



# CTE Task Force

Spring Branch Independent School District



# PHASE 1 of the CTE Task Force

# Charge for the CTE Task Force



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## Purpose and Scope

The purpose of the Task Force is to **create a vision of a world-class CTE program** for SBISD and **develop actionable recommendations** for achieving that vision.

To best align our CTE vision with the District's T-2-4 goal, Core Values, and Learner's Journey, the Task Force will use the **design thinking** process to gain a clear **understanding of the aspirations** of our students and community, explore our own and other exemplary CTE programs, and develop a vision and recommendations for the path forward.

The initial guiding questions for this work are:

- How do we design our CTE program to **maximize T-2-4 outcomes** for students?
- **What resources do we need** to get there?

A photograph of a graduation ceremony. In the foreground, a graduate wearing a maroon cap and gown is hugging a woman with blonde hair. The woman is wearing a dark blue shirt. In the background, a large crowd of people is seated in bleachers, many of whom are clapping. The setting appears to be an indoor arena or gymnasium.

T-2-4

**Every SBISD Graduate will attain a technical certificate, military training, or a two-year or four-year degree.**

**The District will pursue the SBISD T-2-4 goal by increasing the number of students who complete a technical certificate, military training, or a two-year or four-year degree from 44% to 72% by 2022.**

# CTE 101

## Career and Technical Education



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## What is Career and Technical Education?

# SBISD - District View

## Career and Technical Education



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- SBISD offers 38 CTE pathways in 14 career clusters, and 112 unique courses
- 3 of the 5 graduation plan endorsement areas offer CTE pathways
- CTE courses offered at high school campuses, (most) middle school campuses, and Guthrie Center
- Students enrolled in at least one CTE course:
  - 2016-2017 – 44.6% of HS students
  - 2017-2018 – 50.3% of HS students
- 85 CTE teachers district wide





Current Offerings

LOW END TECHNOLOGY HIGH SKILL			HIGH END TECHNOLOGY HIGH SKILL
<p>EDUCATION</p> <p>FASHION DESIGN</p> <p>CONSTRUCTION TECHNOLOGY</p> <p>PHARMACY TECH</p>	<p>ACCOUNTING</p> <p>COSMETOLOGY</p> <p>WELDING</p> <p>CULINARY ARTS</p>	<p>ARCHITECTURE</p> <p>STEM ENGINEERING</p> <p>HEALTH SCIENCE</p> <p>FILMMAKING, COMM. PHOTO &amp; 3D ANIMATION</p> <p>FORENSIC SCIENCE</p> <p>HOSPITALITY</p> <p>ELECTRICAL TECH</p>	<p>INFORMATION TECHNOLOGY</p> <p>AGRICULTURAL SCIENCE</p> <p>GRAPHIC DESIGN</p> <p>BUSINESS</p> <p>INTERIOR DESIGN</p> <p>LAW ENFORCEMENT</p>
LOW END TECHNOLOGY LOW SKILL	CHILD DEVELOPMENT		HIGH END TECHNOLOGY LOW SKILL

*\*Note: The above courses and pathways are not listed in any preference or quantifiable order*

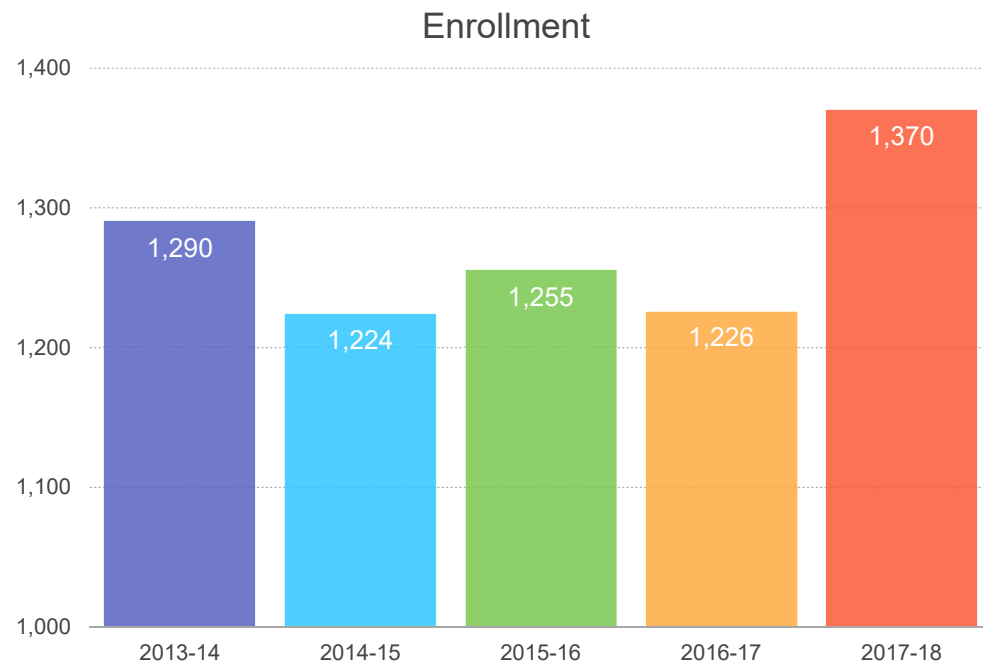
# SBISD – Guthrie Center View

## Career and Technical Education



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1,370 Students  
15 Programs  
21 Pathways  
2 Endorsements





# SBISD – High School View

## Career and Technical Education



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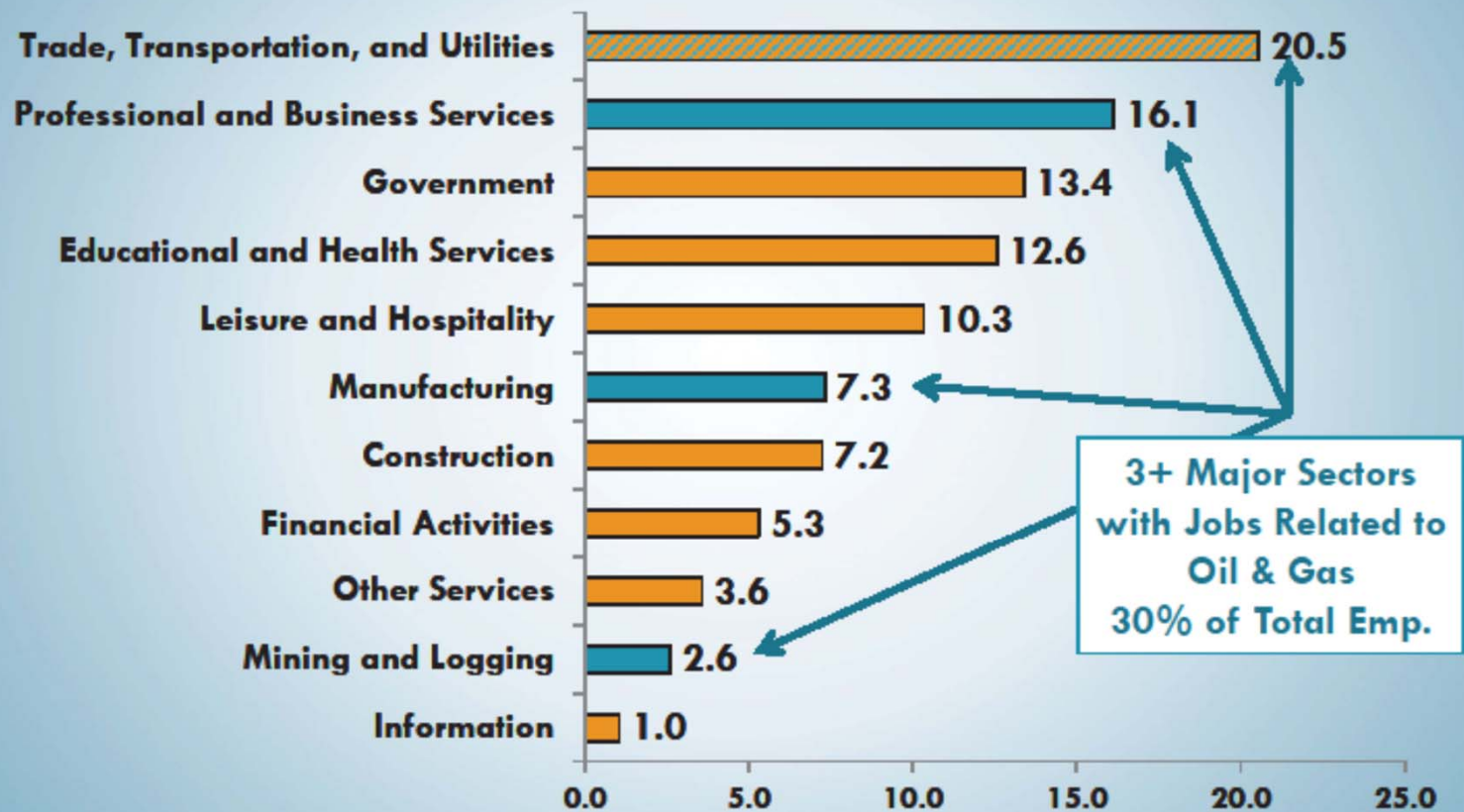
All four SBISD campuses have various programs located on campus. These programs help to fulfil various aspects of the Endorsements as well as provide unique learning opportunities for kids.





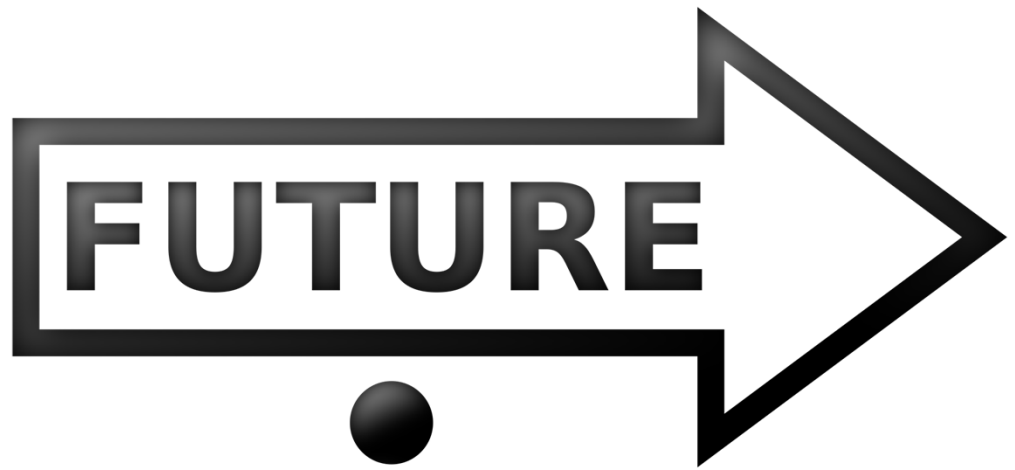
## A Look at the Labor Market: Current Trends and In-demand Occupations

## Makeup of Houston's Economy January 2018



Workforce Solutions is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. **Texas Relay Numbers:** 1-800-735-2889 (TDD); 1-800-735-2888 (voice) or 711

Trends of the





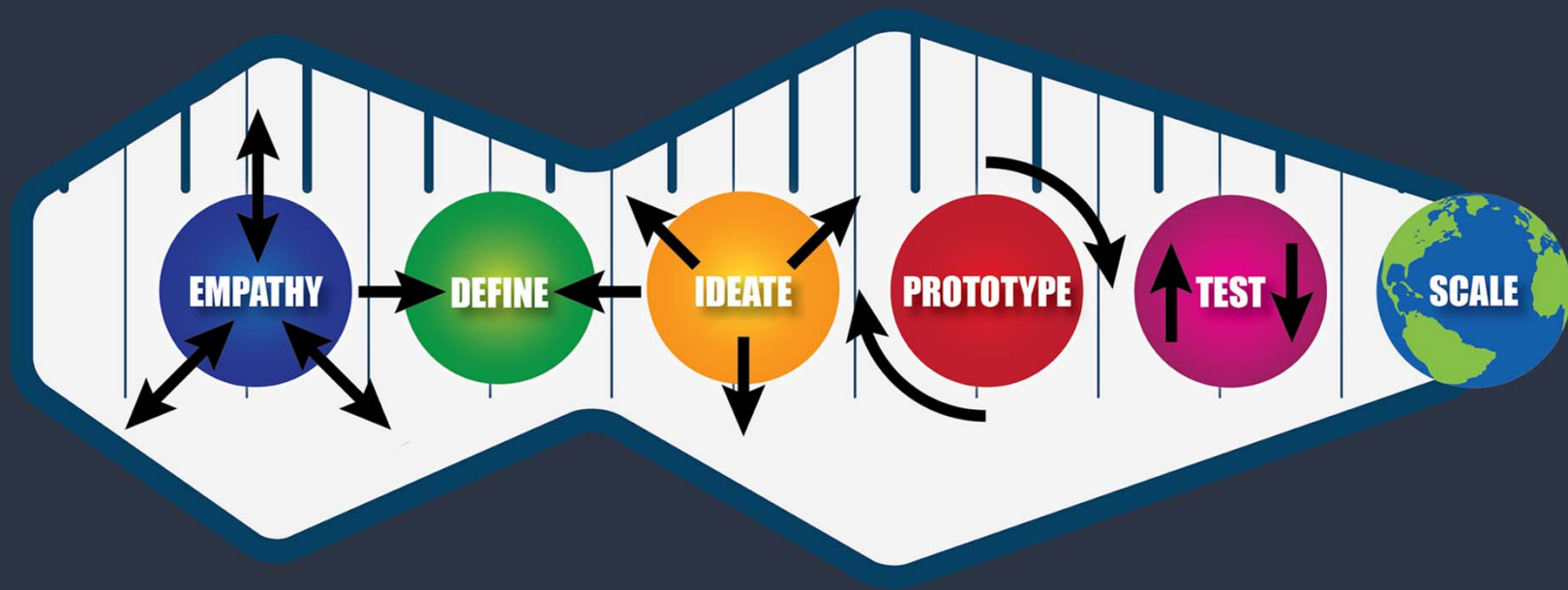
**a new generation,  
with a new world view,  
become the majority.**

Millennials become the majority of the workforce, and generation Z comes of age. Both bring with them a unique set of perspectives and values that push on and transform institutions and ways of being.

# economies of the future and the skills they demand

Forces of automation disrupt a broad set of industries and create a new landscape of jobs. These jobs prioritize new competencies to be competitive as well as an ongoing commitment to learning, growth, and flexibility.

Empathy (qualitative research) is the foundation of human-centered design thinking.





## Human-Centered Design:

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Understanding a person's **thoughts**, **emotions**, and **motivations**, are vital in determining how to design for him or her.

By understanding the **choices** that person makes and the **behaviors** that person engages in, you can identify their needs, and **design to meet those needs**.



# Bias

**Bias** is the human tendency to make systematic errors in judgment or when making decisions based upon certain thinking, thoughts, or preconceived notions.

People  
generally see  
what they  
look for, and  
hear what they  
listen for.

— *To Kill a Mockingbird*,  
Harper Lee

**SPRING BRANCH ISD**

Group	Specific Description	SWHS	NHS	SHS	MHS	WAIS	AOC	GC	Interviewer
STUDENTS - Current Enrolled in CTE Courses	Achieved success (in CTE)								
	Student 1								
	Student 2								
	First generation								
	Student 1								
	Student 2								
	High SES								
	Student 1								
	Student 2								
	Low SES								
	Student 1								
	Student 2								
	Found their passion in MS CTE								
	Student 1								
	Student 2								
	With behavior issues								
	Student 1 NW								
	Student 2								
	That is minority								
	Student 1								
	Student 2								
	In Special Education								
	Student 1								
	Student 2								
	ELL/immigrant								
	Student 1								
	Student 2 E T-A								
	AP/Dual Credit								
	Student 1 MAB								
	Student 2 CD								
	Top 10%								
	Student 1								
	Student 2								
	Struggling academically (possibly reclassified)								
	Student 1								

SPRING BRANCH ISD - CTE TASK FORCE

CAMPUS (circle all that apply): MHS NHS SHS SWHS WAIS AOC Guthrie

Interview #4

Kristy Schaper

INTERVIEWER: Jim Harrington

GRADE LEVEL: 11th grade

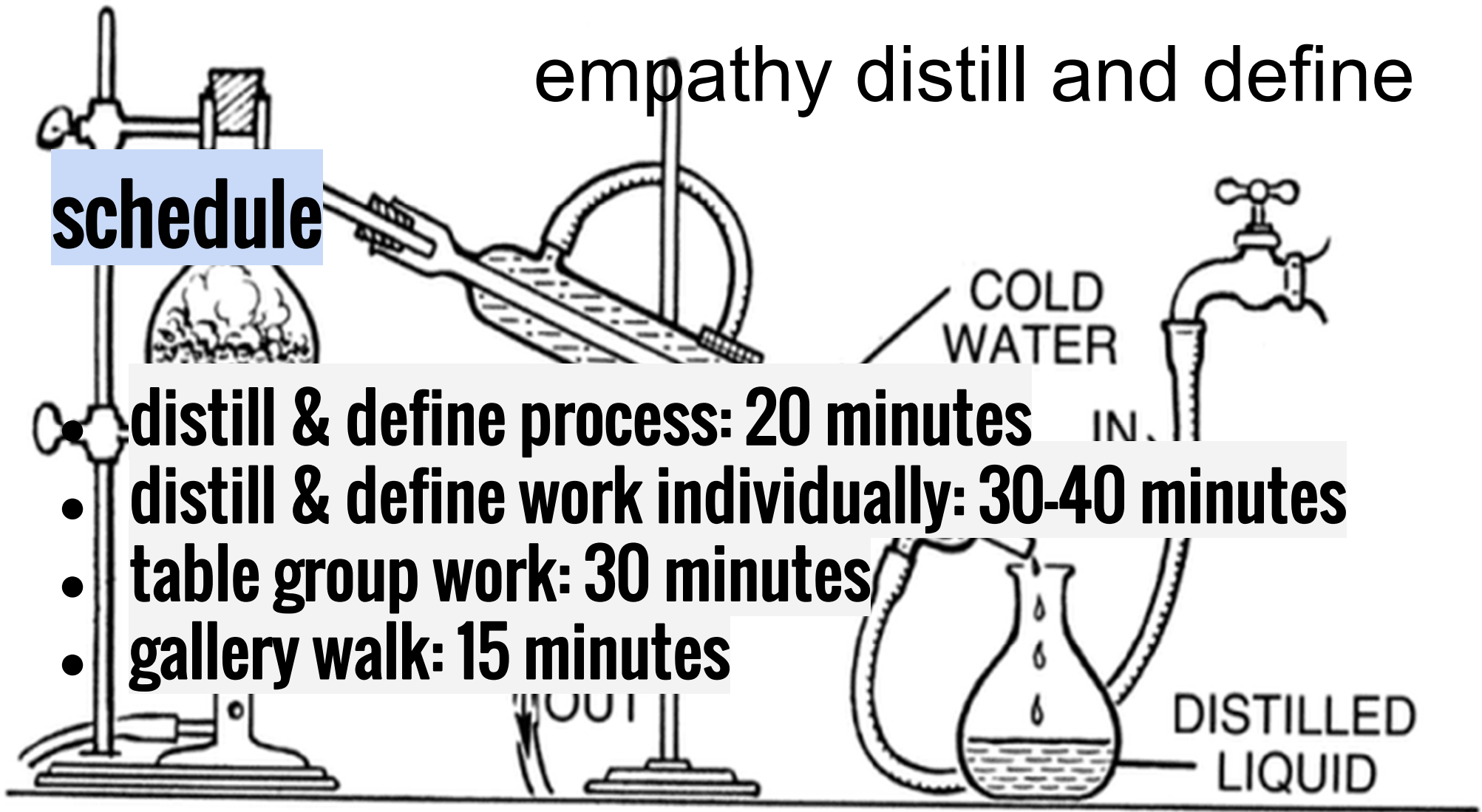
STUDENT: Specific Description of Interviewee (from empathy Interview list) Female/will do HOSA in Hospital next Year

Current experience with school in general...	Experiences with CTE...	Future aspirations, hopes and fears...
<p>Why excited to come to school?</p> <p>Seeing friends! Likes these classes</p> <ul style="list-style-type: none"> <li>Microbiology - likes to learn about bacteria</li> <li>Pathology - learns about different diseases</li> </ul> <p>Who understands you?</p> <p>likes to talk to teachers about other topics + then relate it back to topic.</p> <p>Bored in class</p> <p>Medical Terminology already learned in Anatomy + Health Science</p> <p>Messages for Selection</p>	<p>Did not know what CTE stands for.</p> <p>Currently in Principles of Health Science + will do HOSA next year.</p> <p><b>HORRIBLE CTE Experience</b></p> <p>As a junior - was on wait list for HOSA hospital program.</p> <p>Very confusing messages about HOSA + Health Science.</p> <p>Option other than HOSA is Pharmacology @ Guthrie Center.</p> <p>wanted to be a pharmacist.</p> <p>Signed up for this. Stratford #1 had 24 students sign up - and only 6 students got in from Stratford.</p> <p>Students Schedule of Orchestra class</p>	<p>Would like to Biology or Pathology in college.</p> <p>Would like to become a doctor. go to medical school.</p> <p>Concerns for finding a specific path to take for college.</p> <p>In 20 years will probably be getting close w/ Residency.</p> <p>Student is very confident. Really wants to be a doctor - she credits her mom to continue to follow her dream</p>

empathy distill and define

**schedule**

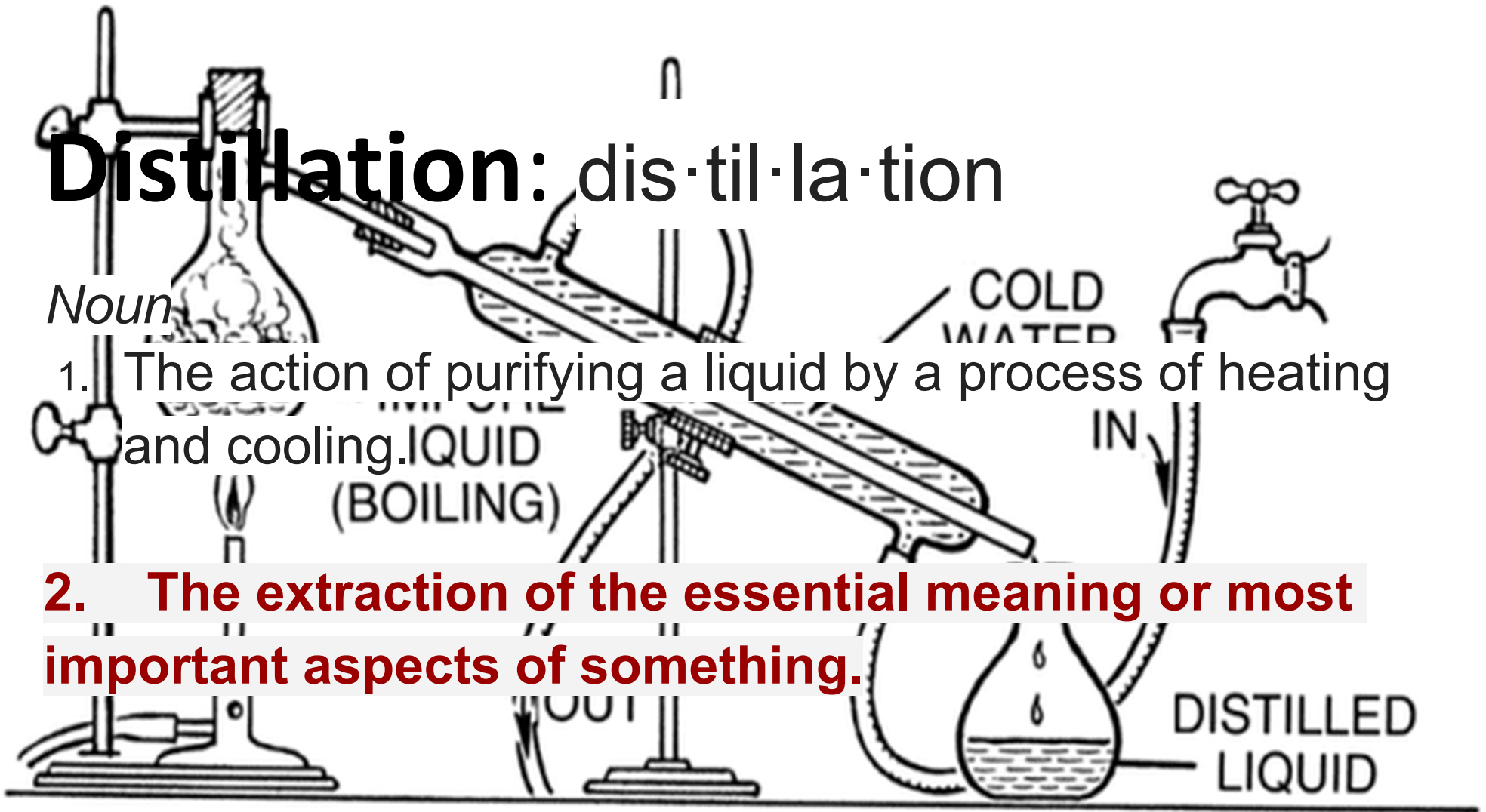
- **distill & define process: 20 minutes**
- **distill & define work individually: 30-40 minutes**
- **table group work: 30 minutes**
- **gallery walk: 15 minutes**



# Distillation: dis·til·la·tion

*Noun*

1. The action of purifying a liquid by a process of heating and cooling.
2. The extraction of the essential meaning or most important aspects of something.





# Students

## Suprises

Family heavily stressed and responsibilities in responses

CTE programs highlight of day (keeps them in school)

Students desire project/ problem based activities

Too many barriers to enrolling in CTE courses/ Guthrie

## Insight

Need to offer pathway to job experiences and actual money making opportunities. Internships

Create more spaces for student enrollment and fewer barriers.

Teachers make or break student experience and desire

## Ideas

Family engagement activities

Strong marketing and community education of CTE offerings.  
More visibility

Focus on strong middle school foundation for CTE and keeping kids in school.

Integrate Entrepreneurship into CTE offerings.



# Task Force

## Career and Technical Education



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At our May 17 meeting, group said we needed a few more voices from parents, school staff (especially counselors), and business partners.

Task Force members secured over 20 additional interviews in the past few weeks. These were “distilled and defined” by a subcommittee last Friday, and the comments were added to the whole.

### **Final empathy interview sample size:**

Students = 91

Business/Community = 13

Parents = 21

School Staff = 21

Post Secondary = 3

# Task Force

## Career and Technical Education



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### What have we accomplished thus far?

- Developed a clear understanding of our charge
- Learned from a high level about our SBISD CTE program
- Learned about the greater Houston economy
- Studied trends of the future
- Learned about the Empathy Phase in the design process
- Captured the voices of multiple stakeholders in our community in an unbiased manner
- Distilled that information and attempted to draw our own insights

*Today's work will be a culminating activity to further draw out themes in the feedback and identify what is important.*

# Task Force

## Career and Technical Education

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## **CTE Task Force Interim Board Report**

Monday, June 25

Meeting begins at 7 pm

## PHASE 2 of the CTE Task Force

# Task Force

## Career and Technical Education

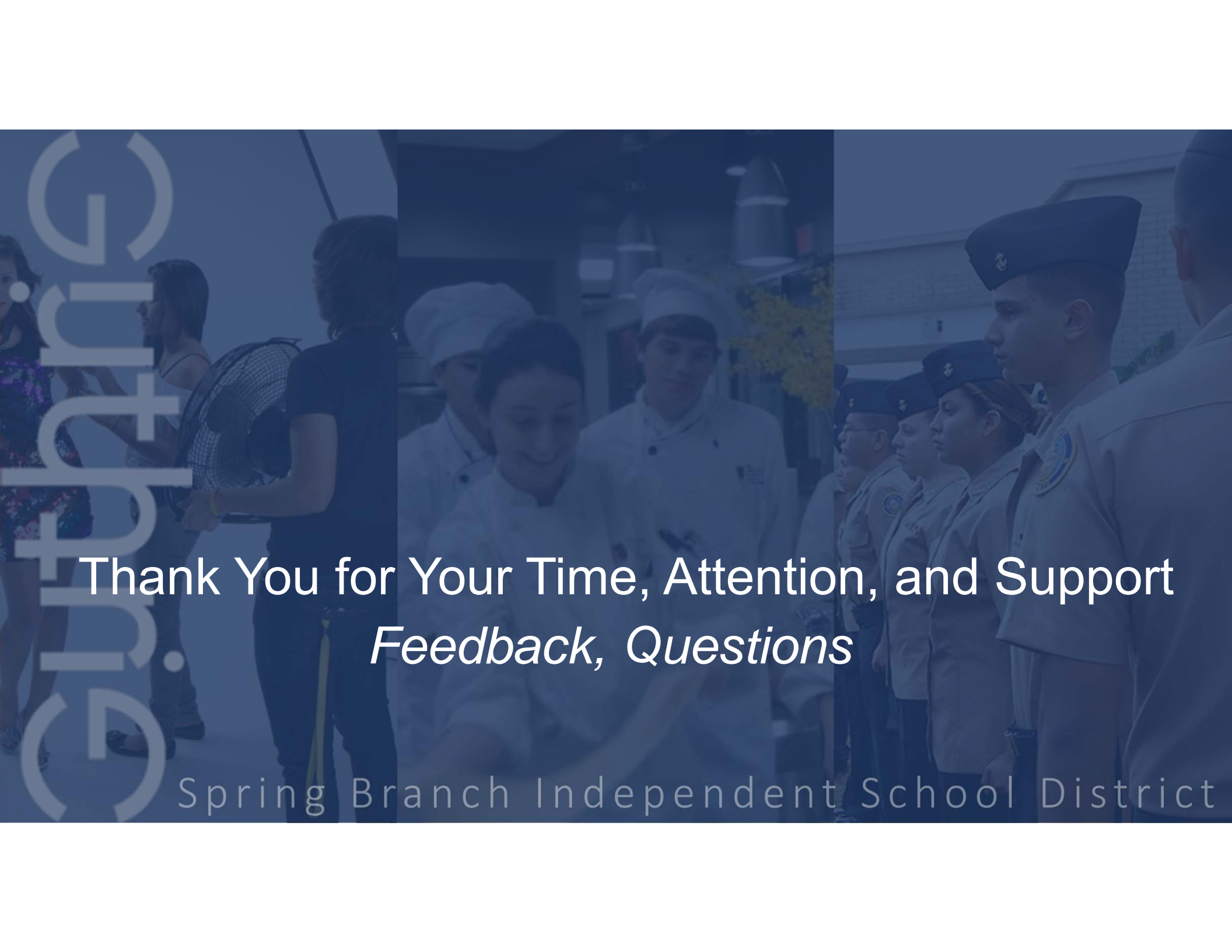


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### PHASE 2: What's next in our work?

- Define world-class CTE program
- Conduct learning visits
- Review quantitative data
- Begin development of recommendations

*Next meeting is August 28*

The background is a collage of three images. The left image shows a person from behind, wearing a backpack and a dark shirt, walking. The middle image shows a chef in a white uniform and hat, smiling. The right image shows a police officer in a light blue uniform and cap, looking to the side. The entire collage is overlaid with a semi-transparent blue filter.

Thank You for Your Time, Attention, and Support  
*Feedback, Questions*

Spring Branch Independent School District