



CTE Task Force – Final Report and Recommendations

Board of Trustees – Spring Branch Independent School District





CTE Task Force

64 Members

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

Board Liaisons

- J. Carter Breed
- Chris Gonzalez

Timeline and Deliverables

- 12 meetings
- March through November
- Interim Board Update – June 25
- Final Board Report – Dec. 17



CTE Task Force

The Board's 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



Spring Branch Independent School District
Inspiring minds. Shaping lives.

PHASE 1

- T-2-4, Core Values, Learner's Journey
- Labor Market Review
- CTE 101
- Qualitative Research

PHASE 2

- Quantitative Research
- School Visits
- Ideating and Visioning
- Developing Recommendations



Empathy Interviews

Students = 91

Business/Community = 13

Parents = 21

School Staff = 21

Post Secondary = 5

Graduates = 4

*What Do Our Stakeholders
Have to Tell Us About Our
Program?*



CTE Task Force

Some Highlights of Preliminary Findings

Program Strengths

- Students find CTE classes engaging and motivating
- Students motivated by hands-on activities and real-world experiences
- Students reported strong relationships with CTE teachers
- SBISD has a great variety of CTE courses with qualified teachers

Opportunities for Design

- Information not communicated effectively
- CTE pathways and endorsement confusion
- Barriers prevent access to CTE courses
- CTE practices inconsistent between schools



Quantitative Research

- 51% of SBISD HS students currently enrolled in a CTE course
- 92% of 2018 graduates completed at least one CTE course
- Largest programs - Business/Finance and Health Science
- Only 10% of 2018 graduates completed a CTE pathway
- Students earned 1291 certifications last year



CTE Task Force

School Visits

Internal Visits

- MHS, NHS, SWHS, SHS, Guthrie

External Visits

- Eagle Mountain-Saginaw ISD – Hollenstein Career and Technology Center
- Alief ISD – Center for Advanced Careers
- Pasadena ISD – Kirk Lewis Career and Technical High School
- Dallas ISD – Wilmer-Hutchins Energy & Construction Technology Early College High School
- Arlington ISD – Dan Dipert Career and Technical Center
- Pearland ISD – Robert Turner College and Career High School
- Grand Prairie ISD – Dubiski Career High School

What Did We See?

State-of-the-Art Facilities, Technology, and Equipment











Industry and Higher Education Partnerships







Innovative Programming

RAISING
BLENDED
A RAISE YOUR HAND TEXAS® INITIATIVE LEARNERS®

Kirk Lewis Career and
Technology High School

A Raising Blended Learners®
Demonstration Site

RAISE
YOUR HAND TEXAS

RaiseYourHandTexas.org

#RaisingBlendedLearners

THSweb.com

Kirk Lewis Career and Technical
High School
Pasadena ISD







Student Leadership and Competition





INDUSTRY
EXPERIENCE

ASSOCIATION

BECK

MENIKA ULLOA
Hawkins E-TECH High School
Independent Artist Group

Joseph Schinnerer Andrew Hartnett



**STATE
CHAMPION**

**Humanoid
Robotics**

2018



First Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2017

Second Place
Additive Manufacturing
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Second Place
Robotics-Urban Search and Rescue
SkillsUSA TEXAS CHAMPIONSHIPS
2018

First Place
Mechatronics
SkillsUSA TEXAS CHAMPIONSHIPS
2017

First Place
Automated Manufacturing Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2018

First Place
Welding Applications
SkillsUSA TEXAS CHAMPIONSHIPS
2018

First Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Third Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2014

Third Place
Automated Manufacturing Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2014

Third Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2015

First Place
CNC Technician
SkillsUSA TEXAS CHAMPIONSHIPS
2018

First Place
CNC Technician
SkillsUSA TEXAS CHAMPIONSHIPS
2018

First Place
CNC Technician
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Third Place
Direct Digital Additive Manufacturing
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Third Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Third Place
CNC Turning Technology
SkillsUSA TEXAS CHAMPIONSHIPS
2018

Student-Run Enterprises







HEFTIC
RADIO INTERVIEW SHOW

No Smoking



LSR 200



AUTO TECH SERVICES

- 1. STATE INSPECTION:**
 - **ON 1996 AND NEWER VEHICLES**
- 2. FLUID CHANGES OIL AND FILTER, ANTIFREEZE, WINDSHIELD WIPER FLUID, TRANSMISSION OIL AND FILTER**
- 3. FRONT END ALIGNMENT**
- 4. WIPER BLADES**
- 5. TIRES MOUNTING AND BALANCING**
- 6. BRAKE SERVICE**
- 7. MISC GENERAL MAINTANENCE**



Vision

CTE Task Force - Vision



Spring Branch Independent School District
Inspiring minds. Shaping lives.

Our vision of a world-class CTE program in SBISD:

1. Equitable access to all CTE programs for all students
2. Courses and programs that tap into students' interests and passions
3. Strong pathways aligned with our T-2-4 goal
4. Rigorous programs with quality teachers using industry-relevant curriculum, resources and technology
5. Forward-thinking programs aligned with needs of industry



CTE Task Force - Vision

Our vision of a world-class CTE program in SBISD...

6. Integration of academics in all CTE courses
7. Strong commitment by leadership that CTE is a critical part of achieving T-2-4
8. A high level of awareness of CTE opportunities
9. Ongoing collaboration with industry and higher education
10. Opportunities for students to compete and to demonstrate leadership

Recommendations

Summary of CTE Task Force Recommendations

PROGRAMMING

- Forward-Thinking Programs Aligned to Industry Needs and Student Interests
- Regular Evaluation Based on Student T-2-4 Outcomes
- Innovative Scheduling and Delivery of CTE Courses
- Opportunities for Student Leadership and Competitions
- Pathway Completion Prioritized in 4-Year Planning

INSTRUCTION

- Opportunities for All Students to Earn Certifications and/or College Credits
- Opportunities for CTE Dual Credit
- Employability/Interpersonal Skills in All CTE Courses
- Professional Dev. for Teachers from Industry
- Integrated Lessons in Academic and CTE Courses
- Opportunities for Student Enterprises

MODEL(S) & LOGISTICS

- ✓ World Class Facilities and Industry-Standard Equipment
- ✓ Career Center Model with Optional Academy or School-within-a-School
- ✓ Centralization/Coordination of CTE Program
- ✓ Business and Higher Ed Partnerships
- ✓ SBISD Liaisons for Industry and Community
- ✓ Equitable and Efficient Access for All Students

CONNECTIONS TO THE REAL WORLD

- Industry Advisory Board to Advise on CTE Programming, Teaching, Curriculum, Facilities/Equipment, Certifications, and Career Opportunities
- Higher Ed Advisory Board to Advise on Pathways to Higher Ed, Dual Credit, Scholarships, and Postsecondary Focus
- Real World Learning via Job Skill Training, Project Based Learning, Student Self-Assessment, and Career Exploration

COMMUNICATION AND AWARENESS

- Community-Wide Culture that Values CTE
- CTE Branding and Marketing Campaign
- PK-12 Career Development Curriculum
 - ES: Begin Career Awareness/Exploration
 - MS: Career Interest Profile; 8th Grade Exploration Course to Develop HS Plan
 - HS: Continue Exposure to Careers, Postsecondary Options, Workplace Realities
- College and Career Counseling Staff Designated at Each Campus



RECOMMENDATIONS: CTE Model(s) and Logistics

- ✓ Provide new facilities and industry-standard equipment that provide real world experiences in support of a world class CTE program
- ✓ Main model should be a career center model
- ✓ Consider additional academy or school-within-a-school opportunities for specific pathways
- ✓ Centralize the coordination of CTE program
- ✓ Increase industry partnerships, practicums, internships, job shadowing, tours, etc.
- ✓ Designate staff to serve as industry and community liaisons
- ✓ Provide sufficient transportation
- ✓ Eliminate roadblocks so students can equitably and efficiently access CTE programs



RECOMMENDATIONS: Programming

- ✓ **Provide innovative, forward-thinking programs aligned to forecasted needs of business and student interest**
- ✓ **Regularly evaluate programming based on student T-2-4 outcomes**
- ✓ Prioritize the importance of CTE pathway completion in student 4-year planning
- ✓ Provide innovative scheduling and consider mini courses, summer courses, and distance learning courses
- ✓ **Provide robust CTE student organizations for all CTE pathways that build leadership and connectedness**
- ✓ **Provide opportunities for students to participate in CTE-related competitions**
- ✓ Collaborate with nearby educational institutions for access to programs SBISD does not offer



CTE Task Force

RECOMMENDATIONS: Instruction

- ✓ **Encourage all students to earn at least one certification and/or college credit**
- ✓ Increase CTE dual credit and articulated classes with Higher Education
- ✓ **Include employability/interpersonal skills in all CTE courses**
- ✓ **Provide industry job shadowing and state-of-the-art PD for all CTE teachers**
- ✓ Provide pedagogical PD for teachers coming from industry
- ✓ Ask CTE Advisory Boards to advise on curriculum and instruction and maintaining industry standards in each course
- ✓ Offer core academic credits through CTE classes, as appropriate
- ✓ Integrate lessons and activities in core academic and CTE courses
- ✓ **Provide opportunities for CTE-related student enterprises**



RECOMMENDATIONS: Connections to Real World

- ✓ **Create Industry Advisory Boards of local industry partners who will advise in:**
 - long-range CTE programming
 - workforce trends, culture, safety, expectations, and entry-level skills
 - industry-standard facilities and equipment
 - staff training needs
 - student certifications
 - careers, job opportunities and salary expectations
- ✓ **Create a Higher Ed Advisory Board to advise in pathways to higher ed, dual credit, scholarships, and postsecondary focus**
- ✓ Provide job skill training for all students
- ✓ Provide project-based learning activities
- ✓ Provide opportunities for students to build skills through entrepreneurial challenges



RECOMMENDATIONS: Communication and Awareness

- ✓ **Create a community and district-wide culture that values CTE as an opportunity for all SBISD students**
- ✓ **Create a strong, on-going branding and marketing campaign for CTE**
- ✓ **Implement a PK-12 career development curriculum to include:**
 - **ES: awareness of and exploration of possible careers**
 - **MS: continued career exploration, awareness of individual interests, skills, attitudes, talents, and required 8th grade exploration class to develop a high school plan of study**
 - **HS: exposure to Higher Ed options, how to succeed in the modern workplace, and development of a post-secondary plan**
- ✓ **Designate college and career counseling staff at each campus to support students with college and career awareness and planning**

The background of the slide is a collage of three images, each with a blue overlay. The left image shows three young women in a fashion show setting; one is wearing a floral dress, another a white top and jeans, and the third a black top and jeans with a large backpack. The middle image shows three students in white chef uniforms and hats, with one student in the foreground looking down at something in their hands. The right image shows a line of students in police academy uniforms, including caps and patches, standing in profile.

Thank You

Feedback, Questions

Spring Branch Independent School District⁴⁶