CCMR and CTE Leader Meeting

Chelsea Reeves and Lisa Harrison

November 10, 2022 | 9:00 a.m.

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Little White Lies

"Hello, My Name Is…"

"I'll just get gas in the morning!" And other little white lies we tell ourselves.

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Agenda

- Little White Lies
- November "To-Do" List
- TEA Updates
- November 9, 2022 To The Administrator Addressed
- Let's Talk About TAAG
- Warm Hand-Off
- IBC Alignment
- The Future of CTE
- CTENT Update
- CTAT Update
- CTE Classroom Resources
- Upcoming Offerings
- Closing
- Rex Academy Presentation followed by Lunch
- Afternoon Think Tank following Lunch featuring a session provided by NOCTI.

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Would you like a copy of today's presentation?

Access the QR Code on Your Table!

As always, a copy will be provided to you at the conclusion of today's meeting.

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Thank you for joining us and contributing to ensure a successful event!

Please complete our survey, if you attended!

November To-Do List:

November To-Do List

- **Final** Fall PEIMS cleanup is due in December
- Review Principal and Superintendent FTE Reports for accuracy
- Update your IBC data collection process to include all assessments taken
- Time to think about 2023-2024 recruitment! Is your plan in place?
- Facilitate or supervise student career assessment activities at middle school or junior high and ensure the development of graduation plans for all 8th-grade students
- Develop or facilitate all staff participating in mid-year or winter staff development as offered by the state or ESC
- Review program instructor job descriptions; Submit corrections to Human Resources Office and School Board as needed
- Conduct program walk-throughs
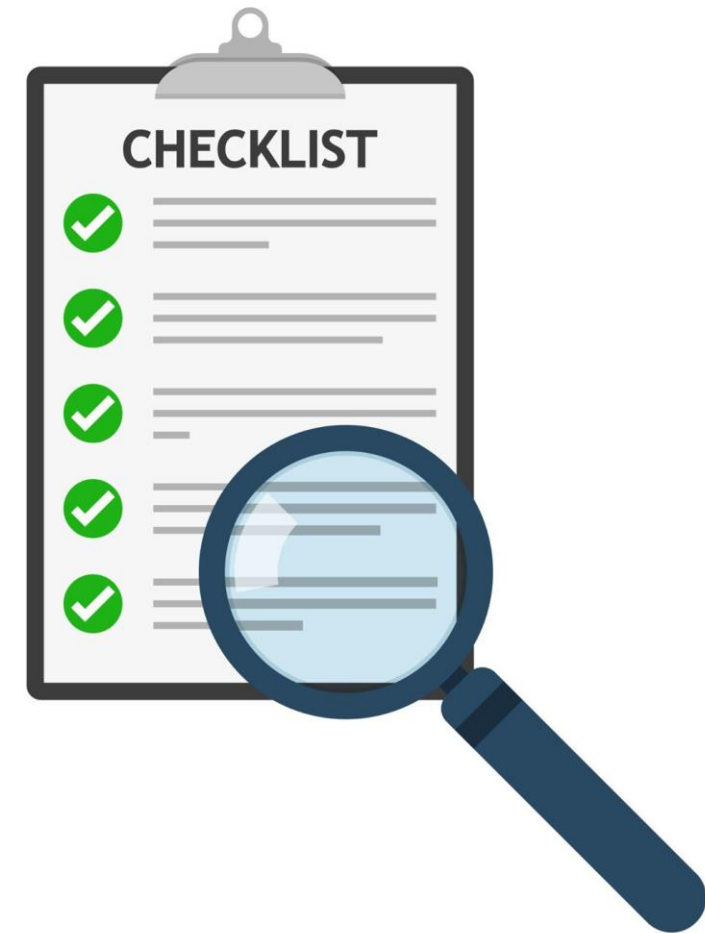
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Updates

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One-pager Updates

There were errors found in the Program of Study One-Pagers, that have been addressed.

Be sure you are utilizing the live version with the most current information!

Example:
EMT added to Healthcare Diagnostics, Healthcare Therapeutic, and Medical Therapy.

New Data Packages

TEA will release an updated **CTE District Alignment Report** in the TEAL CTER Application that utilizes October PEIMS submissions. Anticipated in November.

The current report:

- Based on 2020 -2021 Data
- Released September 9, 2022

coming soon

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Standards-Alignment State Review Panel Application

The Texas Education Agency (TEA) is now accepting applications to serve on a standard-alignment review panel to evaluate instructional materials in **Science, Personal Financial Literacy and Economics, Tech Apps K–8, and CTE courses**.

To nominate yourself or someone else to serve on a review panel, complete the form and submit it by clicking on the submit button at the end of the form. *Proclamation 2024* provides a comprehensive list of courses under review.

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Email from Lacy Freeman, State CTE Coordinator:

I wanted to reach out to you to see if you had some rockstar AAVTC teachers and/or industry contacts to submit for consideration for upcoming TEKS Review Committees and Programs of Study Refresh Advisory Committee members. The Curriculum Department will begin developing a list of potential members; they do their best to ensure each committee is comprised of members from different parts of the state in order to best represent the needs of all students and industry.

I am specifically looking for representatives for:
- Graphic Design and Multimedia Arts
- Digital Communications
- Printing and Imaging

Please email creeves@esc11.net with names.

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State Board of Education (SBOE) Rules

Proposed Amendment to 19 TAC Chapter 74, <u>Curriculum Requirements</u>, Subchapter C,

<u>Other Provisions</u>, §74.27, <u>Innovative Courses and Programs</u>

Summary: The amendment would update the rule to require that applicants for innovative courses <mark>must have piloted the proposed course in a Texas school prior to seeking approval.</mark>

First Reading and Filing Authorization: August-September 2022 SBOE meeting

Public Comment Period: October 7, 2022-5:00 p.m. on <mark>November 14, 2022</mark>. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2022 in accordance with the SBOE board operating policies and procedures.

A [form for submitting public comments on proposed SBOE rules](#) is available on the proposed SBOE rules web page.

Proposed Effective Date: 20 days after filing as adopted with the Texas Register

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State Board of Education (SBOE) Rules:

The following Texas Administrative Code (TAC) rule actions were filed with the Texas Register for publication in the October 7, 2022 issue.

Proposed Amendment to 19 TAC Chapter 74, *Curriculum Requirements*, Subchapter C, *Other Provisions*, §74.27, *Innovative Courses and Programs*
Summary: The amendment would update the rule to **require that applicants for innovative courses must have piloted the proposed course in a Texas school prior to seeking approval.**
First Reading and Filing Authorization: August-September 2022 SBOE meeting

Public Comment Period: October 7, 2022, through 5:00 p.m. on November 14, 2022.

The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2022 in accordance with the SBOE board operating policies and procedures. A form for submitting public comments on proposed SBOE rules is available on the proposed SBOE rules web page.
Proposed Effective Date: 20 days after filing as adopted with the Texas Register

Table Talk:

1. How would this affect your current practices?

1. What communication do you believe would be beneficial to report?

1. What actionable next steps do you believe need to be taken?

1. Who will lead the charge?

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Hot Off the Press!

To the Administrator Addressed Update as of November 9, 2022

Updated Preliminary 2023 A-F Academic Accountability System Framework

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Updated Preliminary Accountability A-F System Framework:

"A–F represents our collective goals for children. As a result, TEA extensively engages educators, superintendents, school board members, community and business leaders, and other groups from across the state for feedback, offering a variety of specific refresh proposals for consideration, and gathering feedback on those proposals throughout. Specifically, we shared 10 considerations in the previous preliminary framework published in June, and have engaged in multiple rounds of feedback and proposal refinements since then. Based on that feedback, today we are releasing an updated preliminary framework, which is intended to guide discussions and encourage additional stakeholder feedback, which will be gathered through winter 2022–2023.

For answers to general questions about the A–F system, please visit Answers in About a Minute: A–F Accountability. "

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Jul 19 – May 22
Consult with advisory groups & stakeholders on potential *A-F System* Adjustments.

Jun 22 - Aug 22
Regional feedback sessions with ESC & district data staff to refine preliminary outline

Nov 22
After adjusting based on stakeholder feedback, **updated preliminary *A-F* system framework** release

Jan 23
Updated **targets and cut points** released.

Jan-Feb 23
ESSA amendment comment period (Domain 3 finalized)

Summer 23
Final 2023 manual published containing rules for next 5-year cycle

Jun 22
Preliminary outline of revised 2023 *A-F System* **framework** released

Sep 22 - Nov 22
Commissioner conducts regional visits with Superintendents for feedback on possible *A-F* adjustments

Nov 22 – Mar 23
Additional feedback sessions on preliminary framework

Spring 23
Proposed manual published for comment (all other changes finalized)

Updated Preliminary Accountability A-F System Framework:

Resources with information about the updated framework are now available on the 2023 Accountability Development webpage:

- Updated Preliminary 2023 A–F Refresh Overview and Summary provides a broad overview of the A–F refresh, including design commitments, timeline, and a summary of the proposed A-F refresh changes
- Updated Preliminary 2023 A–F Refresh Framework provides detailed technical descriptions of the proposed A-F refresh changes
- 2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework provides a summary of how stakeholder feedback has informed updates to the framework since the June release.

Stakeholders are encouraged to provide feedback through February 2023, to help inform the proposed rule. The 2023 Accountability Manual will be published in proposed form in spring 2023 for additional feedback prior to becoming rule in summer 2023.

Commissioner Morath will host a webinar on the updated preliminary framework for superintendents and district accountability staff on Thursday, December 1 from 3:00-4:00 pm CST. Please register in advance for this webinar: https://zoom.us/webinar/register/WN_zrQ-w6-EQESAag9YaxXBaQ.

After registering, you will receive a confirmation email containing information about joining the webinar.

Feedback Considered and Changes Made

A-F represents our collective goals for children. As a result, TEA extensively engages groups for feedback, offering a variety of specific refresh proposals for consideration, and gathering feedback throughout. For adjustments made based on feedback, a full summary of feedback, and changes made, see 2023 Accountability Development. A few examples:

College, Career, and Military Readiness (CCMR) calculations: TEA proposed potential weighting and gating methodology changes to calculating CCMR. Based on feedback, these changes won't be made. TEA is continuing to examine ways to improve the validity of the college prep indicator and explore ways to resolve validity concerns with certain industry-based certifications.

Growth calculations: TEA proposed changes to Student Progress to improve accuracy, including averaging and gating. Based on feedback, TEA is continuing with the "better of" approach for academic growth and relative performance.

Proposed Refresh Changes

Student Achievement Domain

STAAR Component:

- New proposal to include Algebra I EOC results for accelerated testers in both the middle school in which they take it and their future high school's *A–F* calculation. Accelerated testers would still need to take SAT/ACT math for inclusion in Closing the Gaps.

CCMR Component:

- Phase-in programs of study, in alignment with industry-based certification (IBC) updates.
- Work towards improved validity requirements for college prep courses and IBCs.
- Bring back reliable data collection for military enlistment (both US Armed Forces and TX National Guard).

Graduation Rate Component:

- New proposal to create an early graduation incentive. The proposal would not impact graduation rate calculations in Closing the Gaps.

School Progress Domain

Academic Growth Component:

- Use a transition table model to determine growth. Cut points with splits for "Did Not Meet" and "Approaches" into high and low, as well as point values to be determined.
- Incorporate accelerated learning performance into the Academic Growth component calculation.

Closing the Gaps Domain

Student Group Targets and Points:

- Set federal interim and long-term student group targets by school type.
- Award gradated outcomes (0–4 points) for performance and growth to these targets.
- Use super groups to adjust how current groups are categorized, to improve focus on at-risk students whose performance is not potentially reflected in the first two domains.

District Proportional Domain Ratings

- Calculate district domain ratings using a proportionality method to improve the alignment of district overall ratings with campus overall ratings.

Unique Alternative Education Accountability (AEA) System

- Focus on achievement and progress outcomes on re-testers.
- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (dropouts are included in the numerator but not the denominator of the calculation).

Other

Expand the 3*F*s Gate:

- To align with Senate Bill (SB) 1365, if a campus or district earns three *D*s and/or *F*s, they cannot earn above 69 on their overall rating.

Closing the Gaps Domain, Part B:

- Add report-only Closing the Gaps, Part B: Results Driven Accountability (RDA) for districts only.

Cut Points:

- Update overall and domain cut scores that correspond to *A, B, C, D,* and *F.*

School Improvement:

- Targeted, and additional targeted identification and exit methodologies, will align with 0–4 points and focus on lowest performing groups and campuses.

Distinction Designations and Badges:

- Refine distinctions and develop badges that recognize district efforts to provide access and opportunities to meaningful activities.

Incorporate Extra and Co-curricular Activities:

- Continue data collection and analyses to add an extra/co-curricular student activity indicator pending legislative action for a future accountability cycle.

June Preliminary Framework & Roadshow Discussions	Stakeholder Feedback	Framework Updates & Rationales
ensure military readiness can be embedded in CCMR calculations. **IBCs:** Incorporate Programs of Study as required by statute in alignment with industry-based certification updates and examine validity data of IBCs. **CCMR Weighting:** Consider aligning CCMR *A–F* calculations with the CCMR Outcomes Bonus. Should a different approach to calculating CCMR be used than equal weighting no matter which and/or how many readiness pathways were earned by students?	**IBCs** • Requiring more rigor in the IBC certification elements of CCMR through the Programs of Study courses could increase the number of students earning IBCs in high demand fields across the state. • Requiring students to complete both a program of study and earn an IBC is restrictive and does not allow for flexibility. Rural districts may not have sufficient resources to provide several Programs of Study to students. Consider using the Concentrator level as opposed to the Completer level to encourage a broader base of career preparation. • To allow districts time to effectively plan for and implement changes in CTE courses and programs, changes to the methodology should begin with students enrolled as 9th graders in SY 2022–23. • Some IBCs may lack accommodations or language supports for students who receive special education services, 504 services, or language supports. **CCMR Weighting** • Stakeholder feedback was mixed on whether or not CCMR indicators should be weighted. There were questions around how the weights would be determined. • Stakeholder feedback emphasized maintaining the focus on both college and career readiness. • Stakeholder feedback was mixed on perceived validity of various IBCs/Programs of Study, and whether calculation adjustments including caps or partial credit were or were not appropriate to address validity concerns. • Stakeholders were opposed to anything that could result in any one pathway being forced on students.	• Allow districts to provide documentation to support enlistment in the United States Armed Forces or Texas National Guard. • The inclusion of this data collection allows districts to receive credit for military enlistment while TEA continues its work to obtain source enlistment data from the Department of Defense. **IBCs** • The Refreshed IBC list was published August 18. • Based on stakeholder feedback, there will be a phase-in for IBC and aligned Programs of Study. IBCs & Programs of Study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs. • The agency is continuing to gather feedback and analyze data on the Concentrator versus Completer requirement and will provide more information when it becomes available; if the Concentrator standard is used, the phase-in plan would be final for the graduating class of 2024. • Based on differences in feedback, the agency is continuing analyses on the validity differences among IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes. • There is also a subset of sunsetting IBCs with very high usage for which the agency is conducting additional research and analysis to determine if this subset of IBCs should face an adjustment. **CCMR Weighting** • Except as noted for IBCs above, the approach to calculating CCMR will remain unchanged – a student who demonstrates readiness in any area

Updated Preliminary Framework 2023 A-F Refresh Framework:

• (Updated) Earn an Industry-Based Certification (IBC) and Complete an Aligned Program of Study. A graduate earning an IBC under 19 TAC §74.1003 who also completes a career and technical education program of study aligned with that IBC. IBCs & Programs of Study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs. The refreshed IBC list was made available on August 18. Based on stakeholder feedback, there will be a phase-in for IBC and aligned Programs of Study. The proposed phase-in for IBC and aligned Programs of Study accountability credit was made available September 7. The agency is continuing to gather feedback and analyze data on the Concentrator versus Completer requirement and will provide more information when it becomes available; if the Concentrator standard is used, the phase-in plan would be final for the graduating class of 2024. The agency has received feedback regarding the potential addition of IBCs and/or additional courses to various career and technical education (CTE) programs of study. For example, the agency received feedback recommending the development and adoption of a new Texas Essential Knowledge and Skills (TEKS)-based course related to Occupational Safety and Health Administration (OSHA), which could be included in a variety of relevant programs of study. TEA staff provided this feedback to the State Board of Education (SBOE). The SBOE is expected to approve a new course that can be offered to students beginning in the 2023–24 school year. TEA recently completed a crosswalk of all IBCs to programs of study and released updated programs of study framework documents that include all cross-walked IBCs.

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Updated Preliminary Framework 2023 A-F Refresh Framework Continued:

Beginning this fall, TEA will collect stakeholder feedback related to needs or adjustments related to the current CTE programs of study. Following solicitation of stakeholder feedback and completion of research on current labor market data, TEA will adjust the programs of study. The SBOE will then consider development of any new courses and/or any necessary revisions to existing TEKS to ensure up-to-date and appropriately aligned programs of study. Once programs of study are updated, another review for aligned IBCs will be completed and updates to the crosswalks will be made as appropriate. Following the August release of the results from the evaluation of submissions for inclusion on the 2022–24 Industry-Based Certifications (IBC) List for Public School Accountability, notice was provided of an opportunity for an IBC certifying entity whose submission was not approved for inclusion on the list to request a re-evaluation. Certifying entities had until October 14, 2022, to submit a request for re-evaluation and documentation to support alignment with each of the five required criteria. IBCs are being re-evaluated in the order they were received. Final determinations will be made no later than December 2022. Based on differences in feedback, the agency is continuing analyses on the validity of IBCs to ensure IBCs are valid, meaningful indicators of career. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes. There is also a subset of sunsetting IBCs with very high usage for which the agency is conducting additional research and analysis to determine if this subset of IBCs should face an adjustment. TEA will surface these analyses with TAAG and EAG and continue to gather feedback on how to proceed.

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Questions and/or Feedback:

Specific questions and/or feedback on the A–F System Refresh can be submitted here. For additional information, please visit the 2023 Accountability Development page.

The *2023 Accountability Manual* will be published in proposed form in Spring 2023 for additional feedback prior to becoming rule in Summer 2023

Let's Talk About TAAG

Reflect. Share. Inform.

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22-23 TEXAS ACCOUNTABILITY ADVISORY GROUP (TAAG)

Link to TAAG Website where you can review:

October 7, 2022, Presentation Slides
October 7, 2022, Meeting Minutes

Members of TAAG

Commissioner Morath shared at the ESC Region 11 TASA Meeting in October, we can anticipate a release of the new accountability final proposal will be before Thanksgiving.

TAAG - Summary of Meeting on October 7, 2022

Excerpt

Update College, Career, and Military Readiness (CCMR) Indicators: Better align methodology with CCMR Outcomes Bonus

➢ Why do students need to earn an industry-based certification after completing a program of study when they are separate in Texas Education Code? *The linkage between these two indicators originated with studies that our career and technical division completed. Their researched determined that linking the two is more indicative of demonstrating a student's accurate career readiness.*

➢ Why was this not in previous presentations for public comment/ superintendents to give input? *CCMR is still under development and recommendations have changed frequently based on stakeholder feedback and data modeling. This changed very recently based on stakeholder feedback.*

➢ Will there be additional opportunities for public comment outside of the proposed accountability manual? *Yes. Feedback will be accepted between now and the spring preliminary accountability manual.*

Comments/Concerns section

- The requirement to earn an industry-based certification after completing a program of study limits the options for students who want additional IBCs.

- Perhaps we could change the CCMR measure from attaining an IBC and being a CTE completer to attaining an IBC and being a CTE concentrator.

- A weighted system feels like the agency is trying to overvalue being college ready and making it more important than career or military readiness.

- Student mobility will limit students due to districts offerings in IBCs.

- Rural areas of the state don't always require students to obtain college hours for a strong career. This is concerning with weighting.

- Weighting could create a system of "forced failures" for small districts. What should be important is that all students are ready for CCMR regardless of which component they fall into.

- Rural districts don't see as many students interested in college. They have large numbers of students that go into the workforce and are less likely to be interested in college

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"Warm Hand Off" Conversation

Students are supported to and through.

Trending Language. Aligned to Persistence.

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Break

I Scream, You Scream, We All Scream...

...About IBCs!

Industry Based Certifications
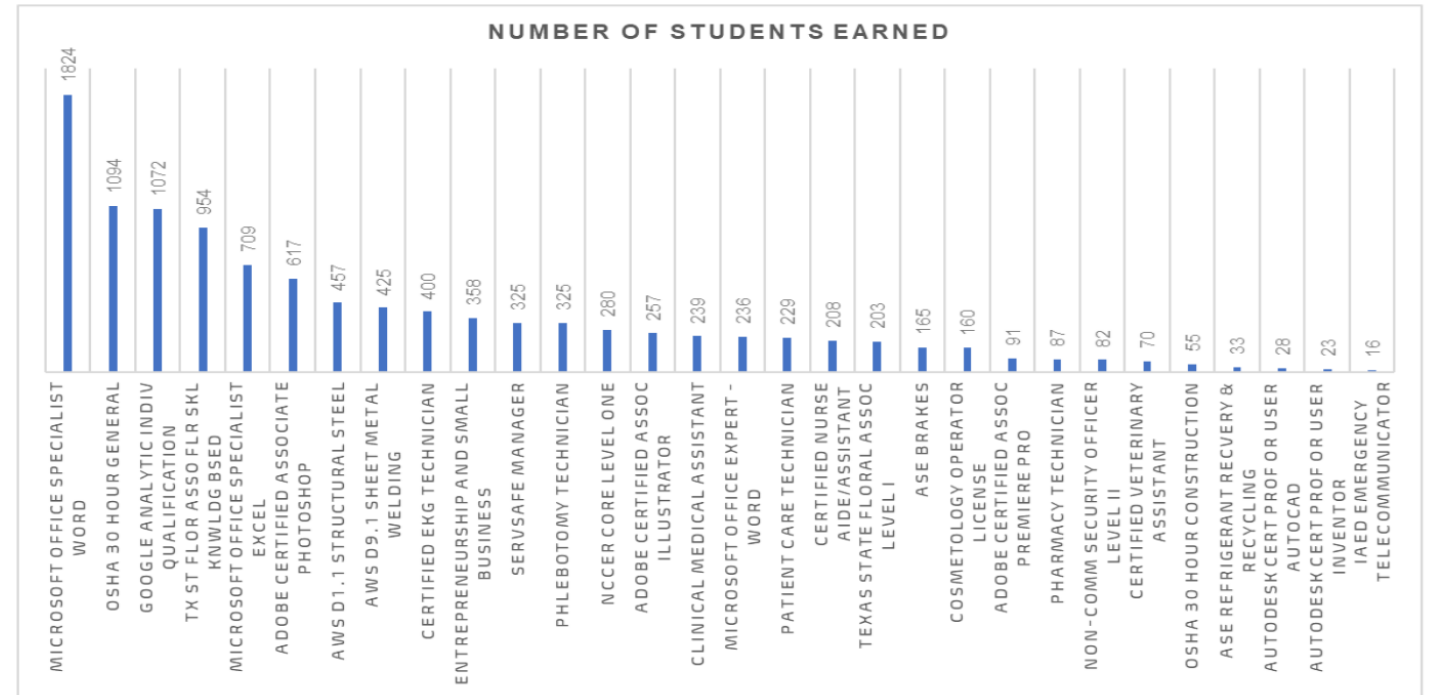
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2020 - 2021 Top IBCs in Region 11

TOP TEN LIST

1. **Microsoft Office Specialist- Word**
2. **OSHA 30**
3. **Google Analytic**
4. **Texas State Floral Design**
5. **Microsoft Office Specialist- Excel**
6. **Adobe Certified Associate- Photoshop**
7. **AWS D1.1 Structural Steel**
8. **AWS D9.1 Sheet Metal Welding**
9. **Certified EKG Technician**
10. **Entrepreneurship and Small Business**

Top 5 = 51%
Top 10 = 72%

NUMBER OF STUDENTS EARNED

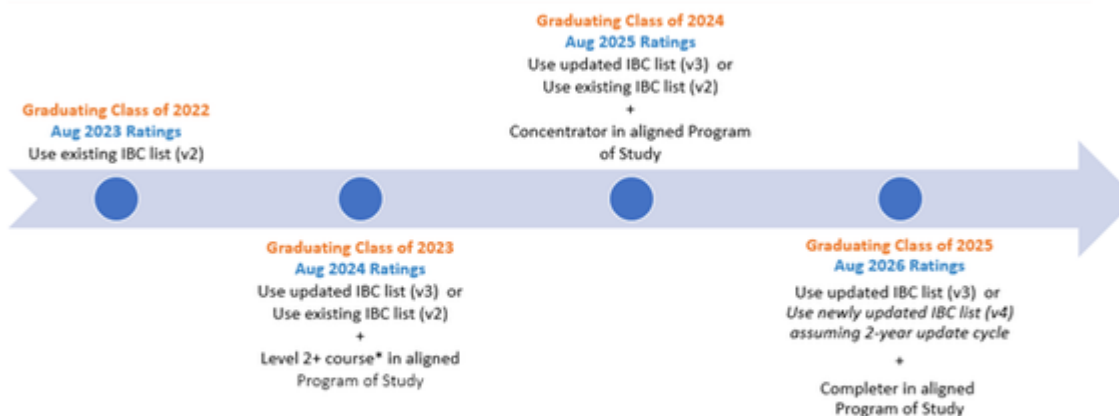| Certification	Number
Microsoft Office Specialist Word	1824
OSHA 30 Hour General	1094
Google Analytic Indiv Qualification	1072
TX St Flor Asso Flr Skl Knwldg Bsed	954
Microsoft Office Specialist Excel	709
Adobe Certified Associate Photoshop	617
AWS D1.1 Structural Steel	457
AWS D9.1 Sheet Metal Welding	425
Certified EKG Technician	400
Entrepreneurship and Small Business	358
ServSafe Manager	325
Phlebotomy Technician	325
NCCER Core Level One	280
Adobe Certified Assoc Illustrator	257
Clinical Medical Assistant	239
Microsoft Office Expert - Word	236
Patient Care Technician	229
Certified Nurse Aide/Assistant	208
Texas State Floral Assoc Level I	203
ASE Brakes	165
Cosmetology Operator License	160
Adobe Certified Assoc Premiere Pro	91
Pharmacy Technician	87
Non-Comm Security Officer Level II	82
Certified Veterinary Assistant	70
OSHA 30 Hour Construction	55
ASE Refrigerant Recvery & Recycling	33
Autodesk Cert Prof or User AutoCAD	28
Autodesk Cert Prof or User Inventor	23
IAED Emergency Telecommunicator	16

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Accountability Transition for CTE:

Note the statement at the bottom of TEA's release that four courses do not count if they are the only course a student has that is level 2 or higher for the 2023 graduating class:

Proposed IBC & Programs of Study Accountability Transition

Graduating Class of 2024
Aug 2025 Ratings
Use updated IBC list (v3) or
Use existing IBC list (v2)
+
Concentrator in aligned Program of Study

Graduating Class of 2022
Aug 2023 Ratings
Use existing IBC list (v2)

Graduating Class of 2023
Aug 2024 Ratings
Use updated IBC list (v3) or
Use existing IBC list (v2)
+
Level 2+ course* in aligned Program of Study

Graduating Class of 2025
Aug 2026 Ratings
Use updated IBC list (v3) or
Use newly updated IBC list (v4) assuming 2-year update cycle
+
Completer in aligned Program of Study

While students may earn any certification to prepare for college and careers, only those on the published IBC list are reported to TEA.
*Does not include Career Preparation I, Extended Career Preparation I, Project-Based Research, or Scientific Research and Design

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Proposed IBC Timeline: Review

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Organize regional thoughts and concerns through collaboration:

- ○ **Have you discussed with your local leadership?**
- ○ **Have you investigated which IBC/Program Of Study alignments will be problematic?**
- ○ **Do you have an anticipated outcome if this change is implemented?**
- ○ **Do you have a plan to mitigate?**

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IBC Alignment

CTAT Feedback

TEA Communication

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Questions from CTAT:

" We had a couple of questions arise in the October roundtable.

1. What was the process for aligning IBC's with programs of study?
2. Why was an opportunity for public comment not available?
3. Is a process available for districts to request that IBC's be added to additional programs of study? They had multiple examples of certifications that met the 50% TEKS requirement.One prominent example was EMT for Healthcare Therapeutic. They had multiple examples. "

Response from TEA:

Below is a brief summary of the methodology used when aligning IBCs to Programs of Study. IBC's were aligned to in-demand, high-wage, high-skill occupations through programs of study as well as the TEKS that prepare students for those occupations. Since there was no change to the Commission's Rules, there was no official public comment period. We welcome our stakeholder's input so if there is something you would like for us to look into, I can have someone on my team follow up. Thank you for allowing us to assist you and have a great afternoon.

Summary of methodology for 2019-22 and 2022-24 Aligned IBCs and Programs of Study Crosswalk

1. **IBCs were matched to certifications and occupational SOC codes through the U.S. Department of Labor (DOL) certifications database**
   - IBCs and their certifying entities were identified in the DOL database
   - IBCs were connected to occupation SOC codes through the crosswalk tables
   - IBC to occupation connections were next connected to Programs of Study using SOC codes
   - IBC knowledge and skill domains were reviewed for alignment with Program of Study course TEKS

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Response from TEA Continued:

2. For any IBCs that were not directly matched through the DOL database in step 1, proxy certifications were matched

i.   IBCs and their certifying entities were compared to similar certifications in the DOL database

    1.   Example: the exact Python IBC/certifying entity combination was not found, but other Python certifications were found (proxies)

    2.   Example: the Cosmetology Operator License was not found in the DOL database since it is Texas-specific and issued by TDLR, so a proxy was used

ii. The proxy certifications were compared to their connected occupational SOC codes through the crosswalk tables

iii. IBCs were connected to occupation SOC codes through proxies in the crosswalk tables

iv. IBC to occupation connections were next connected to Programs of Study using SOC codes

v.   IBC knowledge and skill domains were reviewed for alignment with Program of Study course TEKS

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Response from TEA Continued:

3. For any IBCs that were not directly or proxy matched through the DOL database in steps 1 or 2, IBC knowledge and skill domains were compared to Programs of Study course TEKS

1. IBC knowledge and skill domains were evaluated and compared to related Programs of Study course TEKS
2. Programs of Study course TEKS that covered a majority of the IBC knowledge and skill domains were connected through analysis
3. Connected occupations in the Programs of Study were next analyzed using the Department of Labor O*NET Online database. Occupational technology skills in O*NET were evaluated for alignment with IBCs for further connection confirmation
   a. Examples: Accounting Foundations, Educational Aide I, Biotechnician Assistant Credentialing Exam (BACE)"

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Join us for our November Think Tank after lunch today!

Digest. Reflect. Identify.

50% TEKS Alignment

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The Future of CTE

Elementary Students

Grades: PK-4th

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The Future of CTE: Table Talk

- What introductory/exploratory opportunities are you providing for students PK-4?
- What funds do you use?
- Which stakeholders take ownership of this initiative?
- Do you collect data and review?
- Do you have a name or slogan for this initiative to limit confusion?

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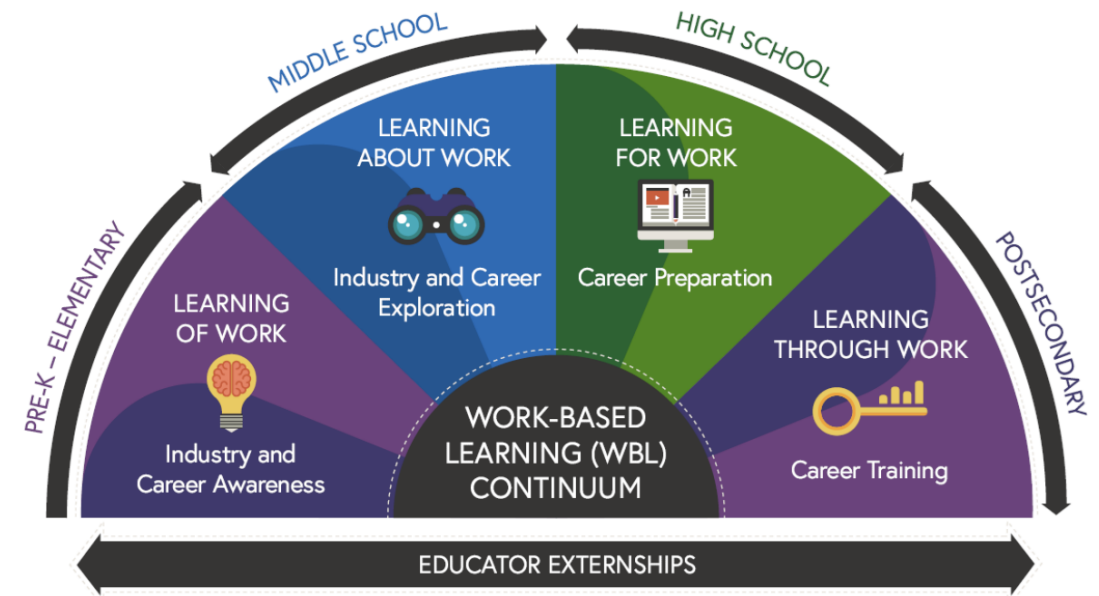
Break

CTENT & CTAT Updates

CTENT Representative: Candace McGowan

CTAT Representative: Mark McClure

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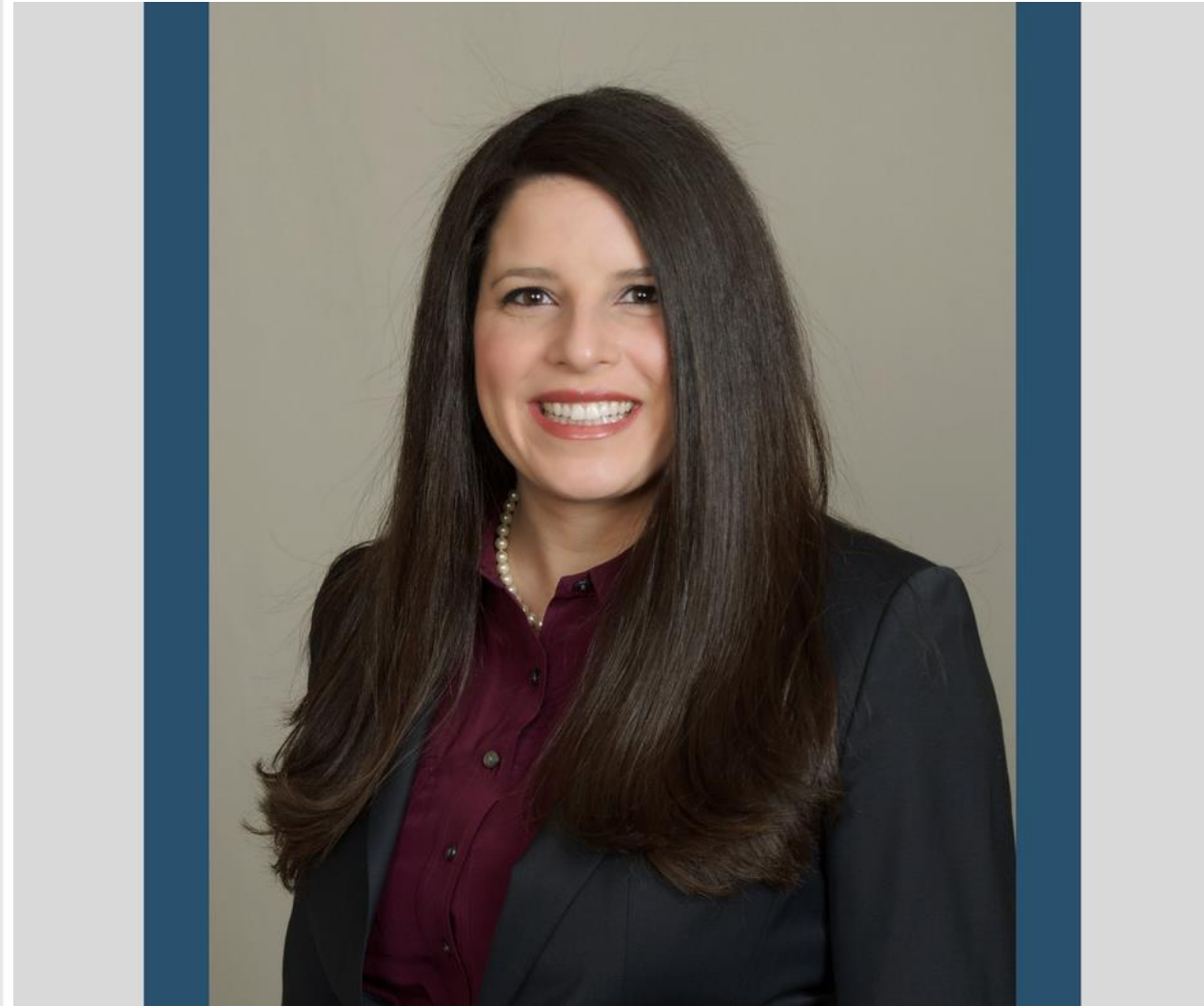REGION 11

CTENT Updates

Candace McGowan
Grapevine Colleyville ISD
Coordinator of Career &
Technical Education
CTENT Outgoing President

CTENT Website

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CTAT Updates

Mark McClure
Cleburne ISD DIrector of CTE
CTAT Area 2 Representative
CTENT President Elect

CTAT Website

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Legislative Update from CTAT

- Statewide input
- CTAT formed a statewide Legislative Taskforce
  - This group discussed the recommendations
    - What was a potential legislative change
    - What could not be a legislative change
    - What could be changed by a different entity (SBEC)
    - If clarification was needed, the person who recommended the initiative was contacted
- This taskforce combined, narrowed, and prioritized to develop a list to move forward to Marty Deleon, CTAT's lobbyist for his opinion.
- With his input and further wordsmithing, the group is moving forward with the following legislative priorities for this session:

Legislative Priorities:

Legislative Issue: Program of study completion should be a standalone indicator

Recommendation: Award accountability points towards completion of a CTE program of study without requiring an industry certification.

- Restore the spirit and intent of HB 773 (2021) which sought to add a new stand-alone indicator in Domain I for students who completed a CTE program of study.
- Not all school districts, including rural ISDs, can offer students a certification opportunity.
- Current rule negatively impacts transient students because not all schools offer the same programs. (ie: Low income and children of parents in the military).
- Requiring an industry certification means fewer programs focused on STEM or Energy will be available.
- Parents desire more career readiness indicators.
-

Legislative Issue: Strengthen CTE indirect/direct cost ratio

Recommendation: Increase direct cost allowance from 55% to 65% for the CTE allotment.

- Inflation has resulted in higher costs for equipment and supplies.
- Teacher salaries currently account for 90% of a district's expenses to support CTE programs leaving fewer dollars for equipment purchases.
- Recent changes to CTE programs include the implementation of state-defined programs of study and aligned industry-based certifications have resulted in increased costs to support quality programs that meet state and federal accountability requirements.

Legislative Issue: Establish student cohorts for accountability changes

Recommendation: Define cohorts for implementation of changes to A-F that allow time for school districts to prepare.

- For new CTE-related indicators in the academic accountability system, ensure changes apply to cohorts beginning with a freshman class.
- To meet new expectations, ISDs need time to make adjustments in program offerings and staffing.

Legislative Priorities:

Legislative Issue: Reimbursement for Industry-Based Certifications

Recommendation: Allow reimbursement for all expenses related to earning an industry-based certification.
- Recent changes to public school accountability require students to take additional steps after passing a certification exam in order to fully earn the certification.
- Additional costs and fees are associated with earning certifications for students participating in CTE programs.
- Examples: Teaching certifications require fingerprinting; Health Science certifications require background checks, immunizations, and TB testing

Legislative Issue: Expand reimbursement for IBC exams to one per student per year

Recommendation: Allow reimbursement of exam fees for industry-based certifications for each course in a program of study.
- In a program of study, students may earn between one and three industry-based certifications.
- There should not be a limit or barrier to earning entry-level certifications that lead to more advanced certifications (Ex: Welding, Automotive).

Legislative Issue: Expand outcomes-based CCMR bonus opportunities

Recommendation: Expand College Career and Military Readiness (CCMR) indicators to include students who complete a CTE program of study.
- Current career readiness bonuses are confined to students earning certifications only.
- Completion of a program of study reflects the student's long-term effort toward obtaining relevant academic knowledge, employability skills and job-specific technical skills.
- A program of study provides early access to associate degrees and certificate programs.

Legislative Priorities:

Legislative Issue: Increase years of service allowable for positions requiring industry work experience

Recommendation: Increase the years of service from 2 years to 5 years reportable to TRS for CTE teachers for positions requiring work experience in the industry.

- Districts are struggling to fill teaching positions that require industry work experience.
- Starting salaries for these hard-to-fill positions need to be more competitive.
- Work experience is required to teach courses included in Trade and Industrial, Marketing, and Health Science programs.
- Years of experience required range between 2 and 5 years depending on one's level of education.

Legislative Issue: Add CTE program completion to academic distinction

Recommendation: Amend the academic distinction designation to specify students who complete a program of study through CTE.

- Districts should be recognized for students who complete CTE programs of study and industry-based certifications.
- Current statute requires an academic distinction for program completion yet this measure is excluded from public school accountability.

State Board for Educator Certification

Issue: Expand eligibility to teach Career Development courses

Recommendation: All CTE-certified teachers should be eligible to teach Career Development courses.

- Teachers with a Mathematics/Physical Science/Engineering (6-12) (test 274) would strengthen the pool of teachers who can teach career development courses.
- All other CTE certification areas are currently eligible to teach Career Development courses.

Virtual CTE Teacher Professional Learning Network

- Link to Specific Career Cluster Registration:
  - https://registration.esc11.net/catalog/all/subject/17

Have you embedded drones and the FAA Part 107 IBC in your district offerings and could use support?

NCTX AERIAL ROBOTICS TEACHER COLLABORATION

This is the Professional Learning Community for Aerial Robotics, UAS, and FAA Part 107 IBC collaboration for classroom content and student success on the Part 107 Certification Exam.

Face-to-Face meeting with other teachers to collaborate over best practices, curriculum, and testing. Learn from the districts that have spent the last four years building successful programs!

**Open to all ESC Region 11 Schools
FREE Event**

11/30/2022
9:00 am. - 3:00p.m.
Register

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The book is broadly organized into two sections:

1. Fundamentals
The first half, **Fundamentals**, is a set of 31 labs designed to take you from being a complete Earth Engine novice to being a quite advanced user.

2. Applications
The second half, **Applications**, presents you with a tour of the world of Earth Engine across 24 chapters, showing how it is used in a very wide variety of settings that rely on remote-sensing data.

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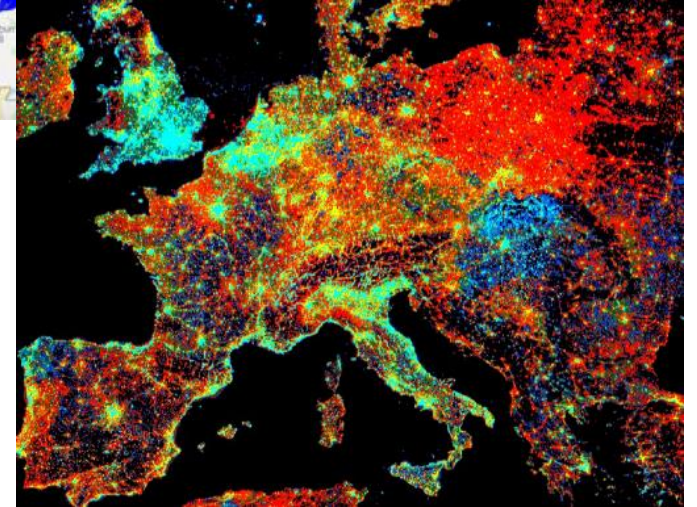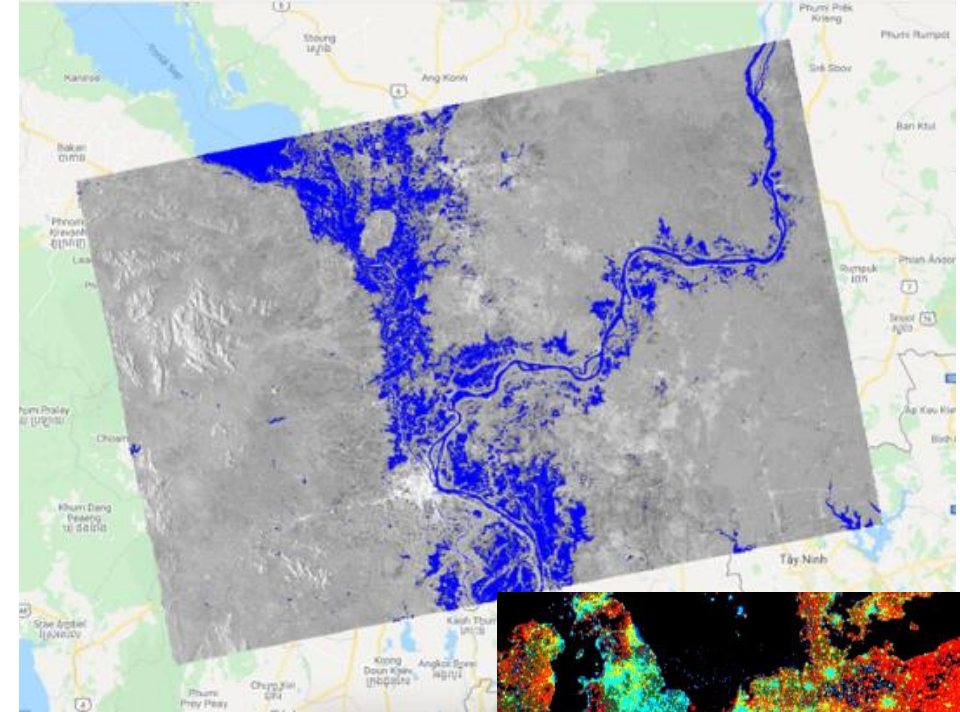
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2023 Expert to Expert CTE Summit

For CTE Teachers and
Leaders
April 18, 2023
8:30 a.m. - 3:30 p.m.

REGISTER

Counselor & CTE Leader Trainings Coming Soon!

For Leaders:

Module 1: Data-Driven Decision Making

Module 2: Partnerships

Module 3: Program Design

Module 4: CTE Resources

For Counselors:

Module 1: CTE Programs - An Infrastructure for CCMR

Module 2: Effective Advising for CTE Programs - Ensuring Access and Removing Inequity

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Thank you!

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Chelsea Reeves
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817-740-7654

ESC Region 11 CTE **Website**

CCMR/CTE Customer Satisfaction Survey

Lunch Sponsored by Rex Academy

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Raising Aspirations for all students and providing opportunities to end generational poverty through Computer Science education!

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WHO IS REX ACADEMY

Woman and minority owned business founded in 2019.

Raise aspirations and provide access to minority students to a robust computer science curriculum.

Increase opportunities for all who enter computer science paths of study or careers.

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THE NEED IS GREAT

28% - Growth alone in Cybersecurity jobs in the US

< 47% - Of High Schools across the US offer computer science courses

36 – Teachers graduated from universities with computer science degrees in 2017

< 21% - Of all computer scientist in the US are Women

< 6% - LatinX and African American minorities are in computer science fields

50 – ALL 50 Governors signed The CS Initiative in July 2022

U.S. BUREAU OF LABOR STATISTICS

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THE REX ADVANTAGE

	Rex Academy	Code.org	CodeHS	PLTW	University Curriculums
Curriculum	✓	✓	✓	✓	✓
Professional Development	✓	✓	✓	✓	✓
Browser Based Platform	✓	✓	✗	✗	✗
Analytics / AI	✓	✗	✗	✗	✗
Videos - Animation based Curriculum	✓	✓	✗	✗	✗
Career Pathways – Certifications	✓	✗	✗	✗	✗
Integrates with Existing School Systems	✓	✗	✓	✗	✗
Remote CS Teachers (Bilingual Available)	✓	✗	✗	✗	✗
Tutoring/Support from Subject Matter Experts	✓	✗	✗	✗	✗

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EXPLORE

K	1st	2nd	3rd	4th	5th

Scratch Jr.
Kodu

Keyboard and Internet Safety

Scratch

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Alice 3.0

100% Customizable Pathways

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ENGAGE

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Mobile App Development

Alice 3.0

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Web Design and Media

2D Game Design

Basics of Cybersecurity

Python

Java

100% Customizable Pathways

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AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS K-12
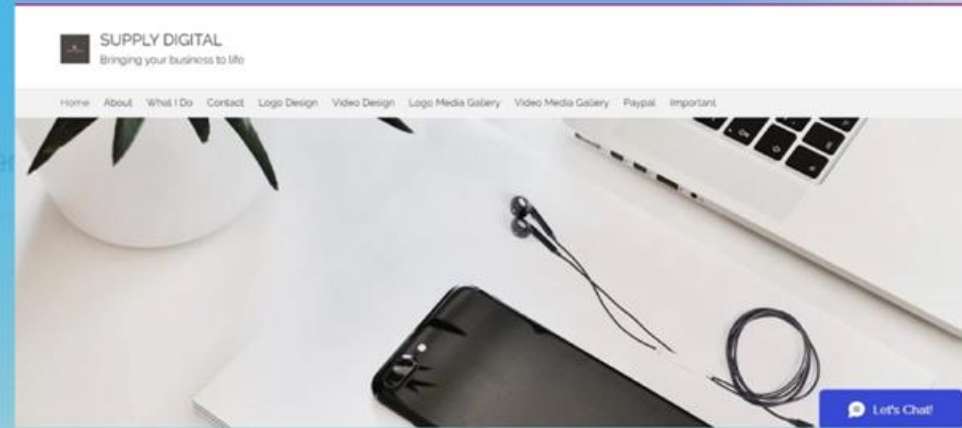## INCLUDES 15 HOURS OF INSTRUCTION PER TOPIC

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POST CERITIFICATION OPPORTUNITIES

| OCCUPATIONS	MEDIAN WAGE	NUMBER OF JOBS 2020-2030	GROWTH 2020-2030
Information Security Analyst	$103,590	47,100	33%
Computer Systems Analyst	$93,730	42,800	19%
Network and Computer Systems Administrator	$84,810	18,800	13%

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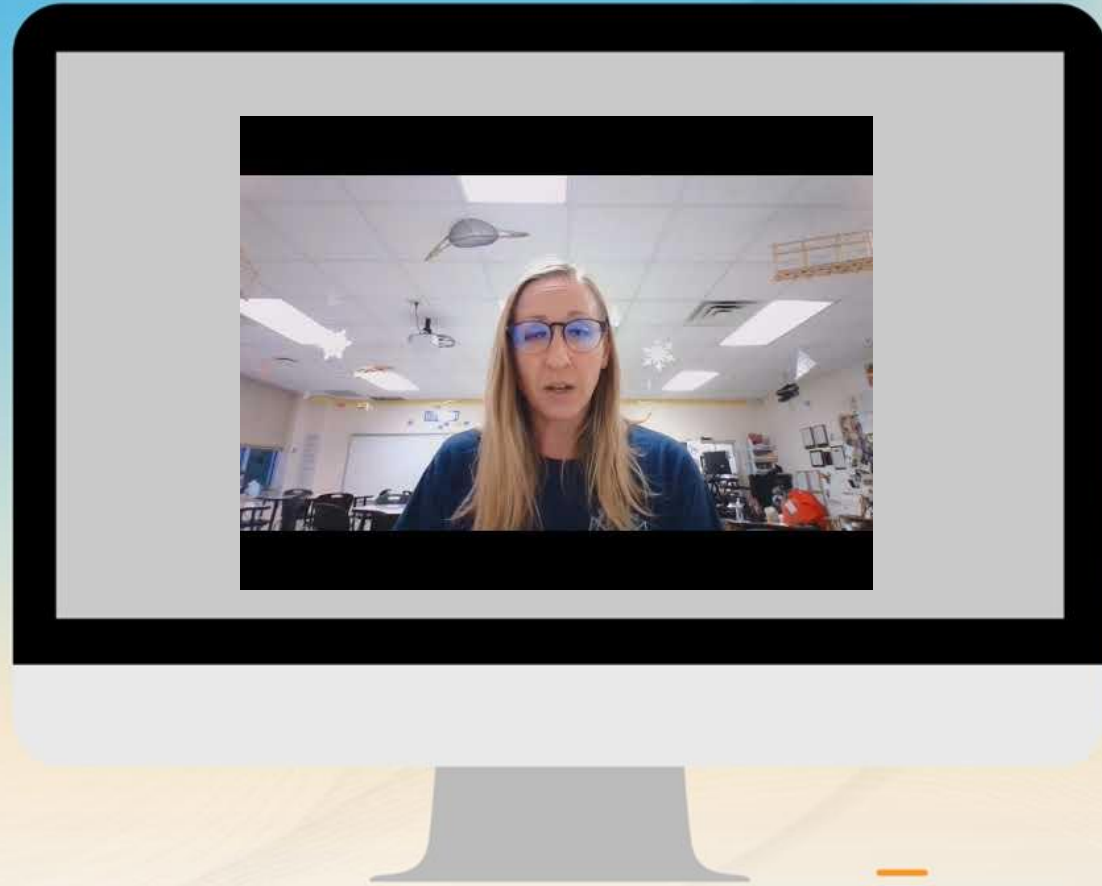
CTE Leader Think Tank

November 2022

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Persistence & Warm Hand-Off

Let's Think!

Share Out!

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NOCTI Presentation

Virtual Think Tank Session

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IBC Alignment

CTAT Feedback

TEA Communication

Questions from CTAT:

" We had a couple of questions arise in the October roundtable.

1. What was the process for aligning IBC's with programs of study?
2. Why was an opportunity for public comment not available?
3. Is a process available for districts to request that IBC's be added to additional programs of study? They had multiple examples of certifications that met the 50% TEKS requirement.One prominent example was EMT for Healthcare Therapeutic. They had multiple examples. "

Response from TEA:

Below is a brief summary of the methodology used when aligning IBCs to Programs of Study. IBC's were aligned to in-demand, high-wage, high-skill occupations through programs of study as well as the TEKS that prepare students for those occupations. Since there was no change to the Commission's Rules, there was no official public comment period. We welcome our stakeholder's input so if there is something you would like for us to look into, I can have someone on my team follow up. Thank you for allowing us to assist you and have a great afternoon.

Summary of methodology for 2019-22 and 2022-24 Aligned IBCs and Programs of Study Crosswalk

1. **IBCs were matched to certifications and occupational SOC codes through the U.S. Department of Labor (DOL) certifications database**
    - IBCs and their certifying entities were identified in the DOL database
    - IBCs were connected to occupation SOC codes through the crosswalk tables
    - IBC to occupation connections were next connected to Programs of Study using SOC codes
    - IBC knowledge and skill domains were reviewed for alignment with Program of Study course TEKS

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Response from TEA Continued:

2. For any IBCs that were not directly matched through the DOL database in step 1, proxy certifications were matched

    i.   IBCs and their certifying entities were compared to similar certifications in the DOL database
- 1. Example: the exact Python IBC/certifying entity combination was not found, but other Python certifications were found (proxies)
- 2. Example: the Cosmetology Operator License was not found in the DOL database since it is Texas-specific and issued by TDLR, so a proxy was used

    ii.   The proxy certifications were compared to their connected occupational SOC codes through the crosswalk tables

    iii.   IBCs were connected to occupation SOC codes through proxies in the crosswalk tables

    iv.   IBC to occupation connections were next connected to Programs of Study using SOC codes

    v.   IBC knowledge and skill domains were reviewed for alignment with Program of Study course TEKS

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Response from TEA Continued:

3. For any IBCs that were not directly or proxy matched through the DOL database in steps 1 or 2, IBC knowledge and skill domains were compared to Programs of Study course TEKS

1. IBC knowledge and skill domains were evaluated and compared to related Programs of Study course TEKS
2. Programs of Study course TEKS that covered a majority of the IBC knowledge and skill domains were connected through analysis
3. Connected occupations in the Programs of Study were next analyzed using the Department of Labor O*NET Online database. Occupational technology skills in O*NET were evaluated for alignment with IBCs for further connection confirmation
   a. Examples: Accounting Foundations, Educational Aide I, Biotechnician Assistant Credentialing Exam (BACE)"

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November "Help Wanted"

How can we assist?

Share out & seek support!

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EDUCATION SERVICE CENTER
REGION 11

Thank you!

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CCMR/CTE Customer Satisfaction Survey

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