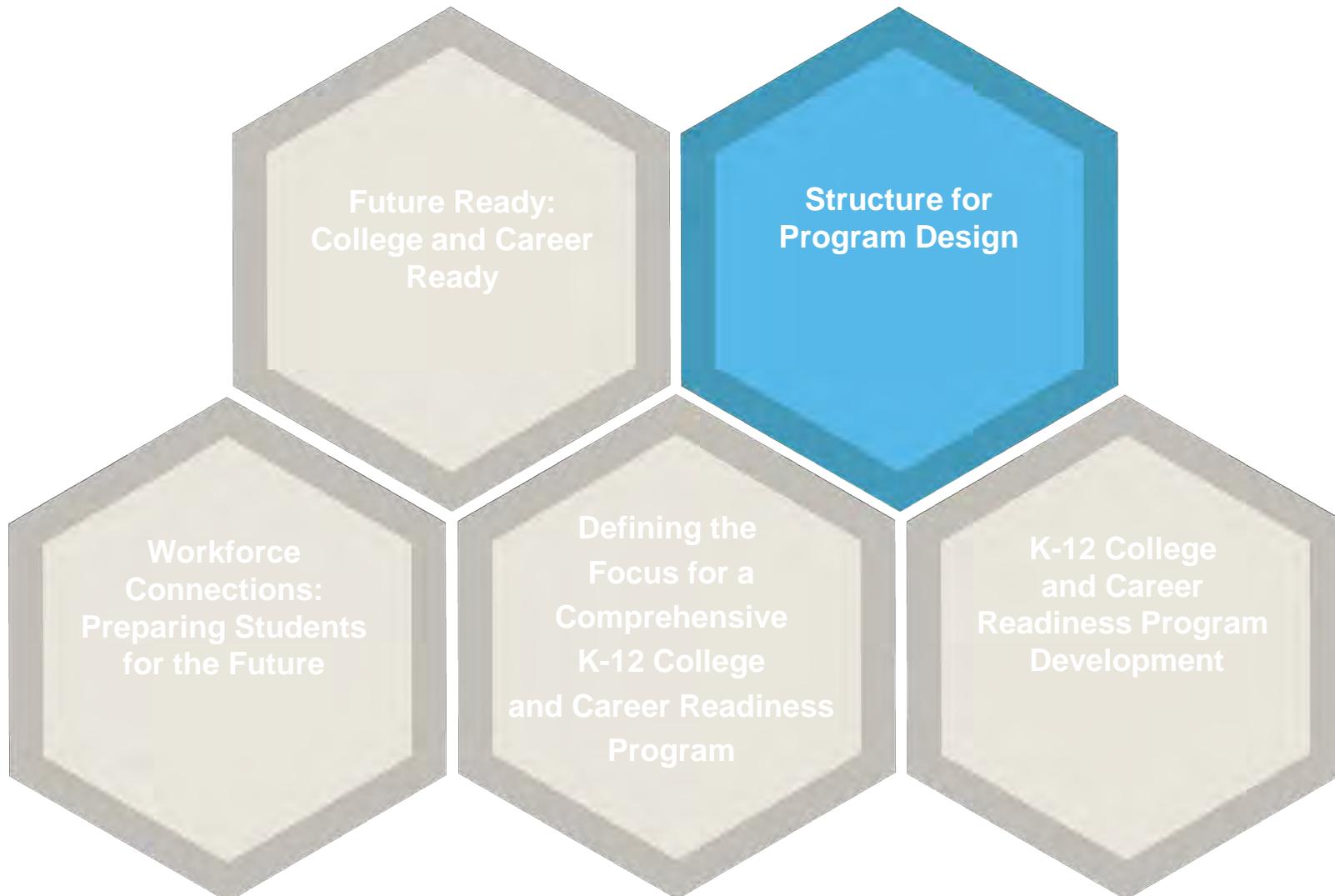
K-12 College and Career Readiness Focus

A CTE advisory committee engages stakeholders in activities that can support a college and career readiness focus

CTE Industry Advisory Committees

- Federal and state laws mandate the creation of industry advisory committees. The Carl D. Perkins Law Section 122(c)(5) states that a school must create a plan that describes how the eligible agency will actively involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business, and labor organizations.
- Representatives should include representatives of CTE programs in an LEA or educational service agency; representatives from postsecondary educational institutions; representatives of State board or local workforce development boards; 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.

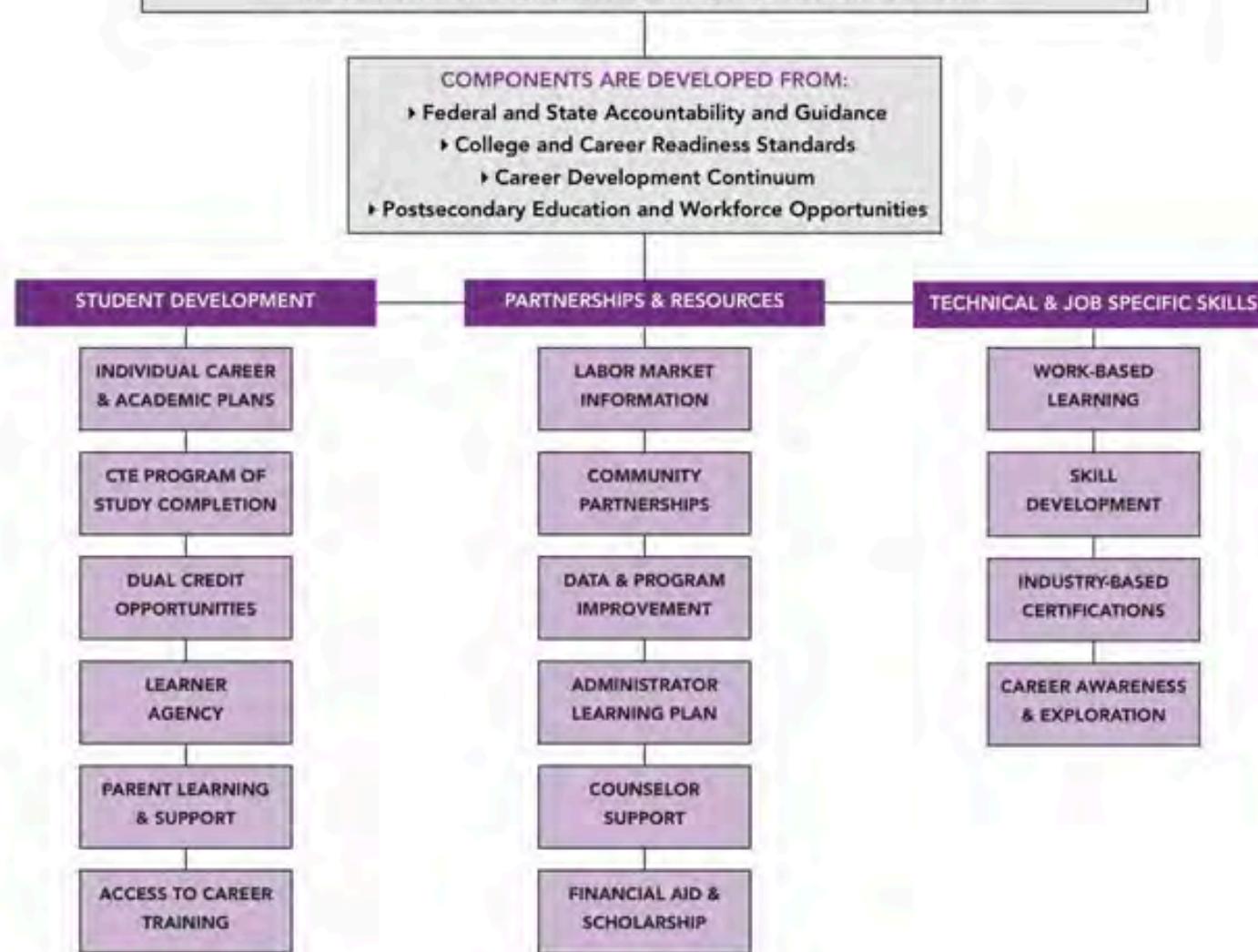
Presentation Components



Structure for Program Design

K-12 COLLEGE AND CAREER READINESS PROGRAM DESIGN

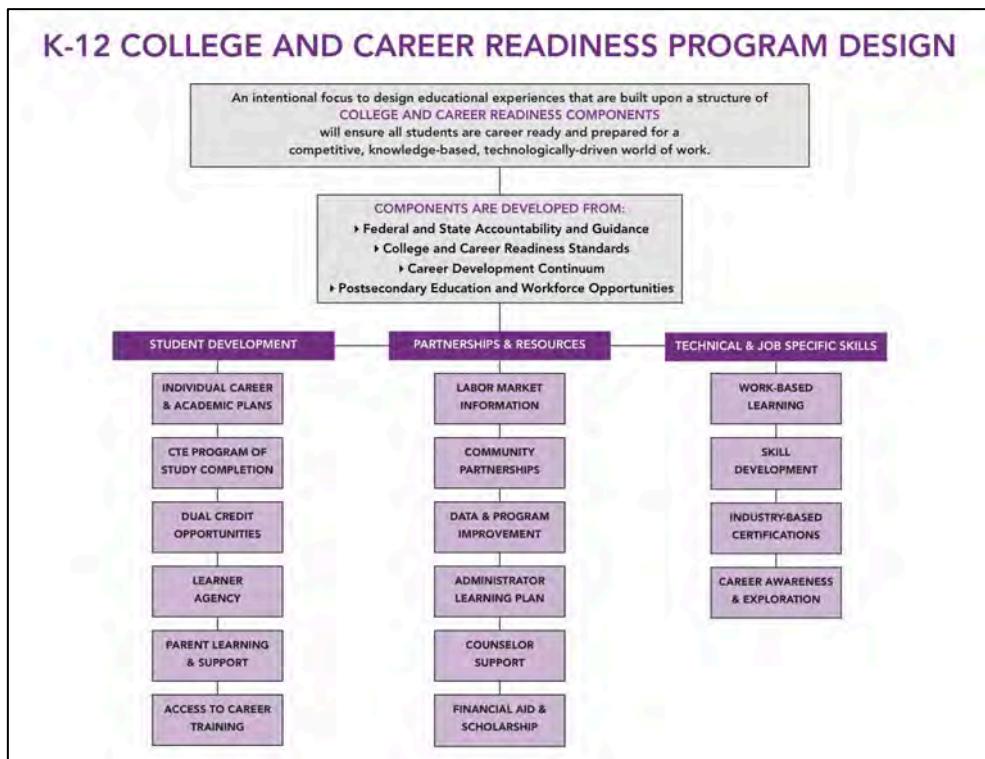
An intentional focus to design educational experiences that are built upon a structure of
COLLEGE AND CAREER READINESS COMPONENTS
will ensure all students are career ready and prepared for a
competitive, knowledge-based, technologically-driven world of work.



K-12 College and Career Readiness Focus



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.



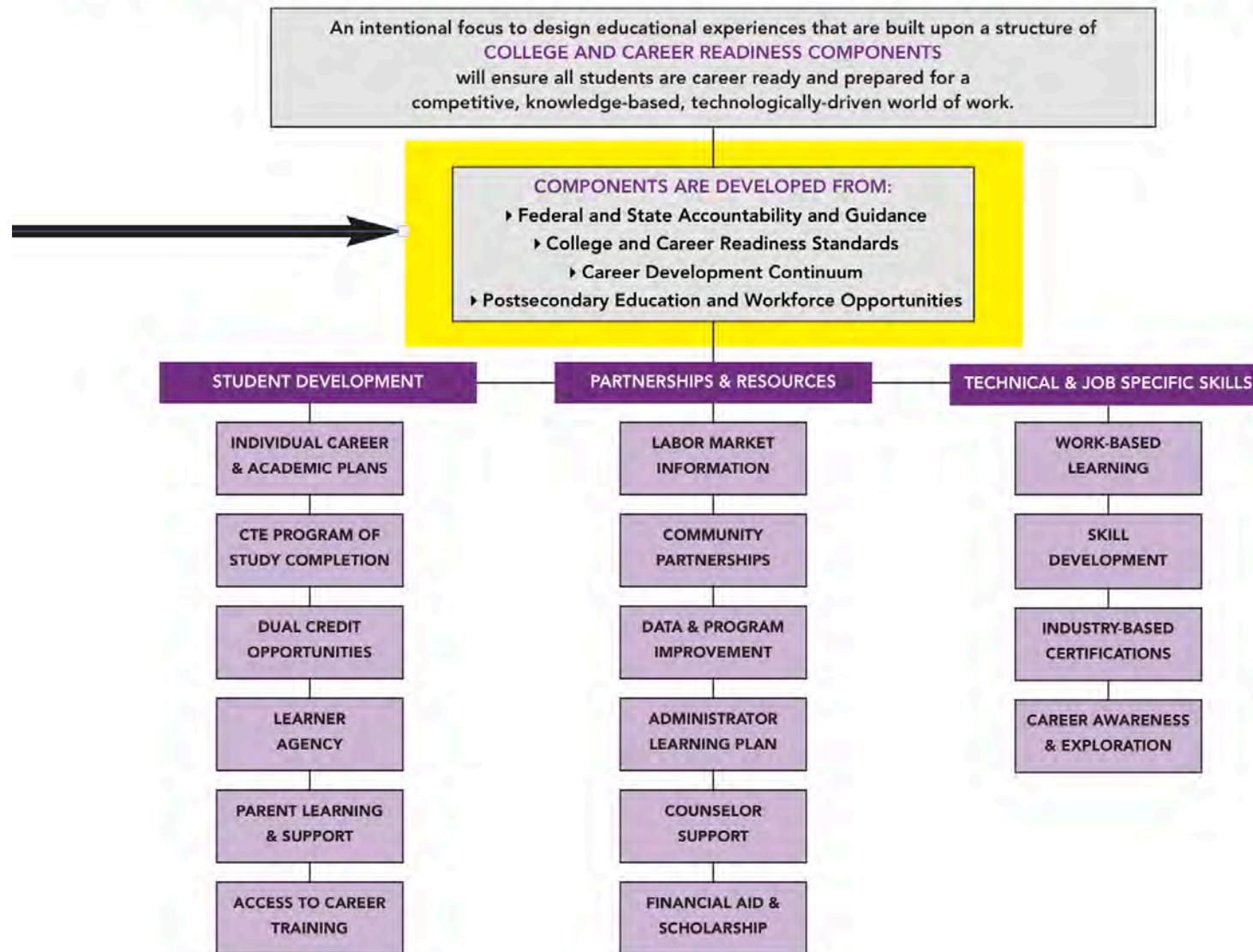
What college and career readiness structure components are you most focused on?

What college and career readiness structure components are the business and industry partners looking for in your students?



Lunch

K-12 COLLEGE AND CAREER READINESS PROGRAM DESIGN



Federal and State Accountability and Guidance

A key focus of the TEA state plan to implement the Perkins V grant is to help build a world-class workforce by aligning CTE courses in classrooms across the state to high-skill, high-wage, and in-demand occupations.

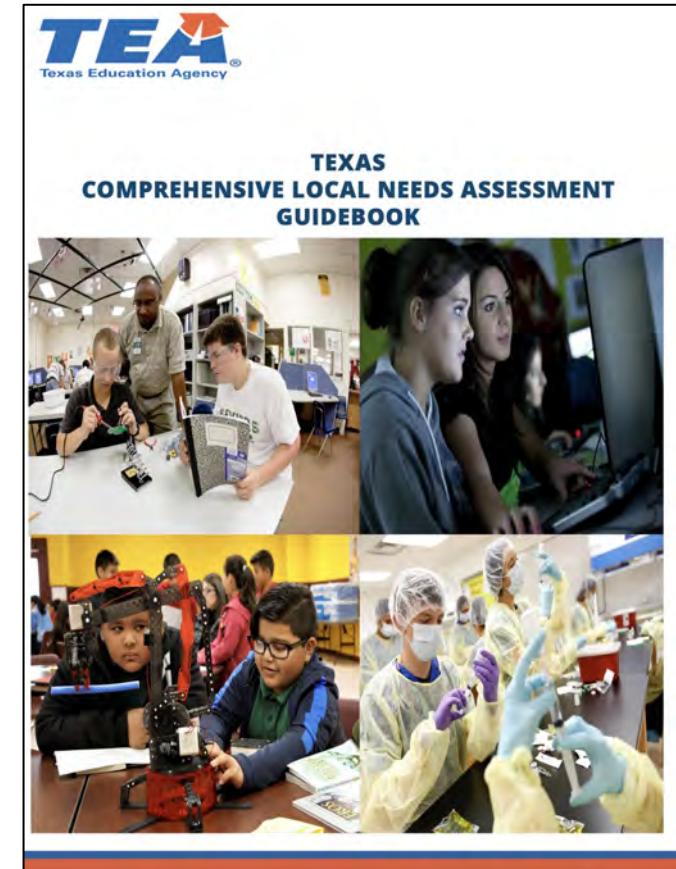
The TEA plan focuses on elements that support building a world-class workforce:

Identifying diverse industry needs and opportunities and student development	Creating generational changes for all students
Collaborating with institutions of higher education (IHE) and workforce partners to build pathways for student success	Providing best practices to support students through pathways to college, career, and/or the military
Ensuring that all Texas high school students have access to high-quality pathways to career and college	Providing effective evidence-based school models and resources by identifying and promoting pathways that connect college to career starting in early grades

Federal and State Accountability and Guidance

Strengthening career and technical education for the 21st Century Act (Perkins V) comprehensive local needs assessment (CLNA) Process:

- This process provides an opportunity for LEAs to take an in-depth look at their CTE system and identify areas where targeted improvements can lead to increased opportunities and outcomes for student success.
- The purpose of the CLNA is to support data-driven decision-making and more closely align planning, spending, and accountability activities under Perkins V.



Federal and State Accountability and Guidance

Workforce Innovation and Opportunity Act (WIOA)

WIOA is landmark legislation that is designed to strengthen and improve the nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

WIOA Program Overview in Texas

WIOA provides:

- Funding for basic skills available to help students gain new skills
- Basic tools needed to find a job
- Help with transportation issues
- Necessary clothing for an interview or new job
- Referrals for assistance with childcare

Federal and State Accountability and Guidance

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) presented states with a significant opportunity to design their K-12 education systems to prepare all students for college and careers. States will set and execute a vision that provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

ESSA
Plan
in Texas

Texas ESSA plan calls for multiple career readiness opportunities that are included in Texas Education Code and Texas Administrative Code.

CCMR in Accountability

College Ready

Students demonstrate college readiness in any one of the following ways:



- Meet criteria of 3 on Advanced Placement (AP) or 4 on International Baccalaureate (IB) examinations
- Meet Texas Success Initiative (TSI) criteria in Reading Language Arts (RLA) and Mathematics (SAT, ACT, TSIA1 or TSIA2, or college prep course)
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate degree
- Complete a dual enrollment course and qualify for at least 3 hours OnRamps credit

Career Ready

Students demonstrate career readiness in any one of the following ways:



- Earn an Industry-Based Certification (IBC) from 2022-2025 IBC list and be a concentrator in aligned CTE program of study (Class of 2025)*
- Graduate with completed IEP and Workforce Readiness (graduation type)
- Graduate under an advanced diploma plan and be identified as a current special education student
- Earn a Level I or Level II certificate

*Class of 2026 – earn an IBC from the 2022-2025 IBC list (sunset cap applies) or the 2025-2029 IBC list and be a completer in aligned CTE program of study

Military Ready

Students demonstrate military readiness in any one of the following ways:



- Enlist in the United State Armed Forces
- Enlist in the Texas National Guard

State Accountability and Guidance

Administrators should have knowledge of the Comprehensive School Counseling Program to enhance collaboration with counselors that will support a K-12 CCR plan

Texas Education Code ([Chapter 33.005](#)) defines school counselors' duties and counseling programs.

“A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.”

State Accountability and Guidance

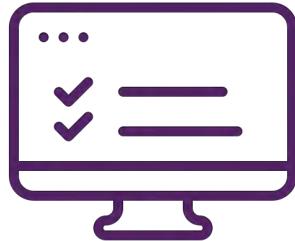
Administrators should have knowledge of the Comprehensive School Counseling Program to enhance collaboration with counselors that will support a K-12 CCR plan

Texas Education Code ([Chapter 33.005](#))

The school counselor shall design the program to include:

- Guidance curriculum to help students develop their full educational potential, including interest and career objectives
- Responsive services to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- Individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Support teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

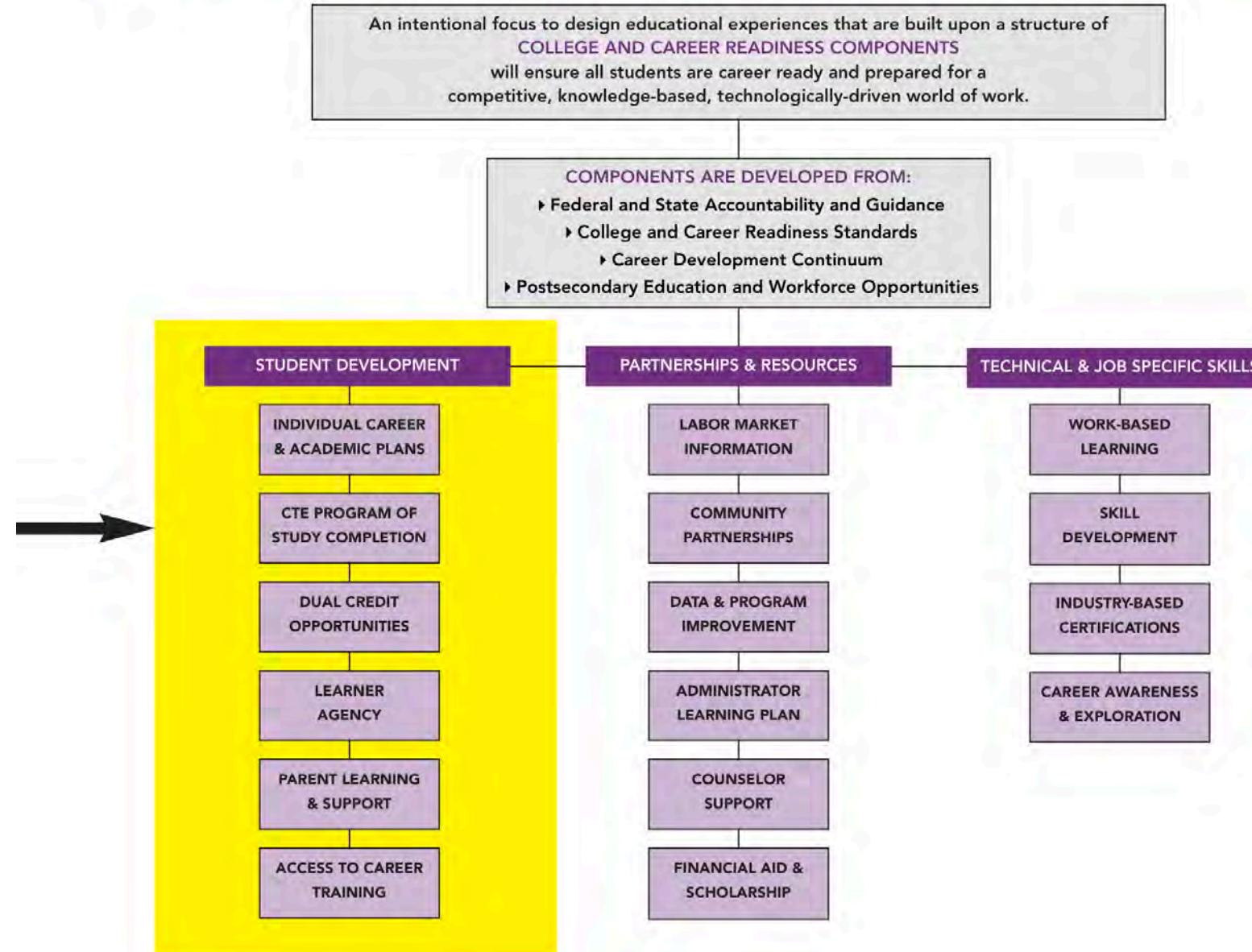
K-12 College and Career Readiness: Discussion



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.

How can federal and state accountability requirements support college and career readiness in your LEA?

K-12 COLLEGE AND CAREER READINESS PROGRAM DESIGN



College and Career Readiness Standards

Counselors annually monitor student PGPs and ICAPs and ensure coursework is aligned to a student's postsecondary education and career goals.

Counselors can support students with the following activities:

- Assisting with planning coursework and alignment with CTE programs of study
- Offering interpretation of standardized test results
- Providing access to career development activities (e.g., career days)
- Facilitating students' transition from one school level to the next
- Coordinating pre-registration for courses for the subsequent school year
- Assisting students to research and secure financial aid for postsecondary education and/or training

**STUDENT
DEVELOPMENT**

Personal Graduation Plans (PGP) and Individual Career and Academic Plans (ICAP)

Counselors also offering planning assistance such as the following:

- Consulting with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations
- Referring or consulting regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, or special education.
- Coordinating transition services for students with disabilities
- Assisting highly-mobile students

**STUDENT
DEVELOPMENT**

Personal Graduation Plans (PGP) and Individual Career and Academic Plans (ICAP)

Counselors monitor student PGPs/ICAPs and ensure alignment with programs of study.

STUDENT DEVELOPMENT

Components of PGPs and ICAPs

- Accurate and meaningful information that should be monitored and reviewed yearly at a minimum, but more frequently as needed
- Timely contact
- Parent involvement
- Freshman year
 - TEC §33.007 – counselors provide info about higher education to students and parents
- Senior year
 - TEC §33.007 – counselors provide info about higher education to students and parents
- Individual student planning
 - LEA's access to self-monitoring tools
 - Career goals linked to coursework in 4-year plan



PGPs and ICAPs

Counselors monitor students' PGPs and ICAPs and ensure alignment with programs of study.

Early warning system helps counselors identify students who:

- are not on track to meet their education goals
- are in need of remedial instruction in math, science, ELA, etc.
- are not on track to earn an IBC while completing a program of study, nor endorsement

STUDENT
DEVELOPMENT

Counselors also access the following tools for supporting PGPs/ICAPs:

- [TEA's Graduation Toolkit](#)
- [Texas Reality Check](#)

CTE Program of Study Completion

STUDENT
DEVELOPMENT

The Division of College, Career, and Military Preparation engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study and WBL to ensure students are prepared for high-skill, high-wage and in-demand occupations in Texas.

- The programs of study allow Texas to meet the federal program requirements within Perkins V.
- TEA has created editable program of study [framework documents](#). Customized documents can be turned into posters and placed prominently in classrooms and common areas at all K-12 campuses to inform students, parents, and teachers of CTE options at the secondary level.

CTE Program of Study Completion

STUDENT DEVELOPMENT

TEA developed CTE programs of study that are aligned to labor market information (LMI).

TEA links LMI to all Texas workforce development areas so LEAs can access as they select programs of study and courses within them that aligns to high-skill, high-wage, and in-demand occupations.

Revised-June 2024

Hospitality and Tourism Career Cluster

The Hospitality and Tourism career cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services. This career cluster includes occupations ranging from reservation and transportation ticket agent to event planner and general manager.

Statewide Program of Study: Culinary Arts

The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.

Secondary Courses for High School Credit

Level 1

- Principles of Hospitality and Tourism
- Introduction to Culinary Arts

Level 2

- Culinary Arts
- Entrepreneurship I
- Food Technology and Safety
- Foundations of Restaurant Management

Level 3

- Advanced Culinary Arts
- Introduction to Event and Meeting Planning
- Tourism/Marketing Concepts and Applications
- Food Processing
- Food Processing + Agricultural Laboratory and Field Experience

Level 4

- Food Science
- Practicum in Culinary Arts
- Practicum in Culinary Arts + Extended Practicum in Culinary Arts
- Practicum in Event and Meeting Planning
- Practicum in Hospitality Services
- Practicum in Hospitality Services + Extended Practicum in Hospitality Services
- 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 Advanced Academic Courses

AP or IB

- AP Chemistry
- IB Chemistry SL

Dual Credit

Dual credit offerings will vary by local educational 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 director of a non-profit that produces and sells food to communities in need
- Intern at a catering company and learn about food production for large-scale events
- Work part-time in a restaurant as a line cook or chef

Expanded Learning Opportunities

- Participate in FCCLA
- Participate in SkillsUSA
- Participate in American Culinary Association or the Texas Restaurant Association

Aligned Industry-Based Certifications

- Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Certified Hospitality and Tourism Management Professional
- Certified Foods
- Culinary Meal Selection and Culinary Certification
- Food Protection Manager Certification
- Food Safety and Science Certification
- Managerial Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science
- Food Safety
- ServSafe Manager

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement.

Example Postsecondary Opportunities

Associate Degrees

- Culinary Arts
- Baking and Pastry Arts

Bachelor's Degrees

- Hotel/Motel Administration/Management
- Culinary Science

Master's, Doctoral, and Professional Degrees

- Organizational Leadership

Additional Stackable IBCs/Licenses

- Food Manager License

Example Aligned Occupations

Bakers

Median Wage: \$29,466

Annual Openings: 2,942

10-Year Growth: 26%

Chefs and Head Cooks

Median Wage: \$44,761

Annual Openings: 950

10-Year Growth: 37%

General and Operations Managers

Median Wage: \$83,220

Annual Openings: 25,450

10-Year Growth: 23%

Data Source: TotalWages, Texas Workforce Commission. (Retrieved 7/6/2024).

For more information visit:

<https://www.texas.gov/texas-workforce-commission/texas-workforce-commission/texas-workforce-commission-career-and-occupational-information/texas-career-and-occupational-information/texas-career-and-occupational-information-career-profiles>

CTE Program of Study Completion

STUDENT
DEVELOPMENT

Counselors provide guidance to assist students in selecting programs of study.

LEA personnel should ensure that each program of study includes the courses necessary for students to become completers.

The definition for a CTE concentrator, as outlined in Perkins V, is successful completion of two courses (for two or more credits) within the same program of study.

The definition for a CTE completer is successful completion of three or more courses for four or more credits, including one level 3 or level 4 course, from within the same program of study.

CTE Program of Study Completion

Program of study resources

**STUDENT
DEVELOPMENT**

- [Approved regional and statewide CTE programs of study](#)
- [LWDA labor market information and resources](#)
- [CTE programs of study mapping application](#)
- [Industry-Based Certifications](#)

Dual Credit Opportunities

Increase dual credit opportunities for students

STUDENT DEVELOPMENT

- Review LEA's memorandum of understandings (MOUs) with Institutions of Higher Education (IHEs)
- Read TEA's [FAQ](#) on dual credit and [dual credit information](#)
- Establish ongoing meetings between counselors and IHEs
- Build awareness of the THECB's [definition](#) of dual credit
- Gain knowledge of dual credit offerings in LEA's region
- Identify how course and program offerings are meeting the needs of students

Communicate information for parents and students on the following topics:

- Transition between high school and college
- Transfer of credits to public colleges and universities
- Benefits of completing a postsecondary degree faster
- Ways to save money on college tuition

Learner Agency

Learner agency and belonging

Students need opportunities to develop their self-concept.



- Self-concept includes occupational identity
 - Students see themselves in careers based on their skills, interests, and knowledge
- Self-efficacy
 - Students find value in their learning and have confidence in their skills to be able to perform a job
- Learner belonging
 - Students have opportunities to belong and compete in activities such as Career and Technical Student Organizations (CTSOs)

**STUDENT
DEVELOPMENT**

Parent Learning and Support

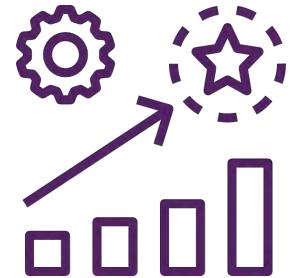
The LEA should create partnerships with parents to support the college and career readiness development for their children in the K-12 system

Communicate and gather information to show the relationship between school and preparation for the world of work.

- Equip parents with information to support their students with college and career transitions
- Provide resources to parents to help students prepare for postsecondary related to workforce demands and trends, including how to pay for college and training and how to set and meet occupational goals
- Survey parents
 - Do the LEAs survey parents to better understand the resources they need to assist their students with college and career readiness?

**STUDENT
DEVELOPMENT**

K-12 College and Career Readiness: Discussion



Write an individual response from the following prompt on your design page. Continue discussing with your table group and take notes for further consideration. Consider next steps and wonderings.

What is your LEA doing to ensure students are invested and on track to connect with a career pathway that meets their skills, passions, and postsecondary goals? How will you work with counselors to implement this system?



Break

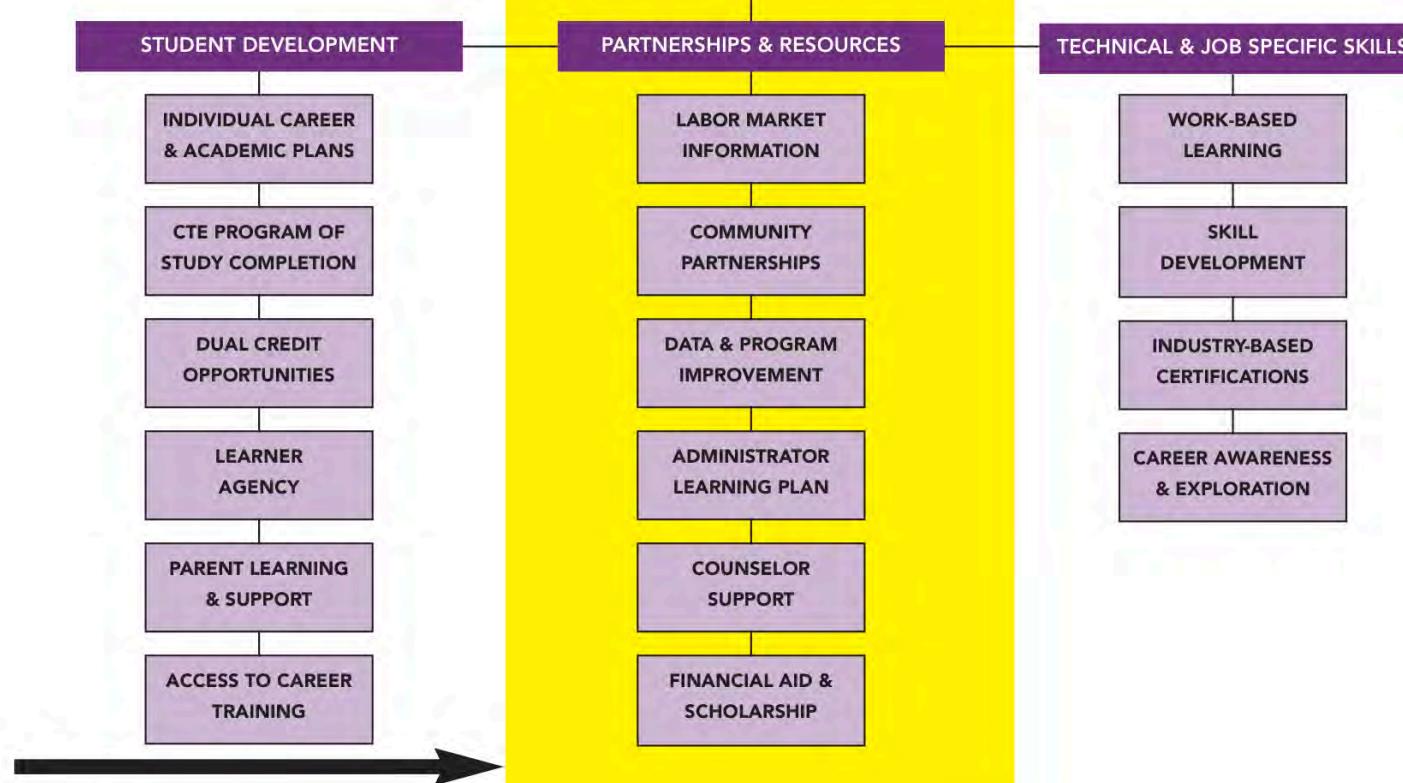
K-12 COLLEGE AND CAREER READINESS PROGRAM DESIGN

An intentional focus to design educational experiences that are built upon a structure of
COLLEGE AND CAREER READINESS COMPONENTS

will ensure all students are career ready and prepared for a
competitive, knowledge-based, technologically-driven world of work.

COMPONENTS ARE DEVELOPED FROM:

- Federal and State Accountability and Guidance
- College and Career Readiness Standards
- Career Development Continuum
- Postsecondary Education and Workforce Opportunities



Labor Market Information

TEA developed CTE programs of study that are aligned to LMI

TEA now links LMI to all Texas Workforce Development Areas so LEAs can access as they design CTE coursework that aligns to high-skill, high-wage, and in-demand occupations.

Activity: Participants look at [labor market information](#) and resources from their Workforce Development Areas.

**How can you share this information
with students and parents?**



Community Partnerships

Advising educational, career, personal, and social development of students

The LEA's community is a place to recruit and secure stakeholders who can help to connect students with in-demand occupations, WBL, and public service opportunities.

- An LEA stakeholder group can be tapped by counselors so they can ensure they have accurate, relevant career-related information
- Community partners can support all grade levels with opportunities to learn about career readiness. A few examples include:
 - Elementary: Career days, classroom presentations, field trips
 - Secondary: Community service projects, real-work design projects, industry tours, mentorship programs, career exploration, WBL experiences, work-ready skills, and college/training access

PARTNERSHIPS AND RESOURCES

Data and Improvement

PARTNERSHIPS AND RESOURCES

Data collection systems are important to provide information that can be used in making decisions about college and career readiness. Further, analyzing data points can help to ensure access.

LEAs can create systems that use a combination of data sources.

The Public Education Information Management System (PEIMS) will give insight into student performance on State of Texas Assessments of Academic Readiness (STAAR), IBCs, and demographic information. PEIMS reports can also provide CTE indicator data for programs of study by individual students and grade levels.

PEIMS data can be disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among special populations, the general student population, and through the identification of access gaps.

Data and Improvement

Data can be disaggregated by the following factors to support improvement in K-12 college and career readiness program development:

- **Learner demographics**
 - Race and ethnicity, gender identity, Perkins V special population status, first generation, Pell eligible or receiving, and other learner groups of interest identified by stakeholders
- **CTE programs of study**
 - Programs of study aligned to industry and high-skill, high-wage, and in-demand occupations
- **Provider and delivery system**
 - LEA, high school, middle school, technical center, college or university, or eligible training provider through Texas Workforce Commission
- **CTE participation**
 - CTE participants, explorers, concentrators, completers, non-CTE, and all learners



Importance of the Student Attendance Accounting Handbook (SAAH)

State law requires that every Texas LEA adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data.

The *Student Attendance Accounting Handbook* provides guidance on tracking data that includes:

- Qualified teachers
- Maximum number of funded contact hours for students in grades 7–12
- Funding per course
- CTE contact hours
- V-codes
- Special programs reporting
- Block schedules
- WBL courses, such as career preparation, practicums, and clinical learning experiences
 - Training plan requirements, contact hours, required site visits by teachers

Data and Improvement

Importance of data

Data sources that can support LEAs with decision making and improvements to a K-12 college and career readiness plan:

- Texas Public Education Information Resource ([TPEIR](#))
-Provides college enrollment and/or employment following high school graduation by CTE participation
- Texas Higher Education Coordinating Board ([THECB](#))
-Houses Coordinating Board Management (CBM) reports that includes LEA and IHE data
- National Student Clearinghouse Research Center ([NSCRC](#))
-Publishes reports throughout the year on its [dashboard](#) to display student pathways and enrollment trends
- Dual credit participation data
- LMI
- CTE program of study completion data
- Data on IBCs earned

Who should be included in data discussions? Talk with your table or group for 3-minutes and be ready to share out.

PARTNERSHIPS AND RESOURCES

Administrator Learning Plan

Developing a professional learning plan for administrators

The LEA should allocate resources to fund professional learning for administrators as they learn about college and career readiness needs at the elementary, middle school, and high school levels.

PARTNERSHIPS AND RESOURCES

Elementary	Middle School	High School
Engage in self discovery of interests	Engage in opportunities to explore and deepen college and career knowledge and skills	Review college and career pathways
Utilize space to be curious and passionate about career awareness	Engage in academic planning and goal setting	Plan and implement personal goals that align with future career opportunities
Develop knowledge and skills that lay foundation for academic rigor	Complete career assessments to understand their unique interests, skills, and strengths.	Gather, analyze, and reflect to solve problems using critical thinking
Learn behaviors that support lifelong learning	Map out a PGP or ICAP with counselor's guidance	Gain awareness of postsecondary options are available

Counselor Support

PARTNERSHIPS AND RESOURCES

Counselors identify resources and supports needed to ensure students have access to college and career readiness opportunities

Ensure that all students have access to high-quality career readiness coursework:

- Align coursework to high-skill, high wage, and in-demand occupations
- Review data that shows possible barriers to students who do not complete programs of study.
- Review non-traditional courses offerings and identify potential gaps at your LEA
- Student recruitment and strategies for all student populations are available regardless of gender, race, ethnicity, and special population status

Counselor Support

Counselors identify resources and supports needed to ensure students have access to college and career readiness opportunities

Develop a student's full educational potential:

- Explore interests and career objectives
- Create future goals and plans
- Navigate an individual student planning process
- Monitor and manage a student's educational, career, personal and social development
- Navigate personal and academic obstacles
- Navigate multiple sources of information and experiences to support informed postsecondary decision making
- Ensure opportunities for curricular, co-curricular and extracurricular activities are available to all students

Counselors provide specific information to fund postsecondary opportunities

- Texas Application for State Financial Aid (TAFSA)
- Free Application for Federal Student Aid (FAFSA)
- College Scholarship Service (CSS) profile application for non-federal financial aid
- Scholarship applications
- [Ask ADVi](#): The Texas Virtual College Advisor helps Texas students who need answers to questions about attending college, returning to college, financial aid, and more.
- [ApplyTexas](#): A project of the Texas Higher Education Coordinating Board to offer a centralized means for students to apply to the postsecondary institutions in Texas.

Scholarships

Counselors provide scholarship opportunities

PARTNERSHIPS AND RESOURCES

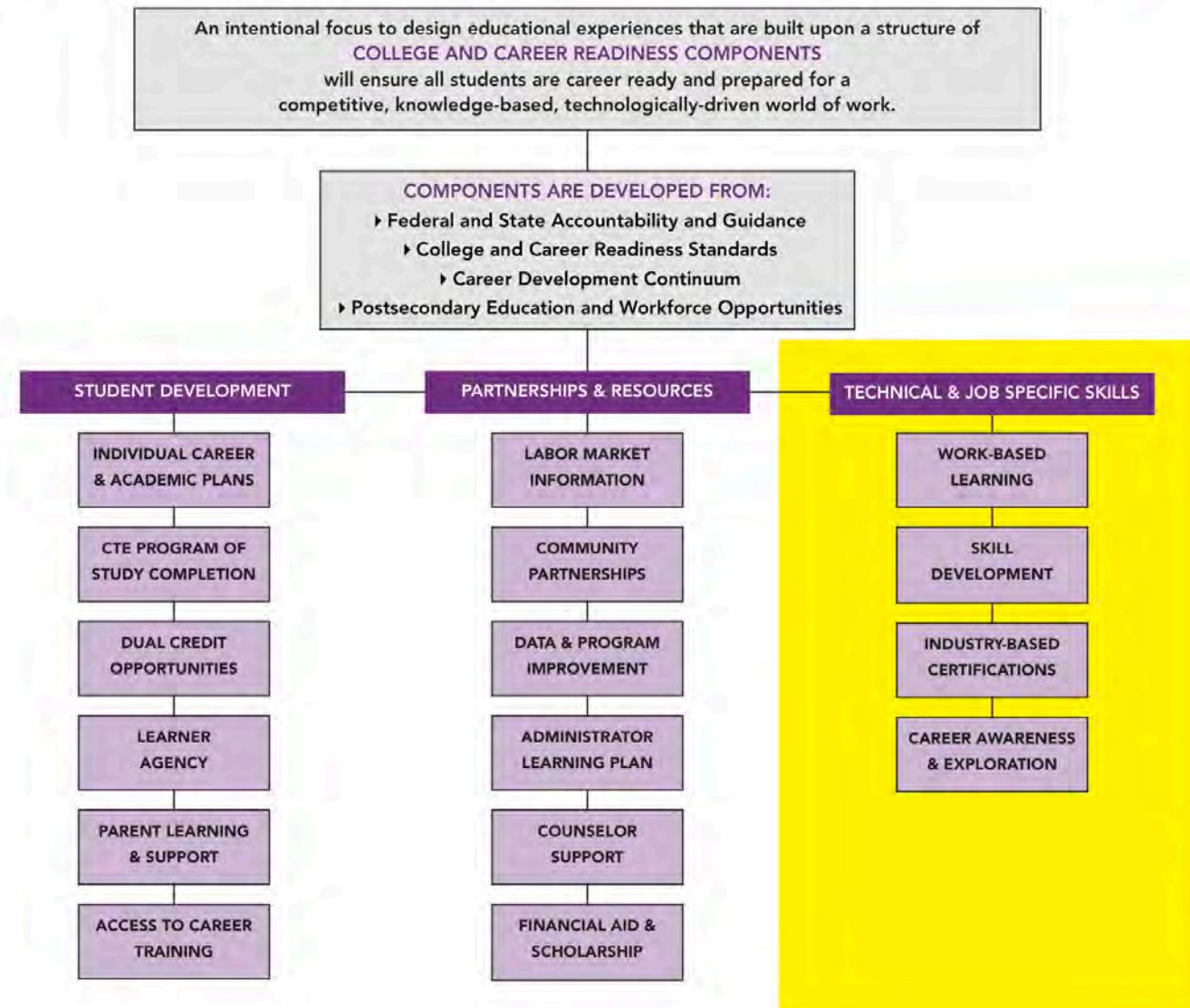
Identify scholarships from Career and Technical Student Organizations (CTSOs)

- [Business Professionals of America \(BPA\) – Texas](#)
- [DECA, Texas Association](#)
- [Future Business Leaders of America \(FBLA\)](#)
- [Family, Career and Community Leaders of America \(FCCLA\)](#)
- [Health Occupations Students of America \(HOSA\)](#)
- [SkillsUSA Texas](#)
- [Texas Association of Future Educators \(TAFE\)](#)
- [Texas FFA Association](#)
- [Texas Technology Students Association \(TSA\)](#)

Supporting organizations

- [Career and Technical Association of Texas \(CTAT\)](#)
- LEA education foundations
- Local, state, and civic organizations

K-12 COLLEGE AND CAREER READINESS PROGRAM DESIGN



Work-Based Learning (WBL)

WBL placement

Components of WBL

- [WBL tool kit](#)
 - Alignment of classroom and workplace learning
 - Application of academic, technical, and employability skills in a work setting
 - Support from classroom or workplace mentors
- TEA [work-based learning](#)
 - [TXCTE.org](#) work-based learning
 - Teacher requirements
 - Student requirements
 - Resources
 - Laws
 - Industry awareness and recruitment
 - Industry and career exploration resources

TECHNICAL AND JOB SPECIFIC SKILLS

K-12 College and Career Readiness Focus

The Tri-Agency's WBL continuum outlines the different components of learning about, through, and at work to develop academic, technical, and employability skills.

Learning About Work



Career Exploration activities in this stage of the continuum are introductory and usually short-term. They provide participants with an opportunity to learn about industries and employers that may be unfamiliar.

Models include:

- Worksite Tours
- Job Shadowing
- Simulations
- Informational interviews with employers

Learning Through Work



Career Preparation activities in this stage of the continuum provide participants with extended opportunities to increase their knowledge of a field and gain employability skills and some entry-level technical knowledge or skills.

Models include:

- Internships
- Pre-Apprenticeships
- Cooperative Education
- Service Learning

Learning At Work



Career Training activities in this stage of the continuum engage participants as paid employees to gain specific skills, in conjunction with classroom or lab instruction, in a specific industry or occupation.

Models include:

- Apprenticeships
- Youth Apprenticeships
- On-the-Job Training
- Transitional Jobs

K-12 College and Career Readiness Focus

Work-based learning can provide practical, hands-on activities or experiences that support a college and career readiness focus in a K-12 system

The Tri-Agency Work-Based Learning Continuum can provide guidance to an LEA designing K-12 activities which includes: (1) Learning About Work; (2) Learning Through Work; (3) Learning At Work.

Elementary Level

- CTE students can visit elementary campuses and provide age-appropriate activities specific to their program of study knowledge
- Industry partners can participate in career fairs, simulations, and school design activities to bring a career focus to campus

Middle School Level

- Students can interact with business and industry partners on worksite tours, simulations, and career exploration
- CTE courses can be offered at the middle school level. In addition, students can participate with CTSOs with industry partners as mentors

High School Level

- CTE students can increase knowledge of a career and gain employability and technical skills through internships, job shadowing, and practicums
- Industry partners can serve on CTE advisory committees to ensure alignment of education and workforce expectations

<https://www.twc.texas.gov/sites/default/files/wf/docs/wbl-strategic-framework-dec-2022-twc.pdf>

Skill Development

Counselors provide specific supports for students with the following skills and proficiencies:

- **Employability skills**
 - TEKS of CTE courses include employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette.
- **Academic proficiency**
 - Knowledge and skills that lay foundation or academic rigor are included in all classes.
- **Technical skill proficiency**
 - WBL opportunities help to connect student skill acquisition with industry demands.
- **Credential attainment**
 - Earning an IBC is a key measure to prepare students for postsecondary success.

TECHNICAL AND JOB SPECIFIC SKILLS

Industry-Based Certifications (IBC)

Increase IBCs in all CTE programs of study

- Texas Education Code ([§39.053](#)) requires TEA to account for high school students who earn an IBC as an indicator within the student achievement domain of the state's public school accountability system.
- The purpose of the IBC list is to identify certifications that prepare students for success.
- CTE students should reflect and set goals to have ownership of their learning around IBC acquisition. IBCs should be included within PGPs/ICAPs.
- LEAs can investigate adding IBC-related teacher training/professional development for courses that ultimately lead to IBCs.

[Link to more information about IBCs](#)

TECHNICAL AND JOB SPECIFIC SKILLS



Industry-Based Certifications

Increase IBCs in all CTE programs of study

For CCMR, students can demonstrate career readiness by earning an IBC from 2022-2025 list and becoming a concentrator in an aligned program of study (Class of 2025 graduates)

Beginning with the Class of 2026 graduates, students can demonstrate career readiness by earning an IBC from the 2022-2025 list (sunset cap applies) or the 2025-2029 list and becoming a completer in an aligned program of study.

- Earning an IBC and completing a program of study (attaining completer status) is a key measure to prepare students for postsecondary success.
- Collaborating with school counselors is essential to ensuring that students are enrolled in courses that support the completion of a program of study that culminates in earning an aligned IBC as a capstone opportunity.

Career Awareness and Exploration: Elementary

LEAs provide career awareness, exploration, assessment, and exposure through different campus-wide career programs based on grade level.

At the elementary level, counselors provide:

- Career-connected learning exploration opportunities for all students
- Career exploration connected with play
- Career Days
- Activities that build skills of collaboration, creativity, critical thinking, communication, and resilience

**TECHNICAL AND JOB
SPECIFIC SKILLS**

Career Awareness and Exploration: Middle School

LEAs should create opportunities for career awareness, exploration, assessment, and exposure through different campus-wide career programs based on grade level.

In middle school, counselors can provide career exploration through the following resources:

- Middle school Career and College Exploration [TEKS](#)
- [Career Middle Galaxy](#) by Texas OnCourse
- [U.S. Bureau of Labor Statistics – K-12](#)
- [Beyond Grad](#) initiative—this program is creating middle school curriculum designed to expose students to career exploration, college and career readiness, and skills for building personal agency
- Activities that build skills of collaboration, creativity, critical thinking, communication, and resilience
- Experiences that enhance occupationally-specific knowledge and skills

Career Awareness and Exploration: High School

LEAs should create opportunities for career awareness, exploration, assessment, and exposure through different campus-wide career programs based on grade level.

High school counselors provide connected learning between college and career readiness through:

- CTE courses for high school credit
- [Texas Career Check](#)
- [Texas Reality Check](#)
- [RoadTrip Nation](#)
- [MyTXCareer app](#)
- [CareerOneStop](#)
- Texas Workforce Commission [resources](#)
- Occupational Outlook Handbook – [O*NET Online](#)
- LEA-purchased programs provided by vendors
- Career Fairs
- WBL

“Students who participate in career guidance and career courses demonstrate greater knowledge of jobs, higher self-esteem and better grades, and are more engage in career and academic planning.”

School-Based Career Development: A Synthesis of the Literature

Career Awareness and Exploration: High School

LEAs should create opportunities for career awareness, exploration, assessment, and exposure through different campus-wide career programs based on grade level.

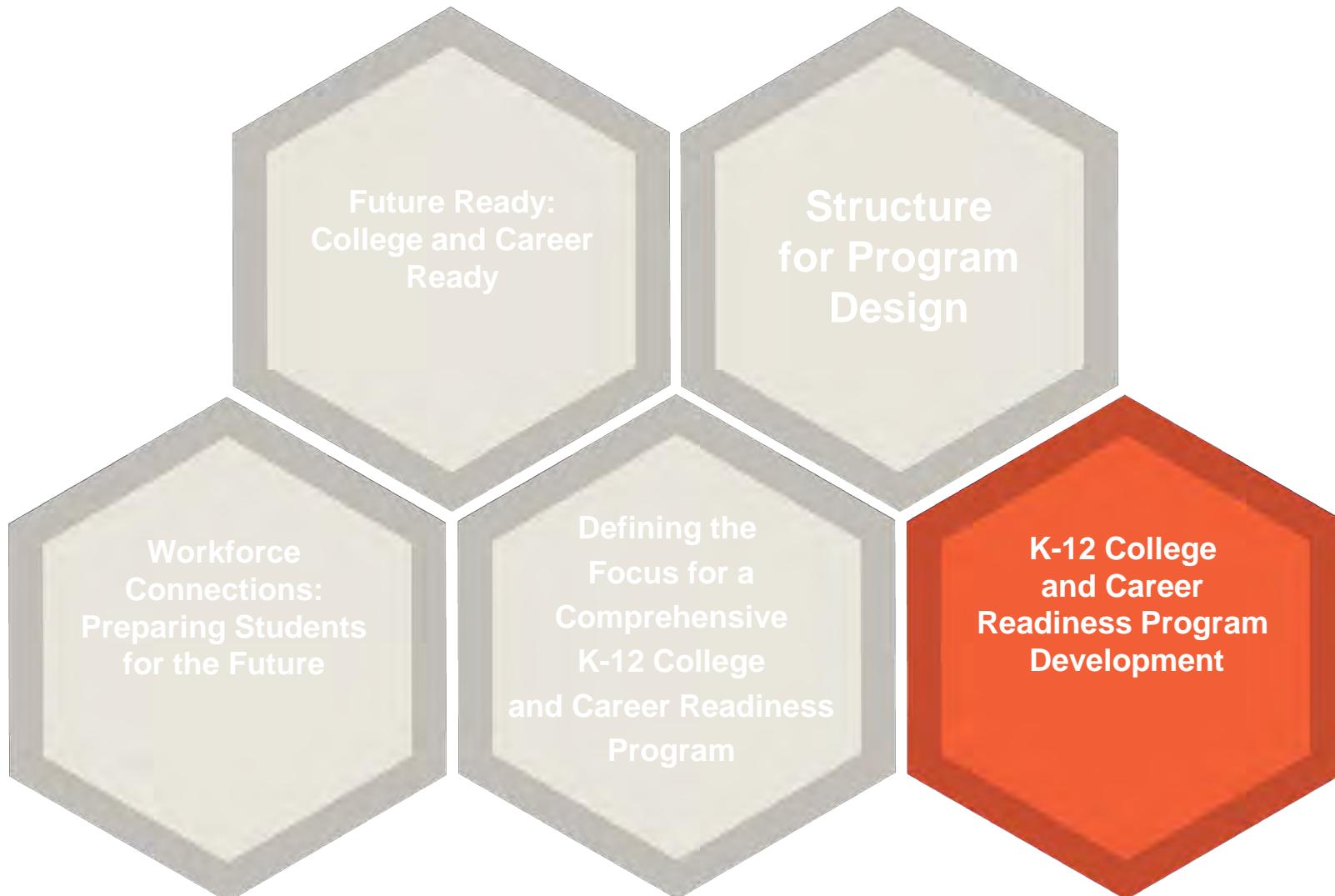
At the high school level, LEAs also provide:

- Connected learning between college and career readiness
- Opportunities for students to develop employability skills through focusing on promptness, time management, conflict resolution, adaptability, innovation, resume writing, completing job applications, interview skills, and creating professional social networks
- Texas College and Career Readiness School Models (CCRSM) that blend high school and college coursework: Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH)



Break

Presentation Components



K-12 College and Career Readiness Program Development

Comprehensive K-12 College and Career Readiness Program

There are many opportunities for CTE administrators to connect to the work of supporting and creating a college and career readiness program that engages students to develop career-related abilities and talents that links to careers and real-world experiences.

- K-12 focus on K-12 college and career readiness provides administrators and stakeholders from all grade levels opportunities to work together to prepare students for postsecondary success.
- K-12 approach can support all learners in the LEA to be empowered to develop skills and knowledge to be prepared to pursue their dreams and enrich their communities.
- Developing a partnership structure to manage ongoing activities with engaging business and industry partners and community organizations will support all students.

Ask Questions to Build a College and Career Readiness Program

FEDERAL AND STATE ACCOUNTABILITY AND GUIDANCE

QUESTIONS

Are all aspects of the LEA's college and career readiness structure aligned to federal and state accountability?

What opportunities are available in the LEA for all stakeholders to collaborate to support students preparing for postsecondary success?

How is the LEA identifying and developing high-quality pathways to career and college?

Are resource allocation and federal and state accountability aligned to student and workforce needs?

What other
questions can
be added to
build a
structure?

Ask Questions to Build a College and Career Readiness Program

STUDENT DEVELOPMENT

PGPs/ICAPs

CTE PROGRAM OF STUDY COMPLETION

DUAL CREDIT OPPORTUNITIES

LEARNER AGENCY

PARENT LEARNING AND SUPPORT

ACCESS TO CAREER TRAINING

QUESTION

How are counselors advising and monitoring Individual Career and Academic Plans to ensure all students have an actionable plan for postsecondary success?

QUESTION

Do CTE course sequences provide opportunities for students to complete a program of study that connects to in-demand, high-skill, high wage occupations?

QUESTION

How are students and parents informed of dual credit opportunities?

QUESTION

Does the LEA survey students to determine if learners believe they can achieve their goals with hard work and skill development?

QUESTION

What resources are available for parents to help decision-making for students as they prepare for in-demand occupations?

QUESTION

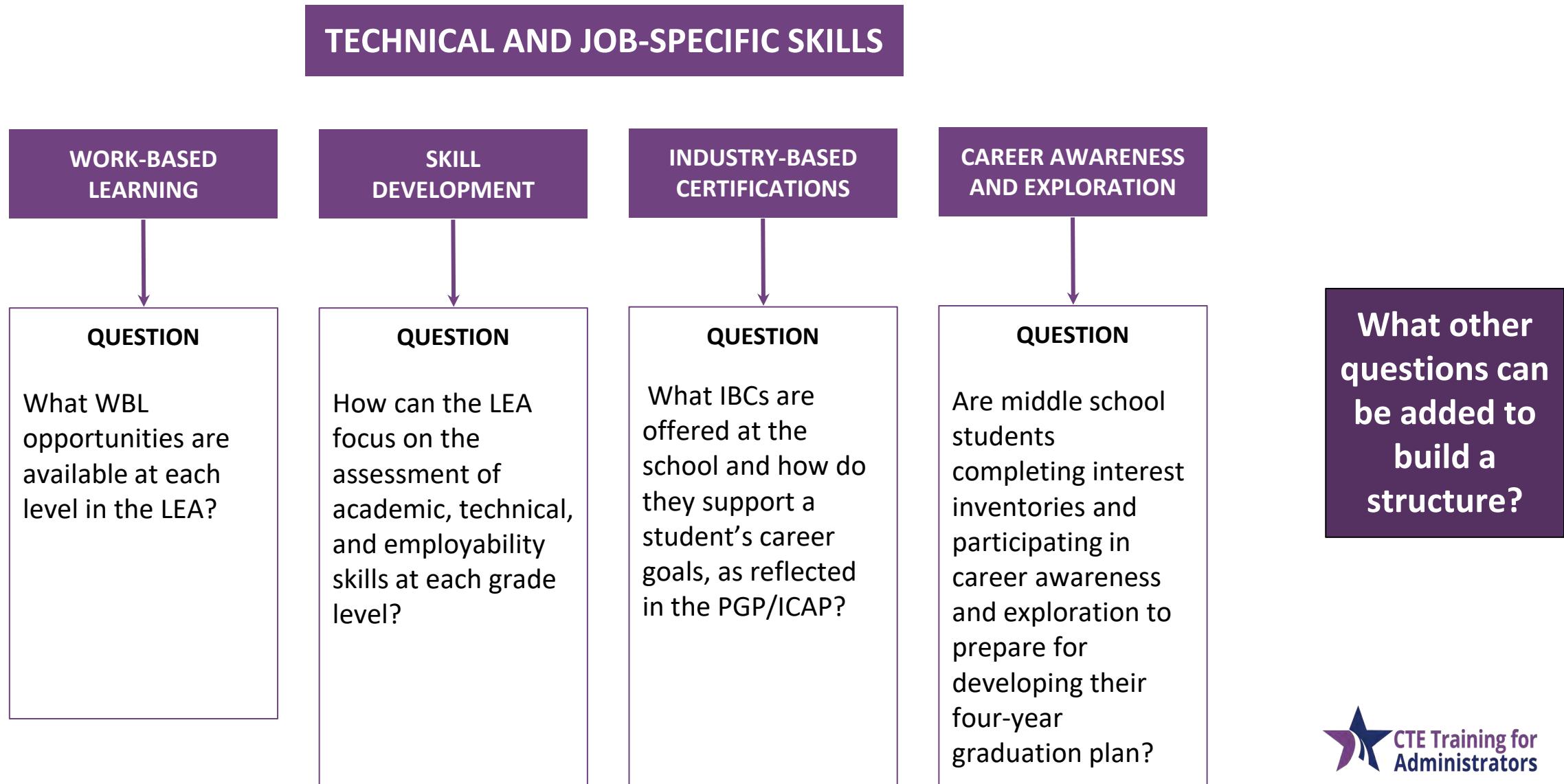
Does your LEA audit programs of study to ensure they are accessible and serve all learners?

Ask Questions to Build a College and Career Readiness Program

PARTNERSHIPS AND RESOURCES

LABOR MARKET INFORMATION	COMMUNITY PARTNERSHIPS	DATA AND PROGRAM IMPROVEMENT	ADMINISTRATOR LEARNING PLAN	COUNSELOR SUPPORT	FINANCIAL AID AND SCHOLARSHIP
QUESTION Are counselors using resources from Texas Workforce Commission, O*Net, U.S. Bureau of Labor Statistics to be prepared to advise students on in-demand occupations?	QUESTION Does the LEA engage business and industry partners to provide career readiness opportunities for all campuses?	QUESTION Is the LEA tracking graduation rates, freshmen on track for graduation and a graduation plan with actionable postsecondary next steps for all students?	QUESTION Has each administrator conducted a self-assessment of professional learning needed to support a college and career readiness program?	QUESTION How are counselors identifying resources and supports needed to ensure students have the information they need to prepare for high-skill, high wage, in-demand occupations?	QUESTION What support is available for students to research and secure financial aid for postsecondary education?

Ask Questions to Build a College and Career Readiness Program



Activities to Build a Readiness Program

Roadmap for success

Stakeholders can collaborate and develop opportunities for students to further explore college and career readiness and how it is viewed in the LEA. The following topics can help LEAs begin brainstorming activities that could support a focus on supporting the LEA's college and career readiness program.

Seminars, planning sessions, virtual meetings focused on career readiness	Surveys to determine student, parent, and teacher needs	Communications plan/talking points for all stakeholders	Career exploration that leads to high-skill, high-wage, and in-demand occupations
Professional learning for all stakeholders	K-12 activity guides/kits to support campuses delivering career readiness activities	K-12 competencies that each student will demonstrate	Student agency for aptitudes for careers, work values, and learning styles
Stakeholder interviews and discussions	Freshman onboarding activities to prepare for high school	Community partners with specific commitments	Career Days/Fairs
Community forums	Externships	Industry tours	Career-connected learning

Activities to Build a Readiness Program

Elementary School Activities

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following are career readiness activities found at the elementary level where there is a college and career readiness focus:

Career days allow industry experts to visit and present to students to discuss future options	Students have space to be curious and passionate about learning	Knowledge and skills that lay foundation or academic rigor are included in all classes
Activities support responsible decision making	Intentional activities are planned to support social development	Students develop agency for aptitudes for careers, work values, and learning styles
Students learn behaviors that support lifelong learning	Students articulate thoughts and ideas using multiple modes of communication	Students connect strengths, skills, and talents to future careers
Students are curious and passionate about learning	Through perseverance, students embrace solving problems	Intentional activities are planned to support self discovery

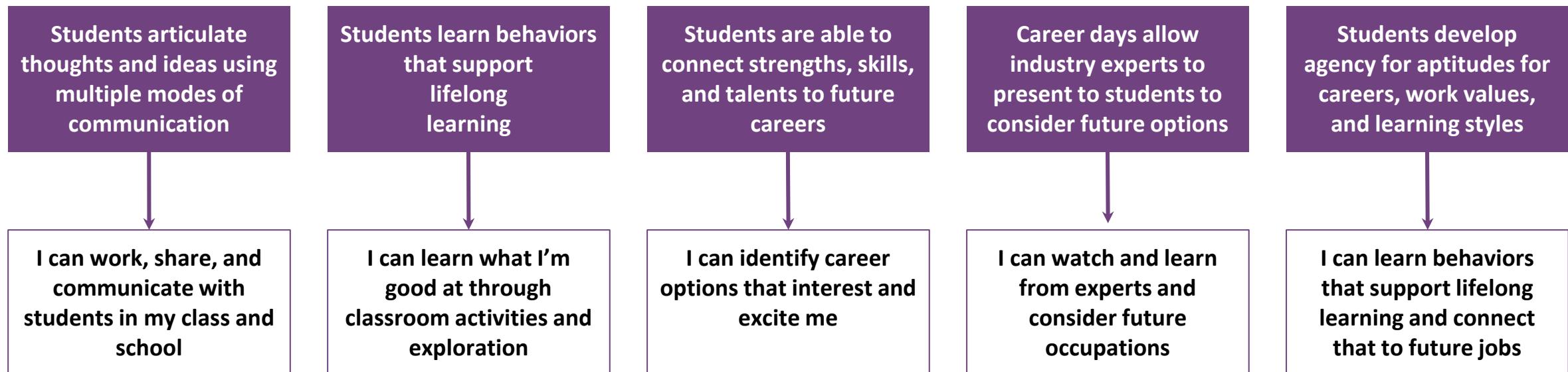
Discuss other options to add to the list of elementary activities . . .



Connecting Activities with “I Can” Statements

Elementary School Student Focused “I Can” Statements

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following “I Can” statements demonstrate how learning targets can be developed for elementary students from the college and career readiness learning opportunities:



Using Activities to Build a Readiness Program

Middle School Activities

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following are career readiness activities found at the middle school level where there is a career readiness focus:

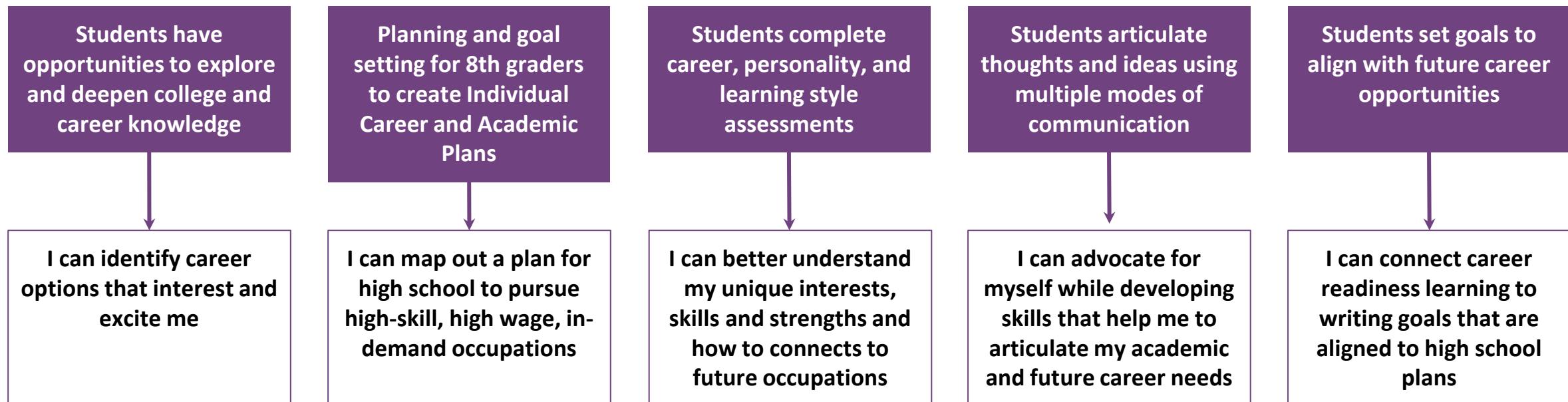
Students have opportunities to explore and deepen college and career knowledge	Planning and goal setting for 8th graders to create ICAPs	Goal setting to align with future career opportunities
Students complete career, personality, and learning style assessments to understand interests, skills, and strengths	Students develop agency for aptitudes for careers, work values, and learning styles	Knowledge and skills that lay foundation or academic rigor are included in all classes
Students learn behaviors that support lifelong learning	Students articulate thoughts and ideas using multiple modes of communication	Students connect strengths, skills, and talents to future careers
Students are curious and passionate about learning	Through perseverance, students embrace solving problems	Intentional activities are planned to support self discovery

Discuss other options to add to the list of middle school activities . . .

Connecting Activities with “I Can” Statements

Middle School Student Focused “I Can” Statements

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following “I Can” statements demonstrate how learning targets can be developed for elementary students from the college and career readiness learning opportunities:



Using Activities to Build a Readiness Program

High School Activities

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following are career readiness activities found at the high school level where there is a college and career readiness focus:

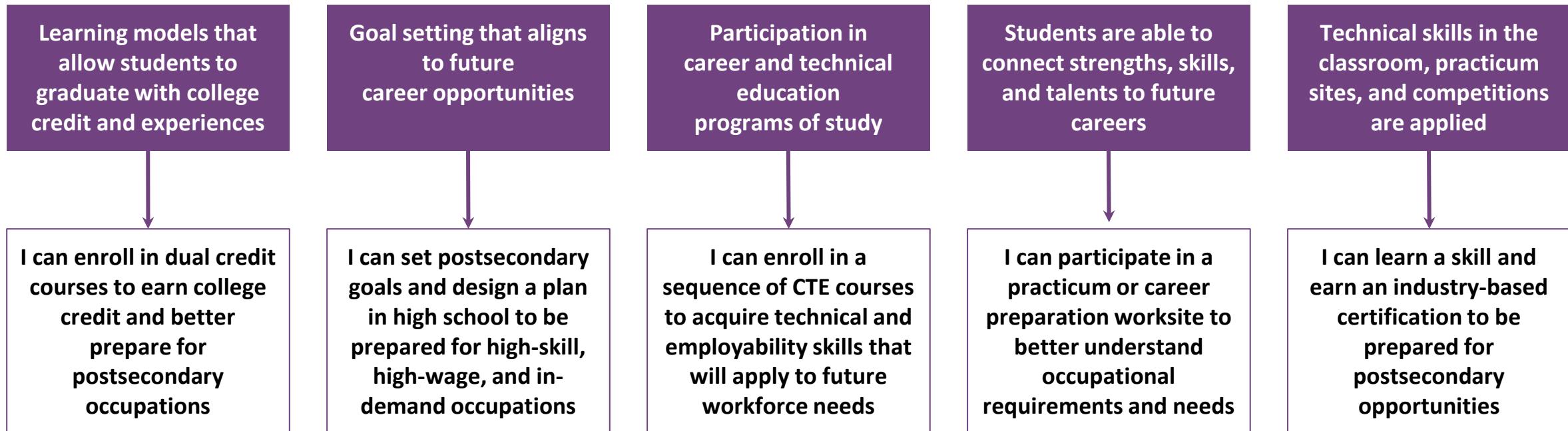
Participation in career and technical education programs of study	Goal setting that aligns to future career opportunities	Time to gather, analyze, and reflect to solve problems using critical thinking
Awareness of state, public, private, trades school, and military options	Students can develop a plan that details steps to plan and pay for postsecondary goals	Adaption to challenging conditions with agility and flexibility
Students learn behaviors that support lifelong learning	Students articulate thoughts and ideas using multiple modes of communication	Students connect strengths, skills, and talents to future careers
Financial literacy	Academic and technical skills in the classroom, practicum sites, and in competitions are applied	Learning models that allow students to graduate with college credit and experiences

Discuss other options to add to the list of high school activities . . .

Connecting Activities with “I Can” Statements

High School Student Focused “I Can” Statements

When content experts and stakeholders collaborate and develop opportunities for college and career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following “I Can” statements demonstrate how learning targets can be developed for high school students from the college and career readiness learning opportunities:



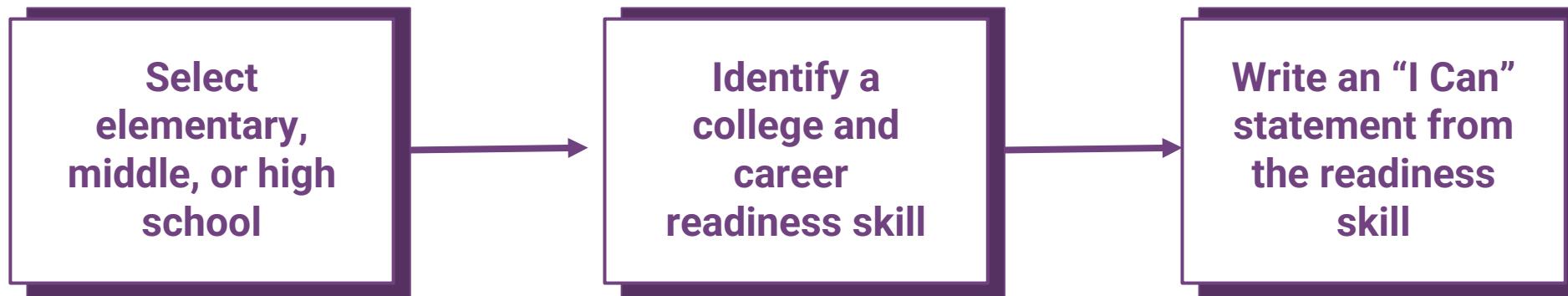


Break

Building a College and Career Readiness Program

Your Turn

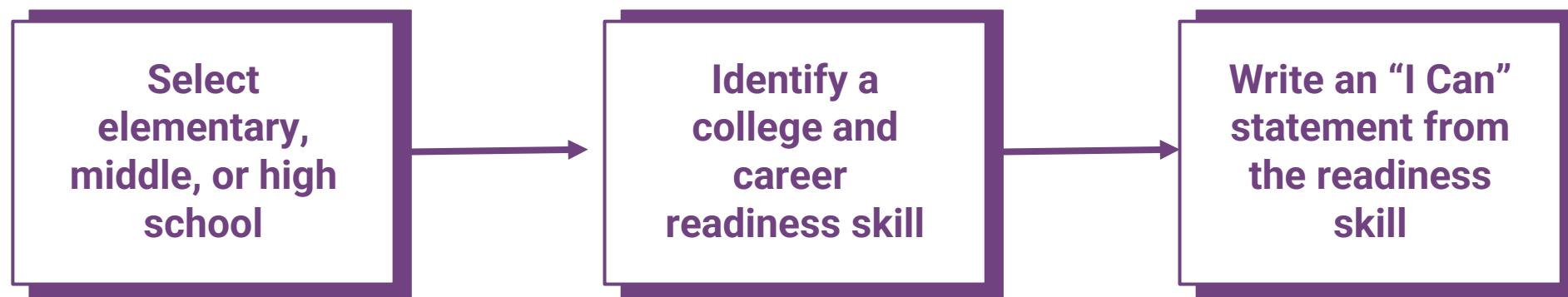
- Select your grade level: elementary, middle or high school.
- Identify **six** college and career readiness activities found at your grade level (use a listed example or design your own).
- Write **two** “I Can” student statements for each college and career readiness activity.



K-12 College and Career Readiness Program

Your Turn

Share out your examples and discuss next steps for you and your LEA in designing a college and career readiness program.



Evaluating the College and Career Readiness Program

Determining the impact of the K-12 college and career readiness program

- Determine data sources and stakeholders to track and receive ongoing feedback through surveys, listening sessions, interviews, data collection, and focus groups consisting of the following individuals:
 - Students
 - Industry partners
 - CTE advisory committee members
 - Workforce and government officials
 - Regular and special education educators
 - CTE educators and staff
 - Campus leadership
 - LEA leadership
- Analyze data for alignment between CTE programs of study, WBL opportunities, and college and career readiness elements.



Reflection and Conclusion

Opportunity for participants to share additional examples, ask questions, share thoughts about next steps in your LEA.

Design Pages – Discussion Prompts

PLANNING FOR A COMPREHENSIVE K-12 CAREER READINESS PROGRAM

QUESTION	INDIVIDUAL RESPONSE	GROUP DISCUSSION TAKEAWAYS	NEXT STEPS & WONDERINGS

Design Pages – Questions to Build a Career Readiness Program

PLANNING FOR A COMPREHENSIVE K-12 CAREER READINES

INDIVIDUAL CAREER & ACADEMIC PLANS	CTE PROGRAM OF STUDY COMPLETION	DUAL CREDIT OPPORTUNITIES	LEARNER AGENCY	PARENT LEARNING & SUPPORT

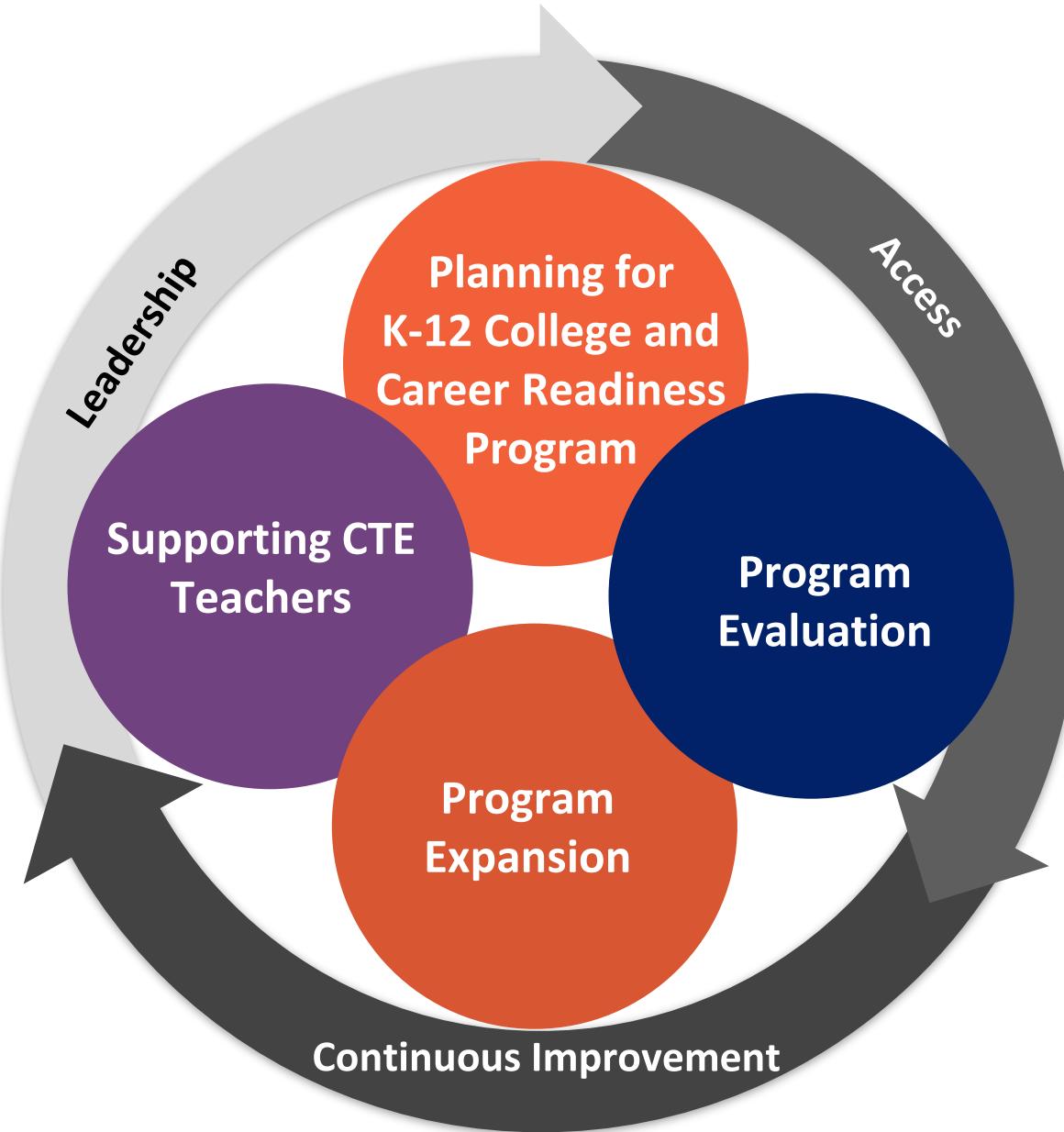
Design Pages – Activities Career Readiness Program

PLANNING FOR A COMPREHENSIVE K-12 CAREER READINESS PROGRAM

When content experts and stakeholders collaborate and develop opportunities for career readiness, LEAs can link K-12 preparation with postsecondary opportunities. The following "I Can" statements demonstrate how learning targets can be developed for students from the career readiness learning opportunities:

Write Career Readiness Opportunity	Write Career Readiness Opportunity	Write Career Readiness Opportunity
"I Can Statement"	"I Can Statement"	"I Can Statement"

Professional Learning Opportunities for CTE Training for Administrators



Deep Dive Sessions:

Planning for K-12 College and Career Readiness Program

Supporting CTE Teachers

Program Evaluation

Program Expansion

Thank You!



Register for the other modules in this series!

[Insert presenter name and contact information.]