



College, Career, and Military Preparation

HOUSE PUBLIC EDUCATION COMMITTEE

JANUARY 30, 2019

Agency Priority: Connect High School to Career and College

Aligning Texas's Educational Goals with Its Diverse Industry Needs and Opportunities





Career and Technical Education



Industry-Based Certifications Criteria



Industry Recognized

- National or international businesses, industries, professional organizations, state agencies, government entities, or state-based industry associations are familiar with the certification and know of it.



Industry Valued

- Employers within an industry sector signal the value of the occupation-specific certification by: (a) including the certification in job postings as required or highly recommended; (b) using the certification as a factor in selecting candidates for an interview and/or hire; and/or (c) offering higher pay for those who possess the certification.



Third-party provider

- The assessment of the certification is provided by/signed off by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies.



Capstone

- Certification is offered at the conclusion of an aligned course, and/or at the conclusion of a student's successful completion of a program of study in a secondary career and technical education program.



Attainable by HS students

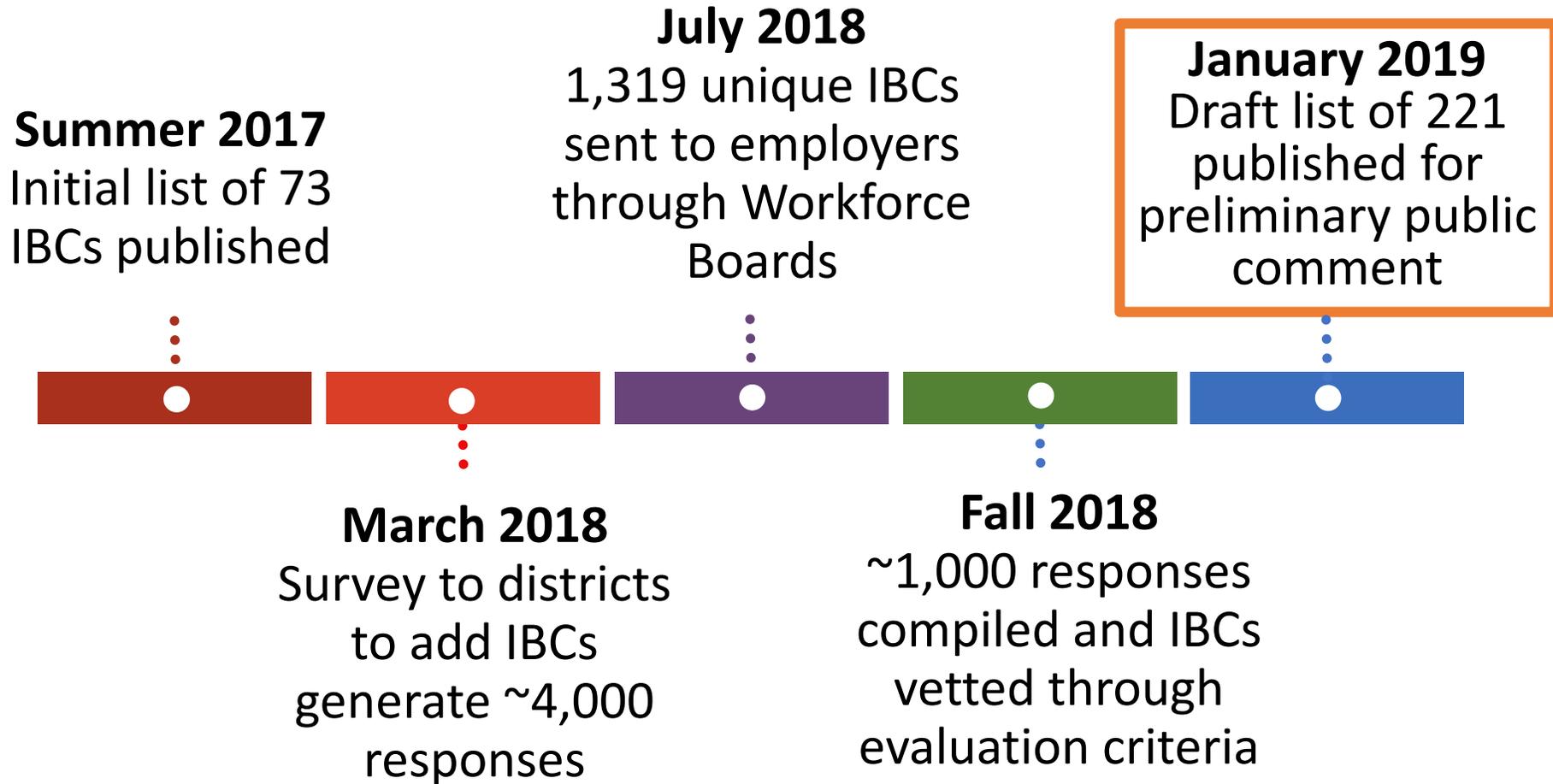
- All eligibility requirements (e.g., age and experience) are met and the certification is awarded before or within the summer after a student's high school graduation.



Portable

- Portable as evidenced by: (a) transferring seamlessly to postsecondary work through acceptance for credit or hours in core program courses at an institution of higher education; (b) counting toward hours in an aligned apprenticeship program; (c) being a part of a prescribed coherent sequence of industry recognized credentials to show progressive skills development and/or (d) fostering mobility across employers within the same industry.

Industry-Based Certifications (IBCs) Recap



Process revamped to increase stakeholder involvement and transparency.

IBC Public Comment and Revision Process

The public comment period is now open and will close on February 13.

- Stakeholders can submit responses three ways:
 - Comment on certifications on the proposed list.
 - Comment on certifications that were vetted but did not make the list.
 - Comment on certifications they do not see on either list but wish to submit.
- The list will be revised based on feedback and submitted for **additional public comment through rulemaking in the spring.**

The new list of industry-based certifications is scheduled to go into effect for the 2019-2020 school-year and will apply to school accountability ratings in August 2021.

- TEA is further developing resources to support certification implementation.

Focus Area 1 – Regional Pathways

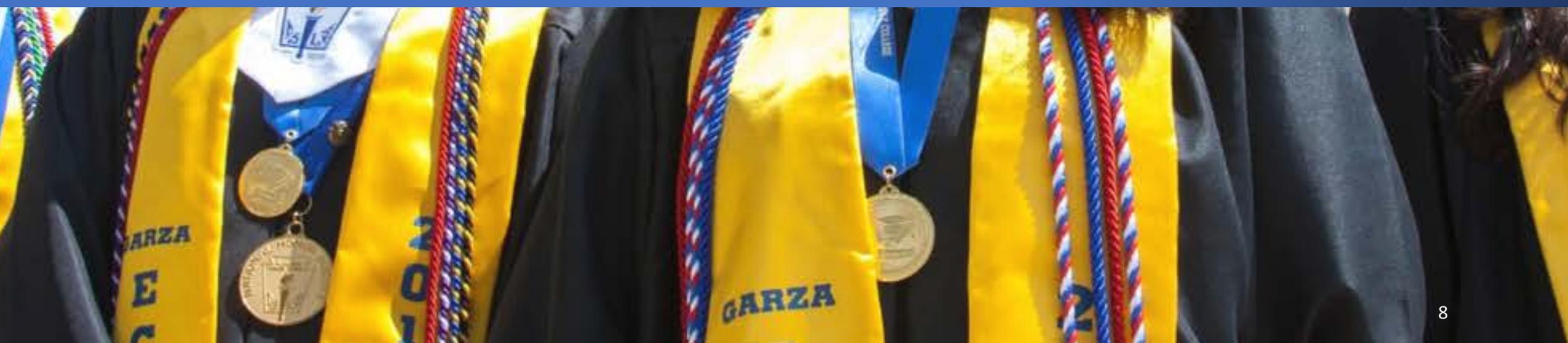
- The purpose of Focus Area 1 is to assist regions with providing high quality college and career pathways that are aligned with regional workforce needs.
- Grants will be awarded to create at least one regionally aligned pathway in each of the LEAs applying within the grant.
- Anticipate 5 to 7 grants for amounts up to \$700,000 each.

Focus Area 2 – Industry-Based Certifications

- The purpose of Focus Area 2 is to ensure students have the opportunity to obtain industry-based certifications.
- Grants will provide funds to pay for students to obtain industry-based certifications, as well as to train CTE teachers as licensed instructors in specific industry certifications and/or become a testing site.
- Anticipate ~150 grants for amounts up to \$30,000 each.



College and Career Readiness School Models



College and Career Readiness School Models (CCRSM) Funding



Rider 48 – Texas Science, Technology, Engineering, and Math (T-STEM)

- \$3M for biennium



Rider 49 – Early College High School (ECHS)

- \$6M for the biennium; TEC 29.908



Rider 67 – Pathways in Technology Early College High School (P-TECH)

- \$5M for the biennium; SB 22 -85(R); TEC 29.908



**TEXAS
COLLEGE &
CAREER
READINESS
SCHOOL
MODELS**

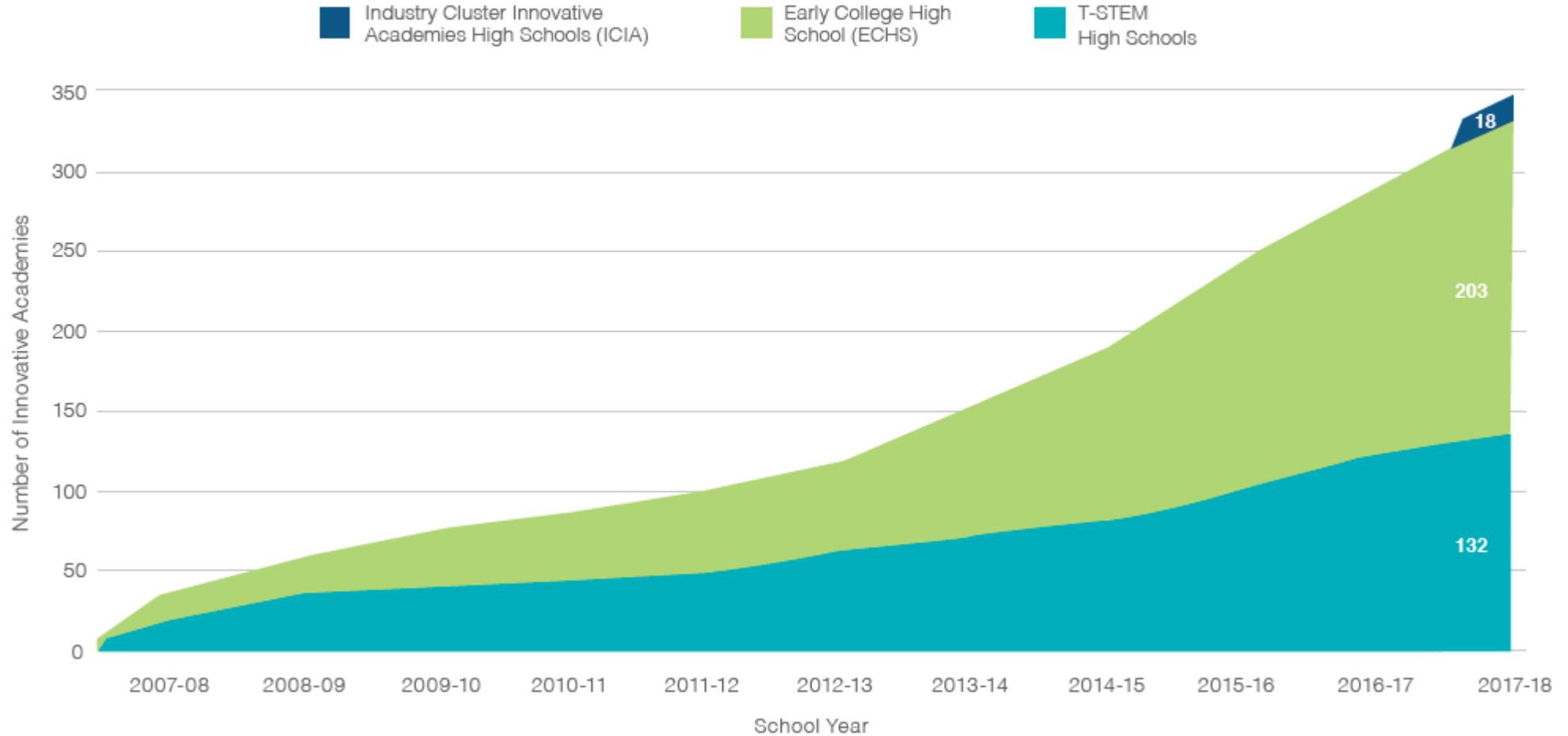
CCRSM blends high school and college coursework to help historically underserved, at-risk students, and those that wish to accelerate their learning develop technical skills, earn dual college credit, and pursue in-demand career paths.

These school models:

- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed
- Increase college readiness
- Reduce barriers to college access
- Align to regional workforce needs for ICIA, P-TECH, and T-STEM models

CCRSM: Growth Over Time

INCREASE IN TEXAS INNOVATIVE ACADEMIES



CCRSM: Outcomes-Based Measures

- All blueprints include outcomes-based measures (OBMs).
- TEA will use district data to determine qualification for designation categories.
- OBMs allow for targeted support and technical assistance to increase success of models and Return on Investment (ROI).

Achievement Outcomes-Based Measures			
Data Indicators	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at least three TSI targets	Must meet at least four achievement data indicators	Must meet at least five achievement data indicators
TSI College Readiness Standards in reading	65% passing rate	70% passing rate	75% passing rate

CCRSM: Outcomes Based Measures Phase-In

Blueprints



- New Blueprints introduced in last 12 months (ECHS) and 6 months (P-TECH/ICIA and T-STEM) include:
 - Design Elements
 - Outcomes-Based Measures (OBMs) hold campuses accountable for student outcomes

Outcomes-Based Measures



- OBMs are phased in over a 4 year period to allow for a graduation cohort
 - Access
 - Achievement
 - Attainment
- As campuses adjust to OBMs implementation, designated CCRSM may shift or decrease to OBMs
- TEA actively solicits stakeholder feedback on the OBM

Designation Process



Planning Year Designation

Any school interested in implementing the model would apply in order to become part of the official planning year.



Designation

After meeting all planning year requirements, campuses are invited to apply for designation.

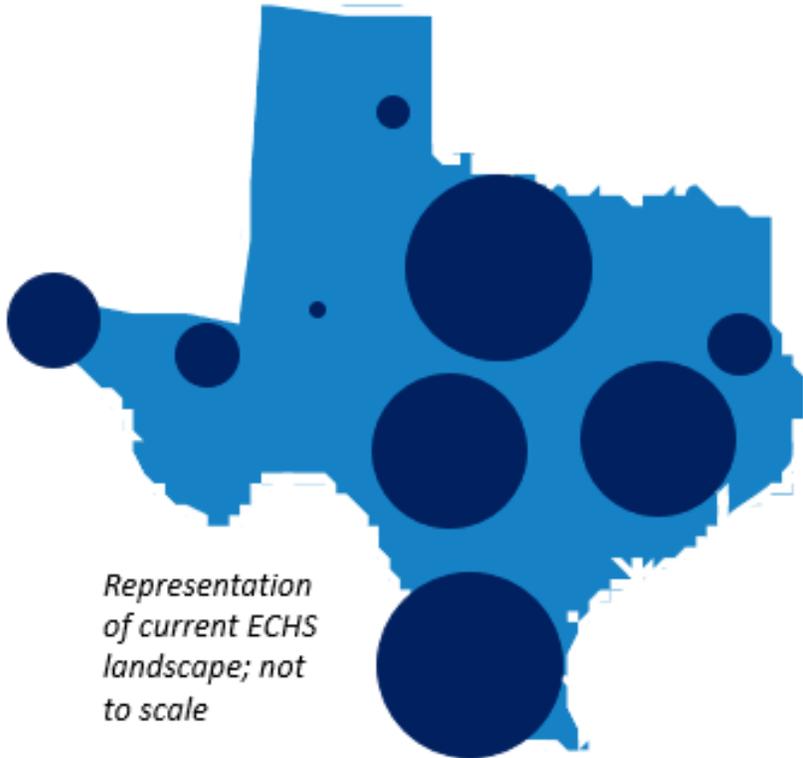


Annual Renewal Designation

Once designated, CCRSM Campuses renew designation through an annual application. TEA reviews OBM data to determine designation status.



CCRSM: Geographic Reach and Scale



Model	2018-2019 Campuses
ECHS	170 designees implementing in 2018-19 29 planning year designees to open in 2019-20
T-STEM	94 designees implementing in 2018-19 6 planning year designees to open in 2019-20
P-TECH/ICIA	34 Designees 2018-19 29 Planning designees to open in 2019-20

P-TECH Model Overview



- Open-enrollment offered at no cost to participating students



- Career pathways based on high-demand local workforce needs



- Work credential(s) such as licenses and certificates aligned to a career pathway may be earned by students



- 60 hours of college credit and/or an associate degree aligned to their chosen career pathway may be earned by students



- Appropriate work based learning experiences to students at every grade level including internships and apprenticeships



- Agreements with business/industry to provide students with first priority in interviewing are established



- Students have up to 6 years to graduate high school and a postsecondary credential/degree

Richardson ISD-Health Science Academy: Richardson, Pearce, Berkner, Lake Highlands High Schools

~1,000 students served in the program

Biotechnology and Life Sciences (Health Science)

- Clinical rotations in: Radiology, Surgery, Emergency, Physical Therapy
- Certifications including: Pharmacy Technician, Certified Medical Assistant, Veterinary Technician, Phlebotomy Technician, Dental Hygienist

Key Partners

- El Centro College
- Methodist Richardson





~257 students served in the program

Edu Drone and Edu Vet Tech

- Work-based learning including FAA unmanned aerial vehicle license for wind turbine and Edu-Vet: A Veterinary Teaching Hospital
- Certifications including veterinary technician and wind turbine technician

Key Partners

- Western Texas College
- Texas A&M university College Station
- Texas Tech University
- New Amsterdam Global



Planning Grant

New P-TECH Programs

School districts engage in 16 months of planning with a TEA technical assistance provider to build the foundation requirements of the P-TECH Blueprint. Grantees will begin serving students in the 2019-2020 school year.

**FY 19 Grant Applications Accepted:
October-December 2018**



Success Grant

School districts currently implementing a "P-TECH like" campus.

Districts will strengthen and refine current practices towards distinguished levels of performance (measured by the Blueprint). These grantees are currently serving students and are designated for the 2018-2019 school year.

**FY 19 Grant Applications Accepted:
February-April 2019**

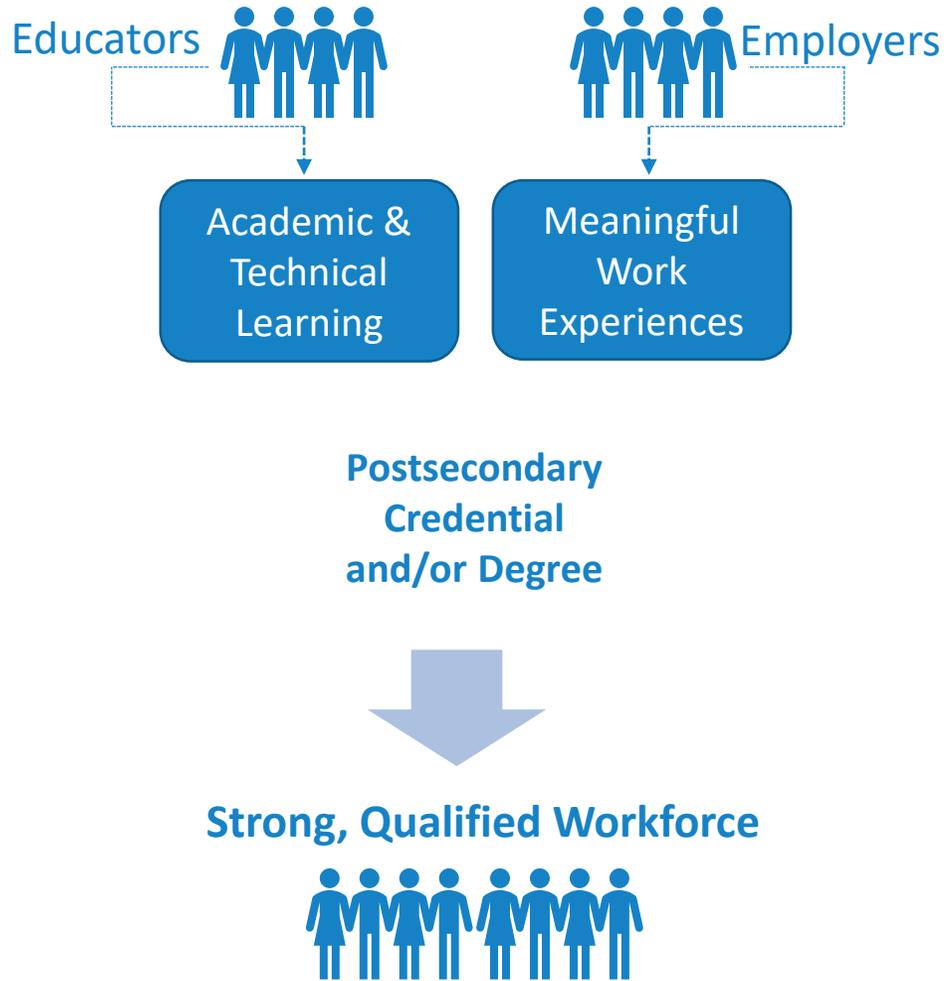
Appendix

Tri-Agency Collaboration

- Provide context for the Texas Regional Pathways Network
- Engage regional teams in unpacking key components of pathways and reflecting on regional best practices
- Provide resources and technical assistance to establish a network of regions across the state engaged in this work
- Facilitate planning and needs assessment for regional teams in their development of regional pathways aligned to labor market needs



Texas Regional Pathways



Components of a Pathway

- **Alignment** with high wage, high demand labor market information
- Links between secondary and postsecondary education with **multiple exit and entrance points**
- Credentials and degrees with **value** in the labor market
- Integration of **rigorous** academics and career-focused learning
- Strong **college and career advising and counseling** supports
- Continuum of **work-based learning experiences**
- Cross-sector **partnerships**

CCRSMs **have very strong outcomes**, particularly for African-American, Latino and low-income students.

Example: Alief Early College High School(76% African-American or Latino students):

- **Over 99%** of students graduate college ready
- **99% of African-American students** and **92% of Latino students** graduate with dual credit

ECHS in Action: Ysleta ISD: Valle Verde Early College High School

~400 students served in the program

Associate of Arts and Associate of Science Degrees

- 577 students earned Associate degrees since opening in 2007-2008

Awards Received

- National Blue Ribbon School, 2017
- Newsweek, Beating the Odds, 2014-2016
- Apple Distinguished School, 2013-2017

Key Partners

- El Paso Community College
- University of Texas, El Paso



T-STEM in Action: Irving ISD: Jack Singley T-STEM Academy

~1,700 students served in the program

Law and Public Service

- Homeland Security, Cyber Security, Fire Technology

Health Science

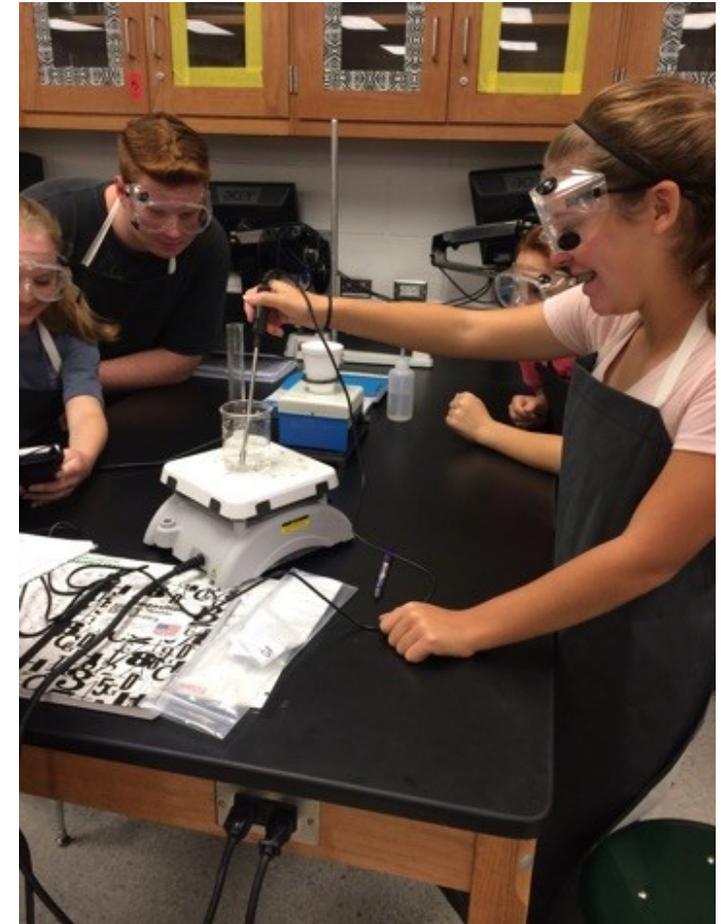
- Patient Care Technician, Pharmacy Technician, Dental, Emergency Medical Technician, Sports Rehabilitation

Innovative Technology

- Technology Support Services, Geographic Information Systems, Robotic Manufacturing, Video Game Design

Key Partners

- Dallas Community College District
- Baylor Scott & White Medical Center
- Northrop Grumman



Perkins V Overview

Status: On July 31, 2018, the President signed the ***Strengthening Career and Technical Education for the 21st Century Act*** into law.

Purpose: Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on:

- systems alignment and program improvement
- improving the academic and technical achievement of CTE students
- strengthening the connections between secondary and postsecondary education

Timeline: TEA will submit a transition plan for the 2019-2020 school year to maintain current requirements for CTE. Implementation of Perkins V will occur in the 2020-2021 school year.