

Career and Technical Education (CTE) Programs of Study – Strengthening CTE Act

General Description:

As part of federal requirements for the Strengthening Career and Technical Education Act of 2018, states and districts shall provide programs of study. These non-duplicative sequences of secondary and postsecondary courses are aligned to high wage, high demand occupations and ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. Programs of study should:

- Map out the recommended academic and career and technical courses within each sequence
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all programs of study
- Progress to more occupationally specific courses that provide knowledge and skills required for entrance in and advancement through high wage, high demand occupations
- Offer opportunities for students to earn postsecondary credit for coursework taken in high school
- Lead to an industry-recognized credential or certificate at the postsecondary level, an associate, or baccalaureate degree

Authority:

Strengthening Career and Technical Education Act of 2018

TEA Revisions to Programs of Study:

TEA is beginning the process of revising programs of study to reflect high wage, high demand occupations in Texas. These sequences of courses progress from foundational knowledge and skills in a career cluster, to specific academic and technical skills related to aligned industry and occupations. The process to determine programs of study is as follows:

- Determine high wage, high demand occupations in Texas
- Group related occupations based on knowledge and skills
- Validate knowledge and skills with industry employers
- Develop sequences of aligned courses
- Convene and vet through regional stakeholders from industry and education

Programs of Study Methodology:

TEA conducted a process to identify high wage, high demand occupations in Texas in coordination with the Texas Workforce Commission (TWC), Texas Workforce Investment Council (TWIC), and the Texas Higher Education Coordinating Board (THECB) to ensure alignment between industry and postsecondary. The programs of study methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation (college, trade schools, certifications, etc.), to secondary education and experience and triangulated data sources for the best results of labor projections alongside real-time labor data.

- Emsi data (real-time labor market information), labor projections, Local Workforce Boards Targeted Occupations
- High demand (>17% annual growth) and High Wage (> \$35,339 median salary) jobs
- Ensure methodology is defensible and replicable at region and district level
- Vet through industry advisory councils and industry associations

Funding:

Source: Strengthening Career and Technical Education Act of 2018

Use of Funds	FY 2018	FY 2019
Formula funds to districts	\$ 57,175,610	\$62,630,455

Resources:

TEA Career and Technical Education: <https://tea.texas.gov/cte/>

Strengthening Career and Technical Education Act: <https://cte.careertech.org/sites/default/files/BILLS-115hr2353enr.pdf>

Program Impact

CTE Landscape

- 277 CTE courses offered across 16 career clusters

CTE Participation

- 73% of graduating cohort takes at least one CTE course
- 50% of graduating cohort concentrates/participates in a program of study

Outcomes

- 47.8% of CTE participants enroll in college
- 47.4% of CTE participants enter directly into the workforce
- Less than 1% of CTE participants earned an industry certification demonstrating college and career readiness