

## CAREER AND TECHNICAL EDUCATION TASK FORCE

# Executive Summary

### **Charge**

The charge of the CTE Task Force was to create a vision for a world-class CTE program in Spring Branch ISD and to provide actionable recommendations towards achieving that vision. The Task Force was charged with providing the Board a formal update of its work in June and a final report in December of 2018.

### **Timeline and Membership**

The CTE Task Force began its work in March 2018 and completed its work in November 2018. During that period, the 64 member body met twelve times to fulfill its charge to the Board. Members included students, parents, local business and industry leaders, community members, and SBISD faculty and staff. Two SBISD Board members also attended meetings and participated as liaisons for the Task Force. In addition to the formal meetings, members spent a significant amount of time in stakeholder interviews, site visits, and other Task Force activities that were critical to successfully completing the charge.

### **Process, Major Work and Activities**

#### *Phase 1*

Phase 1 of the Task Force focused on learning and gathering information. Members began by studying the Board's charge and gaining an understanding of the context of their work. Members reviewed the District's T-2-4 Goal, Core Values, and the Learner's Journey – the District's strategic plan. Members then spent time learning about CTE, SBISD's CTE program, the local labor market, and trends of the future. Following the design process, the Task Force conducted one-on-one empathy interviews to capture the experiences and aspirations of more than 150 stakeholders, including 90 students. This data was distilled and presented to the Board as Preliminary Findings at their June 25<sup>th</sup> Board meeting. By capturing the voices of a significant number of stakeholders, the Task Force laid a foundation for the next phase of its work.

## *Phase 2*

Phase 2 began with the Task Force deciding to break into study teams in order to conduct its work more efficiently and effectively. The five teams were:

- Model(s) and Logistics
- Programming
- Instruction
- Connecting to the Real World
- Communication and Awareness

Members received a data resource notebook, which included a variety of quantitative data on the District's CTE program, as well as some state and national data. The Task Force then planned and conducted site visits in order to expand and enrich their ideas for CTE opportunities in SBISD. Members first visited all four comprehensive SBISD high schools and the Guthrie Center to see CTE courses first hand, and had opportunities to talk to teachers and students. Seven external CTE schools/programs in the State were then identified for visits based on having outstanding reputations and/or program models. After conducting site visits, the Task Force debriefed and began to ideate on what a world-class CTE program would look like in SBISD. The Task Force drafted its vision in the form of ten descriptive statements. As the visioning process neared completion, recommendations on how to achieve the vision were drafted. The final two meetings were spent refining the recommendations.

## **Vision and Recommendations**

The two deliverables from the Task Force to the Board are (1) a vision for a world-class CTE program and (2) actionable recommendations for how to achieve that vision.

As Task Force members considered a vision and recommendations for the future of CTE in SBISD, they took into account the voices of students and other SBISD stakeholders. They also drew upon their collective learning over the course of their study; including SBISD's T-2-4 goal, values, and strategic plan, the current labor market and trends of the future, qualitative and quantitative research, and enlightening site visits to outstanding programs across the state.

After significant discussion, the Task Force drafted and refined ten statements that, collectively, describe a vision for a world-class CTE program in Spring Branch ISD.



## Vision

In SBISD, we believe CTE is a critical part of achieving our T-2-4 goal. We are committed to offering our students a world-class CTE program. Our vision of a world-class CTE program for SBISD includes:

1. Equitable access to all CTE programs for all students
2. CTE pathways and courses that tap into students' interest and awakens their passion for learning and for their future
3. Strong pathways built around coherent sequences of courses that allow every student to graduate with a plan for their future, aligned with our T-2-4 goal
4. A culture of learning that includes rigorous programs taught by high quality teachers with industry experience using industry-relevant curriculum, resources and technology
5. CTE programs that are innovative, forward-thinking, and aligned with the future needs of business and industry
6. A strong foundation in the core academic courses for all students, with continued integration into all CTE courses
7. Strong, consistent commitment by all leaders, including campus leaders, central administration and Board members, that CTE is valuable for the future of all students and is, therefore, a critical part of accomplishing our T-2-4 goal
8. A high level of awareness by all K-12 students, as well as staff, parents, industry and the community of the opportunities available in our CTE program
9. A collaborative culture with industry and higher education that provides real-world connections, resources, and work experiences in order to achieve relevance to the workplace and to future industry needs
10. Opportunities for students to participate in and demonstrate leadership through CTE-related student organizations

## Recommendations

Following the creation of a vision, the CTE Task Force set out to create actionable recommendations to support the District in achieving that vision. Draft recommendations originated in each of the working teams and were then vetted and approved by the body of the Task Force.

Final recommendations are listed below in five topic areas:

- Model(s) and Logistics
- Programming
- Instruction
- Connecting to the Real World
- Communication and Awareness

### Model(s) and Logistics

- Provide new facilities and industry-standard equipment that provide real world experiences in support of a world class CTE program
- Maintain our current Guthrie Center “pull-out” model offering advanced level CTE courses to students across the district
- In addition to the “pull-out” model, consider opportunities where CTE and core academics are taught together, for specifically identified pathways, if students would benefit from taking core classes through the lens of that pathway
- Build CTE pathways by providing more introductory and principles courses on the home campuses that lead to the advanced CTE courses
- Provide sufficient transportation to and from all facilities so that students have access to all CTE programs offered at any campus
- Centralize the coordination of the full CTE program to ensure quality, consistency and equity across the district
- Increase partnerships with local industries to accommodate work-based experiences for all 12<sup>th</sup> grade students in their 3<sup>rd</sup> or 4<sup>th</sup> year of a CTE pathway, including practicums, internships, job shadowing, tours, etc.
- Designate staff whose responsibility is to serve as a community liaison to pursue, obtain and manage alumni and community outreach, business partnerships, work based experiences for students and job-shadowing for teachers



- Include CTE Math and Science courses in the list of advanced/weighted courses
- Identify and revise or eliminate current practices that create roadblocks for students to have equitable access to all CTE programs, including
  - Varied secondary bell schedules
  - Master scheduling
  - Course availability
  - Insufficient staffing
  - Financial assistance

### **Programming**

- Provide an innovative, forward-thinking program aligned with the future needs of business and industry and student interest
- Regularly evaluate programming based on the needs of business and industry, student interest, and student outcomes, and revise as appropriate in order to reach our T-2-4 goals
- Provide innovative delivery and scheduling of courses to allow students opportunities to take CTE and core courses including, but not limited to
  - mini courses
  - summer courses
  - on-line/distance courses
- Provide robust co-curricular student organizations for all CTE pathways that build leadership and connectedness
- Provide opportunities for students to participate in CTE-related competitions and identify district funds and/or business partner donations to support
- Prioritize in student 4-year planning and annual staff and student scheduling the importance of CTE pathway completion
- Collaborate with nearby districts, trade schools, charter and private schools, and colleges to provide opportunities for students to enroll in programs SBISD does not offer

### **Instruction**

- Develop and deliver integrated lessons and activities in the core academic and CTE courses
- Increase opportunities for CTE dual credit and articulated classes through local institutes of higher education



- Provide the opportunity and encourage all students to earn at least one industry relevant certification and/or college credit
- Include employability and interpersonal skills in the curriculum in all CTE courses
- Provide industry-related job shadowing and relevant state-of-the-art professional development for all CTE teachers
- Provide on-going pedagogical professional development for teachers coming from industry
- Collaborate with CTE pathway Advisory Board members in order for them to observe, evaluate and advise on curriculum, instruction, equipment and materials in order to maintain industry standards in each course
- Offer core academic credits through CTE classes, as appropriate
- Provide opportunities for student enterprise within the school related to CTE courses

### **Connections to the Real World**

- Create an Industry Advisory Board for each CTE pathway made up of local industry partners who will
  - Participate in long-range programming for CTE in the district
  - Advise the district in community workforce trends and needs including workplace culture, safety, expectations, entry-level skills
  - Advise the district in creating industry-standard facilities and identifying and maintaining industry-standard equipment and materials
  - Observe, evaluate and advise on curriculum and instruction in order to maintain industry standards in all classes
  - Provide job interviewing and resume writing recommendations for students
  - Help identify training needs within the program staff
  - Advise teachers on student certifications that align with current industry standards
  - Share trends in careers including early career path information, current local job opportunities and local salary expectations
  - Enhance the image of SBISD CTE programs by sharing positive stories with other businesses and community members
- Create a Higher Education Advisory Board made up of local community college and university personnel who will



- Help to maintain a college-going standard
- Share expertise about pathways to higher education
- Assist in the development and success of dual credit opportunities
- Share information about scholarship opportunities and assist with helping students to apply and obtain scholarships
- Enhance the image of SBISD CTE programs by sharing positive stories with other college and university staff and community members
- Provide job skill training for all students such as interviewing and resume writing
- Connect learning to the “real world” in order to build engagement and relevance for students
- Provide project based learning activities for students that relate to careers and provide opportunities for students to go out into local businesses as a part of their research for the projects
- Provide opportunities and funding for students to build skills through real-world entrepreneurial challenges
- Provide opportunities for student self assessment and career exploration

### **Communication and Awareness**

- Create a community and district-wide culture that values CTE as a valuable opportunity for all SBISD students
- Create a strong, on-going branding and marketing campaign that will establish an understanding of the importance of CTE programs for all students including information and testimonials told through any and every resource available
- Implement a PK-12 career development curriculum, early and often. This curriculum includes:
  - Awareness and exploration of possible careers for **elementary students**
  - Continued exploration of possible careers; awareness of individual interests, skills, attitudes, talents and abilities; and development of decision-making skills for **middle school students**
  - A required **8<sup>th</sup> grade** exploration class for high school elective credit for continued awareness of individual interests that relate to careers and development of a high school plan of study
  - Exposure to local community colleges and universities; identification of knowledge, technical skills, and individual qualities needed to succeed in the



modern workplace; knowledge of the realities of the workplace; and development of a post-secondary plan for **high school students**

- Designate college and career counseling staff at each campus whose responsibility is to support students with college and career awareness and planning