A FRAMEWORK FOR DEVELOPING CAREER PLANS THAT BEST FIT YOUR STUDENTS

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A NEED IN TEXAS

• What makes a student college and career ready?
• How are today’s students different than students of the past?
• What are some of the challenges of this current population?
ACHIEVETEXAS
COLLEGE AND CAREER INITIATIVE

• Created around Career Clusters®
• Improve learner achievement – both academic and technical
• Promote successful transitions from secondary to postsecondary education
• Support workforce and economic development
ACHIEVETEXAS SUPPORTS ALL 16 CAREER CLUSTERS®
BUSINESS AND INDUSTRY ENDORSEMENT
PUBLIC SERVICE ENDORSEMENT
MULTIDISCIPLINARY ENDORSEMENT
ACHIEVE TEXAS IS BASED UPON...

**Concept** - Students can succeed in school, career, and life if they plan their own individual college and career success.

**Philosophy** - No career option is intrinsically better than the other. Whether the choice is right or not depends on the personal goals of the student.

**Goal** - To prepare students for college and career, and allow them to choose the options that are best for them.
CAREER DEVELOPMENT SPANS ALL GRADES

Steps to Success

Employment: Career Advancement
Continuing Education and Lifelong Learning

Postsecondary: Career Preparation
Achieving credentials: college, certification, apprenticeship, military

9-12: Programs of Study Related to a Career Goal
Academics and technical courses, intensive guidance, individual graduation plans

Grade 8: Career Exploration and Transition
Develop graduation plans based upon personal interest/cluster areas

6-8: Initial Career Exploration
Discovering interest areas

K-5: Understanding the Importance and Value of Work and Jobs
Introduction to the world of careers
ACHIEVETEXAS IS DESIGNED TO...

• Work for students to support their career goals
• Initiate early career awareness
• Expose students to all available career opportunities through career exploration
• Help students transition successfully to postsecondary education and career
EIGHT STEPS FOR SYSTEM BUILDING

1. Decide to implement AchieveTexas
2. Span all grades
3. Add Programs of Study for all students
4. Enhance guidance and counseling
5. Build seamless connections
6. Establish extended learning
7. Build strong partnerships
8. Support intense professional development
QUESTIONS?
PROGRAM OF STUDY MODEL COMPONENTS
ACHIVETEXAS FRAMEWORK AND RESOURCES

- Tools to help you and your district with the local implementation of House Bill 5
HB 5: SECTION 28.02121

- A principal of a high school shall designate a school counselor or school administrator to review personal graduation plan options with each student entering grade nine together with that student’s parent or guardian. The personal graduation plan options reviewed must include the distinguished level of achievement and the endorsements. Before the conclusion of the school year, the student and the student’s parent or guardian must confirm and sign a personal graduation plan for the student.
HB 5: SECTION 28.02121

- A personal graduation plan under Subsection (c) must identify a course of study that:
  1. promotes college and workforce readiness and career placement and advancement; and
  2. facilitates the student's transition from secondary to postsecondary education.
WHY PROGRAMS OF STUDY?

- Programs of study can be the centerpiece of the guidance program—support HB 5 expectations.
- Programs of study help students plan an individualized coherent educational path.
- Programs of study can be the basis for your Personal Graduation Plans for all students.
- Teachers, especially CTE teachers, can help you!
PROGRAMS OF STUDY IN TEXAS

• 122 models are available at www.achievetexas.org
• Models illustrate various career goals in all 16 career clusters
• Components:
  • Middle school connection
  • Requirements for the High School Graduation Plan
  • Secondary certifications
  • Extended learning opportunities, including CTSOs
  • College credit opportunities
  • Postsecondary linkages
  • Career opportunities from entry level to advanced
  • Professional associations
• Recent revisions include more postsecondary detail
COHERENT SEQUENCE OF COURSES...

Four credits

- Districts determine these locally
- All sequences should be coherent and connect back to a student’s career goal
Specific POS career goal is listed first. Related career goals are listed with the assigned O*NET Code. Hyperlinked to the specific occupation as described in the Occupational Outlook Handbook.
DistRICTS can list courses offered for high school credit at the 8th grade, such as Algebra I or the various Principles Courses. This cell might also include your Career Portals or Exploring Careers—use these courses to create the initial PGP students will need for high school.
Core Courses currently reflect changes resulting from Texas HB 3 (2010) which promote the 4 x 4. POS are being updated to reflect the changes for HB 5 (2013). All POS will include the Recommended High School Graduation Program and the Foundation Plan with an Endorsement. Both can be adapted for the Distinguished Achievement Program (DAP). Both will contain the CTE courses that can be used in a coherent sequence.
This section promotes the community outreach expectation for school accountability. Career and Technical Student Organizations (CTSOs) have hyperlinks to take students to the organizations' website. CTSOs are curricular organizations supporting the related CTE courses.
Districts may customize this section by listing all of the college credit opportunities available on the local level while students are enrolled in high school. Section will be important for student performance acknowledgement.
Examples are provided of on-the-job training and certifications that are available at the secondary level. Certifications will be important for student performance acknowledgement.
Postsecondary section is hyperlinked to additional pages providing more details about programs. Sample career options are provided with each degree level. Occupations reflect entry-level through professional-level positions that require advanced degrees.
IMPLEMENTATION OF PROGRAMS OF STUDY

Perkins requires CTE programs have POS that...

- Align rigorous academic standards and student achievement standards;
- Include academic and CTE content in a coordinated, non-duplicative progression of courses;
- Are relevant and challenging at the secondary and postsecondary level;
- Lead to employment in high skill, high wage, or high demand occupations;
- Offer opportunities for dual credit; and
- Lead to a degree, certificate, or credential.
ALL 16 CLUSTERS IN EVERY SCHOOL?

Local districts choose which Career Clusters® to implement based on the needs of the students, community, and local economy.

Not all schools will be able to offer all 16 clusters.

Goal is to use advanced technology to give students a sample of each career cluster and enhance their opportunities for high-demand, high-skill, or high-wage occupations.
MINIMUM REQUIREMENT

TAC§74.3 Description of a Required Secondary Curriculum states that a district must offer career and technical education courses selected from at least three of the eight (sixteen) career and technical areas (clusters) taught on a campus in the school district with provisions for contracting for additional offerings with programs or institutions as may be practical.

Perkins grant requirement—at least one POS in each of the three locally selected clusters.
GO BEYOND THE MINIMUM!

Even small districts can offer more than three clusters and multiple endorsements.

Former CTE Program Names

- Family & Consumer Sciences
- Agricultural Sciences
- Business Education

Career Clusters

- Education and Training
- Human Services
- Hospitality & Tourism
- Agriculture, Food & Natural Resources
- Manufacturing
- Business Management & Administration
- Finance
- Information Technology
COLLEGE AND CAREER READINESS
READINESS VS. ELIGIBILITY

• Readiness and eligibility are two different goals
• More students are going to college than ever before and this trend is likely to continue
• Two-year colleges have seen a noticeable enrollment increase
ACTE DEFINES CAREER READY
WHAT ARE YOU DOING WITH...

Academic Behaviors?
Contextual Skills and Awareness?
- College and Career Planning Guides
WITH ACHIEVETEXAS...

- We can build a college and career ready culture.
- We can better inform parents of opportunities for their students.
- We have an opportunity to impact ALL students.
- We can improve the coordination between core and career-related electives.
- ALL students will benefit from a focus on academic and technical skills.
- ALL students can focus their future.
QUESTIONS?
FOR MORE INFORMATION

• Visit these websites
  • www.achievetexas.org
  • www.tea.state.tx.us
  • www.careertech.org

• Email Dr. Karen Alexander at karen.alexander@ttu.edu or
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