

ATTACHMENT  
Text of Proposed New 19 TAC

**Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education**

**Subchapter B. High School**

**§127.15. Career and Technical Education Employability Skills, Adopted 2025.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
- (b) General requirements. These standards may not be offered as a standalone course. These standards shall be offered together with the essential knowledge and skills for career and technical education (CTE) courses in this chapter.
- (c) Introduction.
  - (1) CTE instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
  - (2) The goal of the employability skills standards is to ensure that students develop essential skills for effective performance in the workplace, regardless of the occupation.
  - (3) These standards are required to be addressed in their entirety as part of each CTE course based on the level of the course in a CTE program of study.
    - (A) CTE courses identified as Level 1 or Level 2 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(1) of this section.
    - (B) CTE courses identified as Level 3 or Level 4 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(2) of this section.
  - (4) 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.
- (d) Knowledge and skills.
  - (1) Employability skills--Levels 1 and 2. In a CTE course identified as a Level 1 or Level 2 course in a CTE program of study, the student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;
    - (B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;
    - (C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;
    - (D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;
    - (E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;
    - (F) demonstrate respect for differences in the workplace;

- (G) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;
  - (H) identify consequences relating to discrimination and harassment;
  - (I) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and
  - (J) describe the roles and responsibilities of managers.
- (2) Employability skills--Levels 3 and 4. In a CTE course identified as a Level 3 or Level 4 course in a CTE program of study, the student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;
  - (B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;
  - (C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;
  - (D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;
  - (E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;
  - (F) demonstrate respect for differences in the workplace;
  - (G) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;
  - (H) identify consequences relating to discrimination and harassment;
  - (I) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and
  - (J) compare skills and characteristics of managers and leaders in the workplace.