

**SPRING BRANCH ISD
CAREER AND TECHNICAL EDUCATION TASK FORCE**

Empathy Interview Findings

Strengths	Opportunities for Design	Aspirations
<p>Instruction</p> <ul style="list-style-type: none"> • Students are motivated by the hands-on activities • Real world experiences that prepare students for real life • Personalized and varied experiences • Classes are project-oriented – very good experience for students • Schools are moving towards more project oriented • Learning is not flat • Students find CTE classes engaging and motivating <p>Relationships/Support</p> <ul style="list-style-type: none"> • Students tend to build strong relationships with CTE teachers which engages students • Teachers who build relationships with students and have appropriate curriculum make CTE successful • Exposure to other students/friends across the system 	<p>Communication/Education/Awareness</p> <ul style="list-style-type: none"> • Information is not communicated efficiently to students and parents. • Repeated exposure is needed • Confusion between pathways and endorsements • Stigma and perceptions of CTE and the Guthrie Center by students and parents <p>Barriers</p> <ul style="list-style-type: none"> • Barriers exist that prevent students from enrolling in CTE courses <ul style="list-style-type: none"> ○ Scheduling ○ Enough sections for all students ○ transportation ○ different bell schedules ○ course weights <p>Instructional needs</p> <ul style="list-style-type: none"> • Instructional needs in all CTE courses <ul style="list-style-type: none"> ○ real world experiences ○ basics of math, grammar, soft skill, interpersonal skills ○ programs to increase soft skills, employability skills, 	<p>Communication/Education/Awareness</p> <ul style="list-style-type: none"> • Priority is placed on CTE, pathways, endorsements being clearly understood by <ul style="list-style-type: none"> ○ Administrators-PK-12 ○ Counselors-PK-12 ○ Teachers-6-12 ○ Students-6-12 ○ Parents-6-12 • Information provided through a variety of sources including online information and social media • Sufficient guidance is provided so that all students and their parents have an understanding of their CTE options by the time they leave middle school <p>Eliminating Barriers</p> <ul style="list-style-type: none"> • Eliminate all barriers in order to allow all students to enroll in CTE courses of their choice <ul style="list-style-type: none"> ○ Scheduling ○ Enough sections for all students ○ transportation ○ consistent bell schedules ○ flattened course weights

<ul style="list-style-type: none"> • Parents/families provide critical support • Counselors <p>Programs/offerings</p> <ul style="list-style-type: none"> • GC has a great variety of CTE courses with qualified teachers • Dynamic teachers build programs and students' passions <p>Benefits of CTE</p> <ul style="list-style-type: none"> • Students look forward to their CTE courses • CTE classes keep students in school • Programs increase soft skills, leadership, and teamwork <p>Logistics</p> <ul style="list-style-type: none"> • Middle school field trip to GC to see choices • Career Pathway flyers • Task force 	<ul style="list-style-type: none"> • leadership, and teamwork <ul style="list-style-type: none"> ○ acquisition of soft skills/grit <p>Organizational Issues</p> <ul style="list-style-type: none"> • Need foundational CTE courses in MS as well as HS home campuses • Identifying self interests/aptitudes • Need time for exploration of careers for all levels of students PK-12 • Stress is primarily on 4 year degree; need to stress T and 2 of T-2-4 (military, technical programs and associates degrees) • Students have limited knowledge about different careers • Counselor overload/training • Number of students in middle school and high school that are not connected to school through activities or special courses • Inconsistent practices between schools related to exposure to CTE courses 	<ul style="list-style-type: none"> • Students are provided with more opportunities for enrollment <ul style="list-style-type: none"> ○ Mini-courses ○ Mini-terms ○ Summer feature courses <p>Instructional aspirations</p> <ul style="list-style-type: none"> • All CTE courses provide opportunities for students to connect learning to the real world through internships, projects based learning, connection to area industries and competitions <ul style="list-style-type: none"> ○ Funding provided for these activities • There are connections between instruction and individual strengths to employment needs and career opportunities • All graduates have employable skills and plans based on experiences in schools • All students in CTE classes will have a professional, in their career field, teacher <p>Organizational Aspirations</p> <ul style="list-style-type: none"> • All high skill, high tech programs housed centrally with all entry-level classes at home campuses. • Students who are not connected to school are targeted and connected through CTE programs • Additional opportunities are provided for students to earn industry
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