



CTE Task Force Update

Board of Trustees – Spring Branch Independent School District



CTE Task Force



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Phase 1

- Timeline and process
- What did we do?
- What did we accomplish?
- Preliminary findings

Phase 2

- Next steps

Questions

CTE Task Force



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Timeline and Deliverables

Phase 1

6 meetings

March 6 – June 7

Interim Board Update – June 25

Phase 2

6 Meetings

August 28 – November 13

Final Board Report and
Recommendations – December

Membership

64 Members

- Students
- Parents
- Business/Industry
- Community Members
- Teachers, Counselors, Administrators

Board Liaisons

- Carter Breed
- Chris Gonzalez



CTE Task Force - What Did We Do?

Studied the Board Charge

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?

CTE Task Force - What Did We Do?



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Took CTE 101

- Defined CTE – Perkins Act
- Discussed graduation plans and endorsements
- Introduced Career Clusters
- Looked at CTE pathways, courses
- Examined CTE from District, campus, and Guthrie Center viewpoints
- Reviewed current CTE programs offered
- Provided high level data on student enrollment by program

CTE Task Force - What Did We Do?



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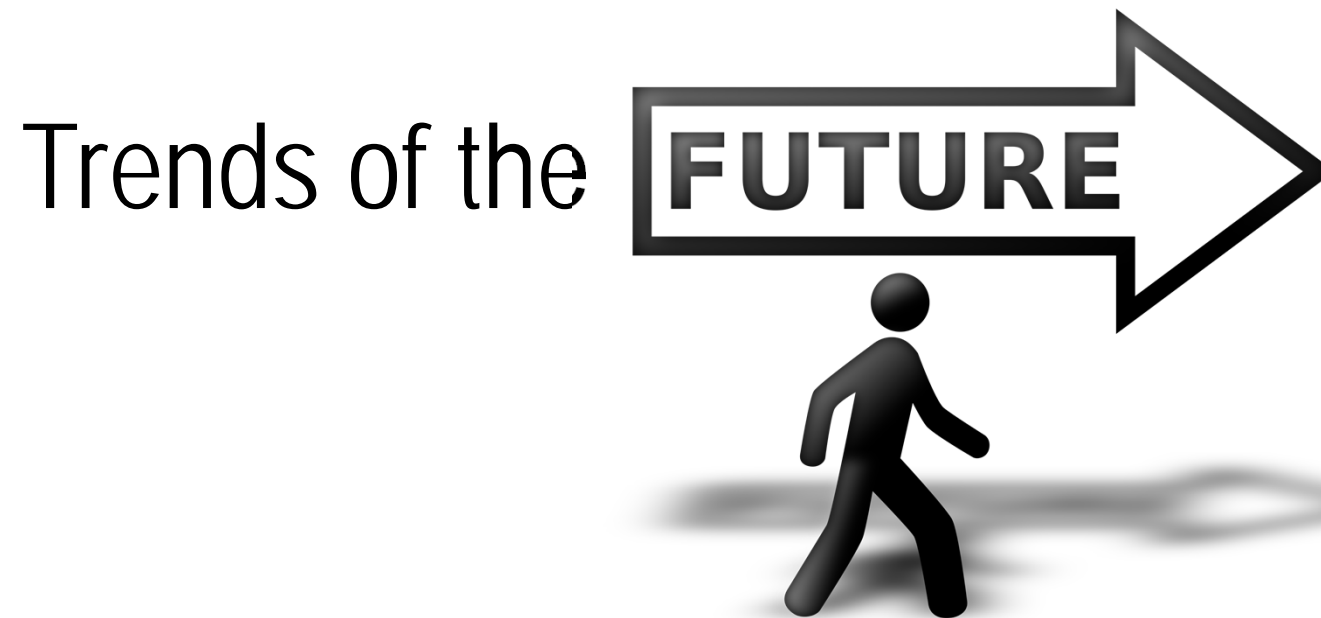
**Workforce Solutions**



CTE Task Force - What Did We Do?



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

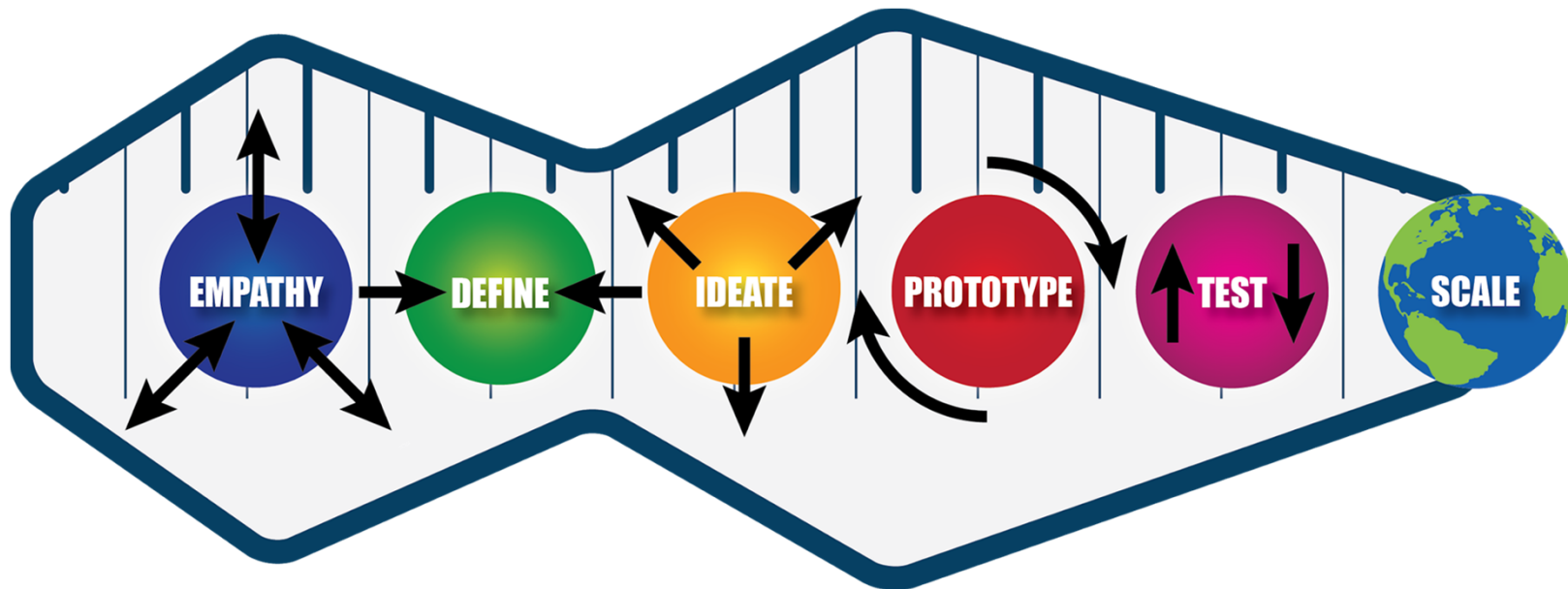
Millennials become the majority of the workforce, and generation Z comes of age. Both bring with them a unique set of perspectives and values that push on and transform institutions and ways of being.

CTE Task Force - What Did We Do?



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



CTE Task Force - What Did We Do?



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Qualitative Research: Empathy Interviews

Whose interests, experiences, and aspirations should be captured?

- Students are main stakeholders
- Important to also capture voices of parents, community members, business leaders, staff members, graduates, post-secondary leaders

Students = 91

Business/Community = 13

Parents = 21

School Staff = 21

Post Secondary = 5

Graduates = 4

SPRING BRANCH ISD - CTE TASK FORCE

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

interview #2

INTERVIEWER: Jim Harrington
Kristy Schaper
GRADE LEVEL: 11

Need to have pamphlet or newspaper w/ courses so students can find out about courses

STUDENT: Specific Description of Interviewee (from empathy interview list) Guthrie Center Student

Current experience with school in general...	Experiences with CTE...	Future aspirations, hopes and fears...
<p>→ <u>Favorite Classes</u></p> <ul style="list-style-type: none"> - Electronics - Architecture Design II - Chemistry <p>Electronics - likes fixing things - using hands</p> <p>→ <u>Boring Class</u></p> <p>→ <u>APC</u> - Started both semesters and made good grades</p> <p>→ <u>Geometry</u> - hates this class</p> <p>→ Who understands you Teachers, Counselor, Parents</p> <p>→ Loves Electronics Apprenticeship Program - TDBE</p> <p>→ Day @ school</p> <p><u>Hated</u> - Looked in Skyward & there were 2 zeros for quizzes taken in math</p> <p><u>Loved</u> - Electronics - TDBE</p>	<p>→ Asked what CTE stands for. Has no idea</p> <p>→ Does not know anything about CTE</p> <p>→ Asked for Electives:</p> <ul style="list-style-type: none"> [Architecture Design II] [Electronics Program I] <p>Both at Guthrie</p> <p>→ How did you learn about courses?</p> <p>Learned about elective for Mr. Harrington - counselor and also going through Course Catalog</p> <p>→ Not meaningful CTE classes</p> <p>Sometimes Architecture Design II. Can be boring - teacher will talk and then will sit down - she.</p>	<p>→ Do you feel valued as a person?</p> <p>Electronics teacher always complimenting student - tells him he is doing a good job</p> <p>Happy atmosphere - teacher doesn't criticize student</p> <p>Usually student does not take constructive criticism</p> <p>In this class, student the teacher will approach student & will say "this commend" "I would approach it this way"</p> <p>→ In 20 years:</p> <ul style="list-style-type: none"> - hopefully be alive! - family will do whatever is best to keep student alive <p>Hopes to get an Electrical</p>

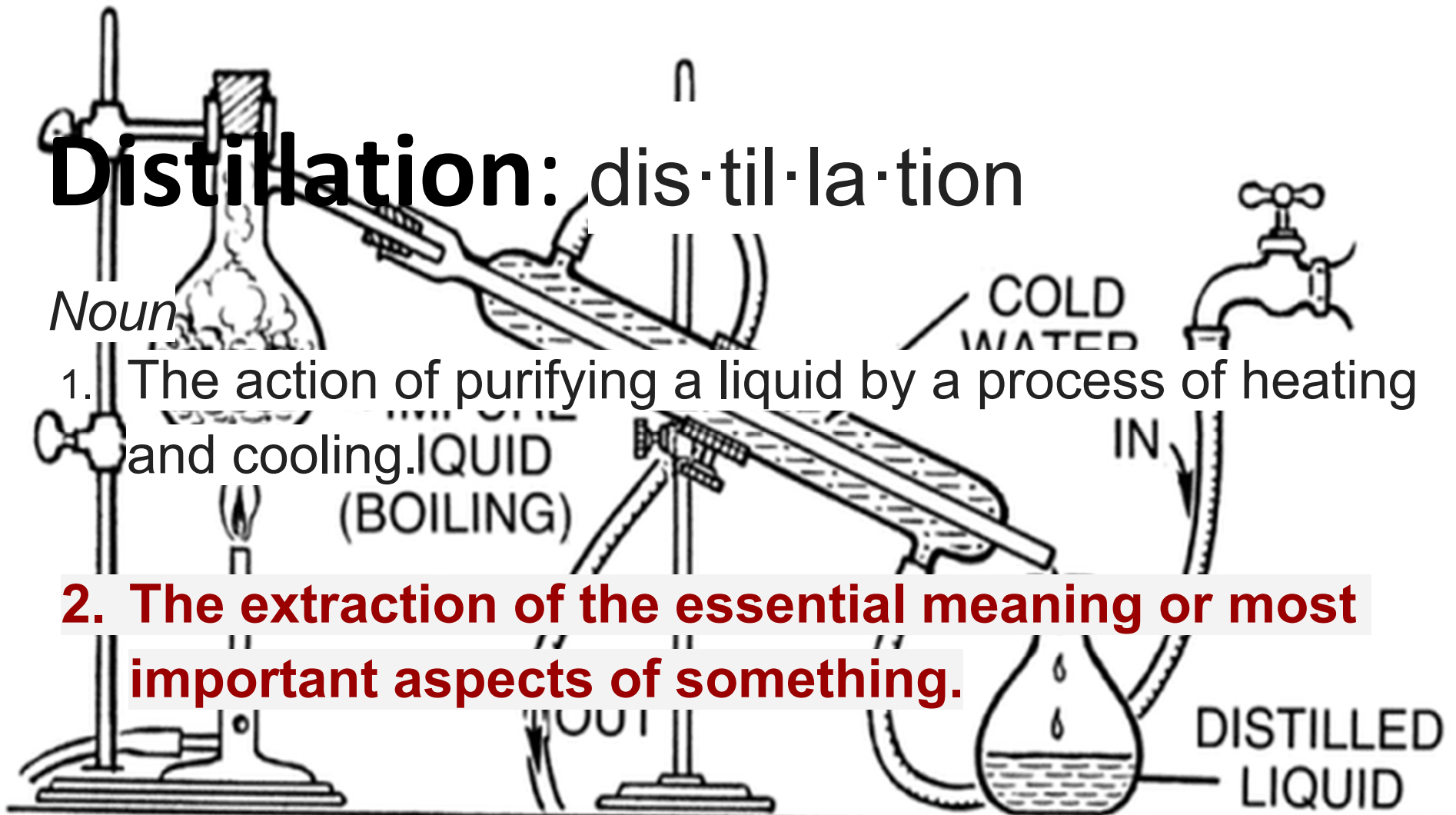
IT class @ street for
see an
Guthrie lunch to be longer.

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.

CTE Task Force - What Did We Accomplish?



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- Developed a clear understanding of our charge
- Learned from a high level about our SBISD CTE program
- Learned about the greater Houston economy and explored careers
- Studied cultural, technological, environmental, and economic 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
- Created a list of CTE program strengths, opportunities, and aspirations from stakeholder input – PRELIMINARY FINDINGS

CTE Task Force - Preliminary Findings



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CTE Task Force - Preliminary Findings



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Strengths of Our CTE Program



Instruction

- Students typically find CTE classes engaging and motivating
- Students motivated by hands-on activities and real world experiences

Relationships/Support

- Students build strong relationships with CTE teachers which engages students
- Exposure to other students/friends across the system
- Parent/family support

Programs/Offerings

- GC has a great variety of CTE courses with qualified teachers
- Dynamic teachers build programs and students' passions

Benefits of CTE

- CTE classes keep students in school
- Programs increase soft skills, leadership, and teamwork

Logistics

- MS field trip to GC to see choices is effective
- Career Pathway flyers beneficial
- Creation of Task force

CTE Task Force - Preliminary Findings



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Opportunities for Future Design of our CTE Program



Communication/Education/Awareness

- Information not communicated efficiently
- Pathways and endorsement confusion exists
- Stigma and perceptions of CTE and the Guthrie Center exist

Barriers

- Barriers prevent access to CTE courses

Instructional needs

- Need more real world experiences, academic basics, soft skills, grit

Organizational Issues

- Need foundational CTE courses in MS as well as HS home campuses
- Support identification of self interests/aptitudes
- Need time for exploration of careers for all levels of students PK-12
- Current focus primarily on 4 year degree; need to stress T and 2 of T-2-4
- Need to address counselor overload and training
- Some MS and HS students not connected to school through activities or special courses
- CTE practices inconsistent between schools

CTE Task Force - Preliminary Findings



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Aspirations for Our CTE Program



Communication/Education/Awareness

- Place priority on clear understanding of CTE, pathways, endorsements
- Provide information through a variety of sources
- Ensure all students and parents understand their CTE options by time they leave middle school

Eliminating Barriers

- Eliminate barriers to allow all students into CTE courses of their choice
 - ✓ Scheduling
 - ✓ Enough sections for all students
 - ✓ Transportation
 - ✓ Consistent bell schedules
 - ✓ Flattened course weights
- Provide students with more opportunities for enrollment – mini-courses, mini-terms, summer feature courses

CTE Task Force - Preliminary Findings



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Aspirations for Our CTE Program (cont.)

Instructional Aspirations

- All CTE courses should connect learning to real world through internships, project-based learning, connection to area industries and competitions
 - ✓ Provide funding for these activities
- Connect instruction and individual strengths to employment needs and career opportunities
- All graduates should have employable skills and plans based on experiences in schools

Organizational Aspirations

- Consider housing all high skill, high tech programs centrally with all entry-level classes at home campuses
- Target students who are not connected to school and connected them through CTE programs
- Provide additional opportunities for students to earn industry certifications that lead to employment with invested businesses
- Offer more opportunities earlier – foundational/introductory CTE courses offered in middle school

CTE Task Force – What's Next?



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PHASE 2: What's Next in Our Work?

- Define world-class CTE program
- Conduct learning visits
- Conduct research, review quantitative data
- Begin development of recommendations

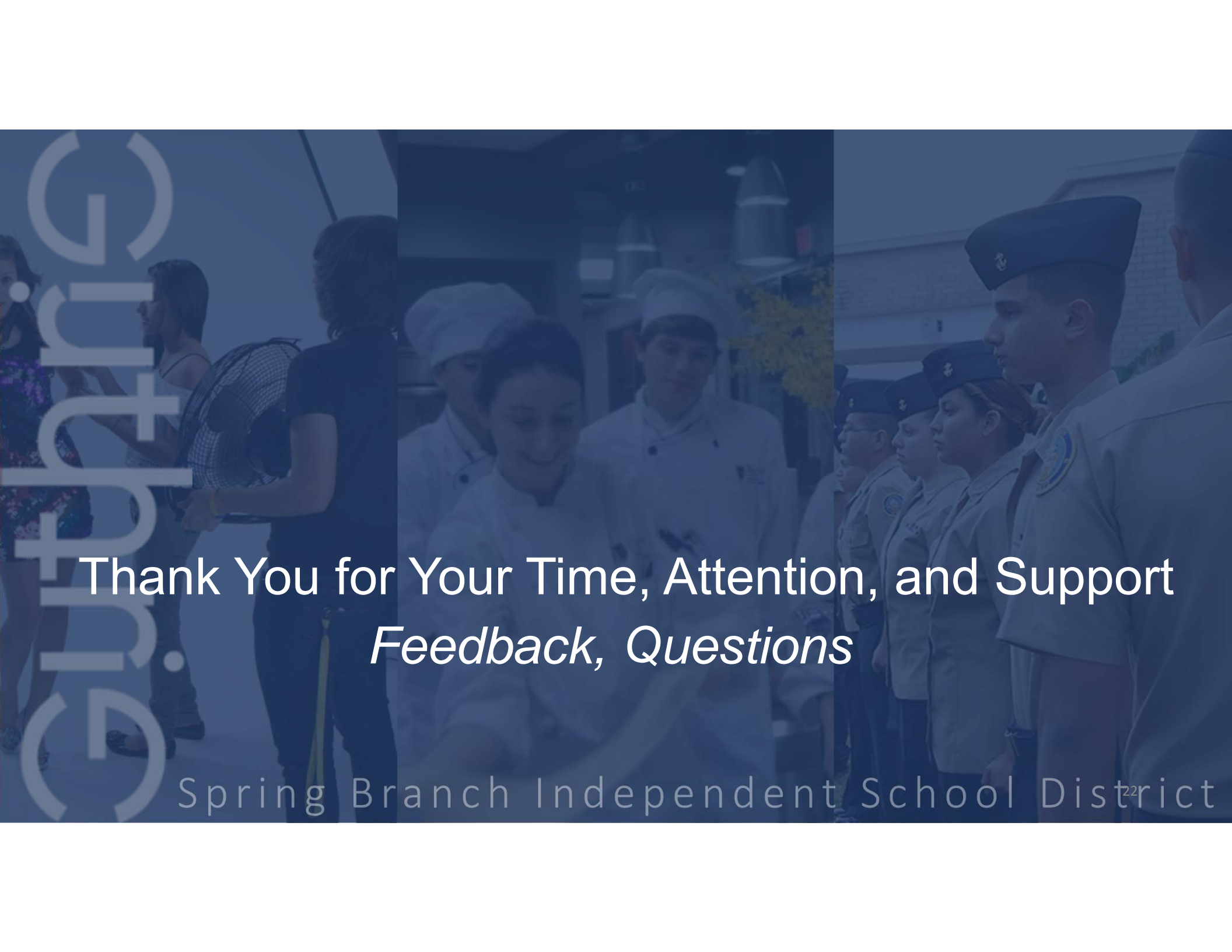
CTE Task Force – What's Next?



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Some Questions to Be Addressed in Phase 2

- What model(s) for CTE delivery will best serve SBISD students in the future?
- What should future business/CTE partnerships look like?
- How will our CTE programming expand and/or change to address the needs of future economic demands?
- How do we define the T in T-2-4? Which certifications should count?
- How can graduation/career planning better support T-2-4 outcomes related to CTE?
- How can CTE opportunities be better understood, communicated, marketed?
- How should the CTE program be organized to maximize outcomes?
- Other questions will arise as we continue to learn...

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 forward. 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 District²²