Review

• A-F Accountability & CTE
• 86th Legislature – High Lights
• Proposed Programs of Study
• Perkins V
A-F Accountability & CTE
CCMR Indicators for HS, K – 12, and Districts

**College Ready**
- Meet criteria of 3 on AP or 4 on IB examinations in any subject
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR / mathematics)
- Earn an associate’s degree
- Complete an OnRamps course in any subject and earn college credit*

**Military Ready**
- Enlist in the United States Armed Forces

**Career Ready**
- Earn an industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate*
- Graduate under an advanced degree plan and be identified as a current special education student*

*new for 2019

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CTE and Industry-Based Certifications

- The updated list of industry-based certifications (administered by certification body; i.e. trade association) is scheduled to go into effect for the 2019–20 school year and will apply to accountability ratings in **August 2021**.

- To view the updated list, visit: [https://tea.texas.gov/cte/](https://tea.texas.gov/cte/)

- Additionally, the list of CTE courses aligned with an industry-based certification will include 19 additional courses by which a CTE coherent sequence graduate may earn 0.5 credit toward CCMR.

- To view the updated list of aligned CTE courses, visit: [https://tea.texas.gov/2019AccountabilityDevelopment/](https://tea.texas.gov/2019AccountabilityDevelopment/)
CTE and Industry Based Certifications

<table>
<thead>
<tr>
<th>CTE Coherent Sequence Coursework Transition</th>
<th>Accountability Years</th>
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<tbody>
<tr>
<td>CCMR Indicator</td>
<td>2019 and 2020</td>
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<tr>
<td>CTE coherent sequence graduates who complete and receive credit for at least one aligned CTE course</td>
<td>½ point</td>
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<tr>
<td>Earn an industry-based certification</td>
<td>1 point</td>
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Level I and Level II Certificates

- Level I and Level II certificates are awarded by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program.

- Level I certificates are awarded for completing a program consisting of at least 15 and no more than 42 semester credit hours.

- Level II certificates are awarded for completing a program of at least 30 but not more than 51 semester credit hours.

HB3 Highlights - CTE

• Requires that at least 55% of the funds allocated to districts for CTE be spent directly on the programs.

• Extends the weighted allotment to CTE course enrollments for grades 7-8.

• Designates Technology Applications curriculum as CTE and provides weighted funding for course enrollments in grades 7-12.

• Designates the CTE allotment as equal to the unadjusted basic allotment x 1.35 weight,

• Allows the transportation allotment to be used for taking students to/from locations for work-based learning.

• Establishes a new grant program to fund CTE courses in summer.

• Re-establishes a state subsidy for the cost of certification exam fees passed by students enrolled in CTE programs.
Texas Education Agency

Programs of Study Definition

• Incorporates challenging state academic standards
• Addresses academic, technical, and employability skills
• Aligns with the needs of industries in the state, regional, and/or local economy
• Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
• Has multiple entry and exit points that incorporate credentialing
• Culminates in the attainment of a recognized postsecondary credential
Highlights of New POS

• CTE course sequences for success in high-demand, high wage, high skills careers in Texas
• Allows for flexibility in district and campus offerings
• Leads to postsecondary credentials
• Expand opportunities in STEM occupations
• Resources for scheduling and career planning available
• Address the needs of community by creating regional courses through workforce data
Benefits of POS

- Career path for students to postsecondary or workforce
- Align education with the regional economy
- Better data collection and reporting CTE concentrators
- Stronger TEKS between course standards and job skills, as per recommendations
- Allows for flexibility in alignment of teacher certification to CTE course sequences.
POS Implementation Considerations

• Course sequence in POS will be used for federal reporting of CTE concentrators

• **CTE Concentrator** = completion of two CTE courses for two or more credits within a POS. As per Perkins V.

• **CTE Completer** = completion of three or more courses for four or more credits, including level three or level four course.

• Perkins funds can be used to support statewide or approved regional programs of study.
Changes to Career Cluster

• Combined:
  1. Business Management & Administration
  2. Marketing and Finance

Combined:
  1. Law, Public Safety, Corrections & Security
  2. Government

Add:
  1. STEM

Add:
Energy Cluster
Program of Study: Template

Every Program of Study:
- Will meet an endorsement
- Will have demonstrated CCRM measure
- Will include Work-Based Learning Opportunities
- Will align to related postsecondary programs with multiple entrance and exit points

Template will Include:
- Courses within the sequence to choose from
- Information on course pre-requisites
- Information on related occupations with Texas median wage data
- Names of related postsecondary programs by level of institution: Technical College, Level 1 and 2 Certificates, Associate Degree Programs at Community College, Bachelor Degree Programs at Four Year Institutions and Advanced Degrees at Four Year Institutions where appropriate.
Programs of Study – Resources Link

Statewide Programs of Study At-a-Glance Spreadsheet:

- Excel
- Accessible Excel
- Accessible PDF

Programs of Study Overview

Programs of Study Course Alignment Recommendation
# Programs of Study-Clusters

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<tr>
<th>Statewide Programs of Study Resources</th>
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<tr>
<td>Agriculture PDF</td>
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<td>Education and Training PDF</td>
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<tr>
<td>Information Technology PDF</td>
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<td>Architecture &amp; Construction PDF</td>
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<td>Law &amp; Public Safety and Government Admin PDF</td>
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<td>Transportation, Logistics, &amp; Distribution PDF</td>
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<tr>
<td><strong>Energy PDF</strong> * Proposed new career cluster</td>
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<td>*STEM occupations integrated in other career clusters</td>
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Accessible versions
Alignment opportunities have been identified between occupational skills and course standards. In some cases, new courses need to be created in order to build course sequences to prepare students for in-demand and high wage occupations. Some existing courses do not align to identified in-demand, high wage occupations and were not included in proposed statewide programs of study. The document below highlights proposed courses and courses not included in a statewide program of study.

Programs of Study Course Alignment Recommendations: [PDF]

Districts may request regional programs of study with course sequences supported by regional workforce data. A regional program of study application process will be made available once the statewide programs of study list is finalized. It is recommended that the following example programs of study be made available for application.

Regional Example Programs of Study At-a-Glance: [Excel File  Accessible Excel]

Regional Example Programs of Study Resource: [PDF]
POS Timeline

2019 – 2020 – Planning year

2020 – 2021 – Year 1 Implementation, collect concentrator data, no monitoring

2021 – 2022 - Year 2 Implementation, collect concentrator data, no monitoring

2022 – 2023 – Year 3 Implementation, collect concentrator data, with monitoring

2023 – 2024 – Year 4 Implementation, collect concentrator and completer data, with monitoring
Perkins V – Approved July 31, 2018

• Will go into effect July 1, 2019

• 2019 – 2020 will be considered a transition year.

• **Major Components of Perkins V:**

  • Introduces a comprehensive local needs assessment and update every two years.

  • Allows support for grades 5-8.

  • Collection and desegregation of data by POS or CTE programs

  • Define CTE concentrator to include in accountability systems
Inspirational Story
Coach Robert Mendez

Teacher/Coach
Born with no arms & no legs
Inspire others
Believe in your self!
Believe in what you do!
Develop a can do attitude!
Inspirational Story
Coach Robert Mendez
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