

Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter A. Middle School

§127.1. Implementation of Texas Essential Knowledge and Skills for Career Development, Middle School, Adopted 2015.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.
- (b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career development as adopted in §127.2 and §127.3 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §127.2 and §127.3 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §127.2 and §127.3 of this subchapter shall be implemented for the following school year.

§127.2. Investigating Careers. Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 7 and 8.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.
 - (3) The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student investigates one or more careers within the 16 career clusters. The student is expected to:
 - (A) identify the various career opportunities within one or more career clusters; and
 - (B) identify the pathways within one or more career clusters.

- (2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
 - (A) research the academic requirements for one or more of the careers in an identified cluster;
 - (B) research the certification or educational requirements for careers; and
 - (C) describe the technical-skill requirements for careers.
- (3) The student investigates the professional skills needed for college and career success. The student is expected to:
 - (A) apply core academic skills to meet personal, academic, and career goals;
 - (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;
 - (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;
 - (D) identify professional associations affiliated with a career pathway;
 - (E) recognize the value of community service and volunteerism; and
 - (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.
- (4) The student investigates labor market information. The student is expected to:
 - (A) analyze national, state, regional, and local labor market information;
 - (B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and
 - (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.
- (5) The student investigates job-seeking skills. The student is expected to:
 - (A) identify the steps for an effective job search;
 - (B) describe appropriate appearance for an interview; and
 - (C) participate in a mock interview.
- (6) The student creates professional documents required for employment. The student is expected to:
 - (A) develop a resume;
 - (B) write appropriate business correspondence such as a letter of intent and a thank you letter;
 - (C) complete sample job applications; and
 - (D) explain protocol for selecting and using references.

§127.3. College and Career Readiness, Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 7 and 8.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

- (3) The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths. Districts have the flexibility of offering college and career readiness knowledge and skills in a variety of instructional arrangements.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student explores career assessments as related to college and career planning. The student is expected to:
 - (A) analyze and discuss the initial results of career assessments;
 - (B) explore the 16 career clusters;
 - (C) research trending fields related to career interest areas;
 - (D) determine academic requirements in related career fields; and
 - (E) research educational options and requirements using available resources.
 - (2) The student analyzes college and career opportunities. The student is expected to:
 - (A) determine academic requirements for transitioning to high school;
 - (B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;
 - (C) develop an awareness of financial aid, scholarships, and other sources of income to support college and career advancement;
 - (D) discuss the impact of effective college and career planning;
 - (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and
 - (F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals.
 - (3) The student evaluates skills for personal success. The student is expected to:
 - (A) use interpersonal skills to facilitate effective teamwork;
 - (B) use problem-solving models and critical-thinking skills to make informed decisions;
 - (C) use effective time-management and goal-setting strategies;
 - (D) identify skills that can be transferable among a variety of careers;
 - (E) create a personal career portfolio;
 - (F) make oral presentations that fulfill specific purposes using appropriate technology; and

- (G) identify entrepreneurial opportunities within a field of personal interest.
- (4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:
 - (A) prepare a personal budget reflecting the student's desired lifestyle; and
 - (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.
- (5) The student demonstrates an understanding of financial management. The student is expected to:
 - (A) compare the advantages and disadvantages of different types of money management services;
 - (B) simulate opening and maintaining different types of financial accounts;
 - (C) simulate different methods of withdrawals and deposits;
 - (D) reconcile financial statements, including fees and services;
 - (E) compare and contrast forms of credit, including credit cards and debit cards;
 - (F) discuss the importance of credit scores;
 - (G) discuss the impact of identity theft on credit; and
 - (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.
- (6) The student develops skills for professional success. The student is expected to:
 - (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
 - (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
 - (C) model characteristics of effective leadership, teamwork, and conflict management;
 - (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
 - (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.