



Programs of Study Overview

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

The proposed programs of study go into effect for the 2020-2021 school year and will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

Highlights of Programs of Study Initiative

- Include occupations that meet labor market criteria to include projected job growth, annual job openings, and the state median wage
- Ensure course sequences provide district and campus flexibility in program offerings
- Lead to postsecondary education and training opportunities
- Expand opportunities for students to engage in STEM related occupations
- Include one-page resources to assist in scheduling as well as career planning conversations with students
- Allow districts to request regional programs of study supported by regional workforce data
- Align programs of study to endorsements

Benefits of Programs of Study Initiative

- Align education to the diverse needs of the Texas' economy to increase opportunities for students
- Improve data collection and reporting of CTE concentrators for districts
- Inform future TEKS revisions through gap analysis between course standards and job skills
- Ensure alignment of teacher certifications to the updated programs of study

Programs of Study Implementation Considerations

- Course sequences within each program of study will be used for federal reporting of CTE concentrators CTE completers:
 - New federal definition for a CTE concentrator, as outlined in Perkins V, is the completion of two courses (for two or more credits) within a program of study.
 - Proposed definition for a CTE completer to be the completion of three or more courses for four or more credits including one level 3 or level 4 course.
- Perkins funds can be used to support statewide or approved regional programs of study.
- Current CTE courses not included in the updated programs of study will remain available for districts to offer and can be supported with State CTE funds.



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Programs of Study Definition

Perkins V describes a program of study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

Changes to Career Clusters:

Labor market analysis identified several areas where occupations and postsecondary training overlap across career clusters. The areas of overlap include Business, Marketing, and Finance as well as Law, Public Safety, Corrections, and Security and Government and Public Administration. A new Energy career cluster was created to address Texas’ diverse economic landscape. Changes to the career clusters are summarized below:

16 Career Clusters	Change to career cluster
Agriculture, Food, & Natural Resources	No Change
Architecture & Construction	No Change
Arts, A/V Technology, & Communications	No Change
Business Management & Administration	Combined with Marketing and Finance
Government & Public Administration	Combined with Law and Public Safety
Education & Training	No Change
Finance	Combined with Marketing and Business
Health Science	No Change
Hospitality & Tourism	No Change
Human Services	No Change
Information Technology	No Change
Law, Public Safety, Corrections, & Security	Combined with Government
Manufacturing	No Change
Marketing	Combined with Business and Finance
STEM	No Change
Transportation, Distribution, & Logistics	No Change
	Added Energy Career Cluster



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Programs of Study Methodology

The TEA conducted a process to identify high wage, high demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the Texas Workforce Commission, Texas Workforce Investment Council, and the Texas Higher Education Coordinating Board. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.), to secondary education and triangulated data sources for the best results of labor projections alongside real-time labor data.

Phase I: Foundation occupations were identified utilizing median growth rate of 17%, median annual salary of \$35,339, and a minimum annual openings floor of 500, each based on the data from all occupations in Texas. Occupations that were related to the foundation occupations were identified to form groupings of occupations and initial focus for programs of study.

Phase II: Groupings of occupations were formed based on: similarities in detailed work activities; directly or closely related postsecondary training and education programs; or directly or closely related through standard occupational classification by ONET. These groupings of occupations were compared to the median data of all occupations in Texas.

Data sources include [EMSI](#) data (real-time labor market information), labor projections, Local Workforce Boards Targeted Occupations, and the Bureau of Labor Statistics.

Considerations for Endorsement Alignment

The statewide programs of study contain course sequences that lead to endorsements. This initiative does not replace endorsements but adds additional support to ensure students have access to CTE programs that lead to in-demand, high-skills, and high-wage occupations. Recommended endorsements are identified on the programs of study resource documents. It remains important for districts to advise students on earning an endorsement. While current rules are in place, future recommendations will be made to the SBOE regarding the following items:

- Allow for additional STEM focused programs of study to qualify for the STEM endorsement
- Allow for innovative courses to serve as the final course in a sequence to earn an endorsement
- Allow for the proposed Practicum in Entrepreneurship course to meet endorsements across multiple career clusters