Texas Career & Technical Education Update **Area XII FFA Mid-Winter Conference January 11, 2016**

Agenda

• Meet the Team

• CTE Enrollment Update

• Industry-Based Certifications

• Program of Study Preview

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Division Director, College, Career, & Military Prep

• **Heather Justice**

• Postsecondary Preparation

• College & Career Readiness Support

• Career & Technical Education

Director, Career and Technical Education

• **Ryan Merritt**

• Perkins

• Programs of Study

• Industry-Based Certifications

• Career & Technical Education

Career & Technical Education Coordinators

• Debbie Wieland, Assistant Director

• Career Clusters

• Education & Training

• Hospitality & Tourism

• Human Services

• Education Service Centers

• Region 7

• Region 8

• Region 9

• Region 13

• Region 20

Career & Technical Education Coordinators

• Dale Fowler, Statewide CTE Coordinator

• Career Clusters

• Business Administration

• Marketing

• Finance

• Government & Public Administration

• Law, Public Safety, Corrections, & Security

• Education Service Centers

• Region 17

• Region 18

• Region 19

Career & Technical Education Coordinators

• Amanda Brantley, Statewide CTE Coordinator

• Career Clusters

• Agriculture, Food, and Natural Resources

• Architecture & Construction

• Manufacturing

• Education Service Centers

• Region 10

• Region 11

• Region 12

Career & Technical Education Coordinators

• Laura Torres, Statewide CTE Coordinator

• Career Clusters

• Arts, A/V Technology & Communications

• Information Technology

• Education Service Centers

• Region 1

• Region 2

• Region 3

Career & Technical Education Coordinators

• Kevin Johnson, Statewide CTE Coordinator

• Career Clusters

• Health Science

• Transportation, Distribution, and Logistics

• Education Service Centers

• Region 4

• Region 5

• Region 6

Career & Technical Education Coordinators

• Avery Barrera, Statewide CTE Coordinator

• Industry-based Certifications

• Education Service Center

• Region 14

• Region 15

• Region 16

**Texas CTE Enrollment**

**CTE Enrollment by Concentrators**

Identify & Verify Industry-Based Certifications

Identify and Verify IBCs: Timeline

Employer and Workforce Board vetting of list

September- October 2018

Publish new IBC list for public comment

December 2018-January 2019

IBC recommendations compiled and researched

IBC Survey

March-June 2018

November July-August

February- 2018

August 2019

Vet list through all

▪ Resource criteria

creation

▪ PEIMS submission updates

• Note: Not all programs of study/career clusters will include IBC. Districts want this to be the case; however, there is no need for IBCs where industry does not recognize and value them and there is no need for IBCs in programs that lead directly into postsecondary degrees.

Industry-Based Certification Criteria

Industry-Based Certification Criteria - Cont.

Programs of Study

Perkins V Authority

Perkins V Authority

• The Strengthening Career & Technical Education for the 21stCentury Act, better known as Perkins V, which was reauthorized in July 2018, affirms the definition of a program of study adding the following language:

• “is aligned to the needs of industries in the state, region, Tribal community, or local area;

• has multiple entry and exit points” that allow for credentialing; and

• ultimately culminates in the attainment of a recognized postsecondary credential.”

Theory of Action

Align programs of study with industry demand

Create a pipeline of prepared students for in- demand careers

Reduce unnecessary student loan debt

Reduce unnecessary student loan debt

Ensure students have seamless transitions to postsecondary and industry

Ensure students have seamless transitions to postsecondary and industry

Ensure students have seamless transitions to postsecondary and industry

Theory of Action: Program of Study Project Goals

Meet federal Perkins requirements

Program of Study Defined

Program of Study Elements

Map out the sequence of recommended academic and career and technical courses within each sequence • Coordinated, non- duplicative sequence of academic and technical Begin with introductory courses at the secondary level that teach broad foundational

knowledge and skills that are common across all programs of study content

Progress to more occupationally specific courses that provide knowledge and skills required for entrance in and advancement through high wage, high demand occupations

Offer opportunities for students to earn postsecondary credit for coursework taken in high school

Lead to an industry-recognized credential or certificate at the postsecondary level, an associate, or baccalaureate degree

• • Alignment Addresses to academic the needs and of technical the state, knowledge, region, Tribal as community, well as employability or local area skills

• Courses that progress in content specificity • Multiple • Culminates “entry in and the exit points” attainment that allow of a for credentialing recognized postsecondary credential

Overview and Phases

• Competitive Bid/Award for LMI Expert Services

▪ Analyze existing Texas labor market data

▪ Recommend LMI data sources

▪ Develop methodology and process options and recommendations

▪ Backwards map in-demand careers to programs of study

• Awarded Rich Froeschle

▪ MS, Labor and Industrial Relations and BA, Economics

▪ 39 years work in the field of labor economics

▪ Authored/Co-authored 8 books and 11 reports

Retain Labor Market Information (LMI) Expert

Program of Study Methodology Overview

Emsi Data

Custom Data/ Proposed Crosswalks Analysis Revision Method & Programs of Study Criteria SelectionPhase I

Develop Initial List

Phase II

Phase III Apply Criteria, Review, Intermediate List for Iterate

Discussion

Job Growth: 17% Median Salary: $35,339 Annual Openings: 500

Determine In-demand High- wage jobs

Group into Related Occupations

Validate Job Profiles with Industry

Validate Job Profiles with Industry

Develop Sequence of Aligned Courses

Develop Sequence of Aligned Courses

Develop Sequence of Aligned Courses

Convene Education & Workforce Summit

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Publish Final Programs of Study

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Publish Final Programs of Study

▪ Start with the end in mind

▪ Backwards map from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.) to secondary education and experience

▪ Include districts and industry experts

▪ Focus on in-demand, high-wage careers

Program of Study Methodology

Industry Advisory Committees

• Statewide Advisory Committee meetings:

• 13 committees

• 350 advisory members

• Develop new programs of study to include:

• Reviews proposed programs of study with identified occupation

• Course sequences

• Job skill validation

• TEKS gap analysis

▪ Introduction to Programs of Study

▪ Aligning Education and Workforce

July Program of Study Orientation Webinar for Advisory Committees

▪ Labor Market Information

▪ Recommendations

Collaborate Through Industry Advisory Committees

August Advisory Committee Meeting

▪ Recommendations for Course Sequencing based on knowledge and skills

▪ Recommendations for Course Sequencing based on knowledge and skills

▪ Recommendations for Course Sequencing based on knowledge and skills

October Advisory Committee Work

October Advisory Committee Work

▪ Collection of feedback

▪ Collection of feedback

▪ Collection of feedback

▪ Recommendations

▪ Recommendations

▪ Recommendations

▪ Refinement

November Convening

November Convening

November Convening

▪ Approve Course Sequencing

▪ Approve Course Sequencing

▪ Approve Course Sequencing

▪ Approve Course Sequencing

December Convening

December Convening

December Convening

December Convening

Finalizing Committee Work

December –January 2019

Program of Study Timeline

▪ Finalizing Revisions

▪ Commissioner Approval

February - March 2019

Planning School Year

January – February 2019

March – August 2019

September 2019 – July

August 2020 2020

Public Comment

▪ Resource

Implementation Year Period

Development

▪ Regional Trainings

Program of Study Framework

Template Includes:

▪ Courses by level within the sequence

▪ Information on related occupations with Texas median wage data

▪ Postsecondary programs:

• Technical College, Level 1 and 2 Certificates, Associate Degree Programs at Community Colleges

• Bachelor Degree Programs at Four Year Institutions

• Advanced Degrees at Four Year Institutions where appropriate.

Immediate Wins: Alignment to labor market data Eliminate redundancies Streamline for greater flexibility Organize course sequencing in POS using existing courses

Deeper Dive: Revise existing courses Seek innovative courses to fill gaps

Overview and Phases

Provide opportunities for students to earn industry-based certifications and seamlessly enter postsecondary and industry

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Program of Study Next Steps

• Perkins V Requirement

• Disaggregation of data by student populations for each core indicator down to the Program of Study level.

• Will allow for better monitor program quality and effectiveness measuring the number of students completing specific programs of study.

• Exploring the idea of coding CTE concentrators by program of study through course completion data in PEIMS.

• Automatic code based on coherent sequences included in the statewide and regional approved programs of study.

Questions

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