

A photograph of a student in a red and black racing-style jacket and a patterned face mask working on a tire. The student is using a red hydraulic tire changer. Another person in a tan work jacket stands behind them. The background shows a workshop environment with white tiled walls and various tools.

Career and Technical Education Work-Based Learning

THOA - October 8, 2024



Welcome and Introduction



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Statewide CTE Coordinator

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Agenda

Career and Technical Education (CTE)

Career Clusters

Programs of Study

Work-Based Learning

Resources

Timely Topics and Updates

Career and Technical Education

What is Career and Technical Education?

- Educational pathways that provide students with the academic, technical, and real-world knowledge, skills, and experience they need to be prepared for a variety of careers in high growth industries
- Part of the middle school and high school experience that prepares students for the full range of postsecondary opportunities, including college and careers
- Personalized, hands-on, and allows students to explore different career fields

Smith-Hughes 1917, also known as the National Vocational Education Act

Carl D. Perkins Act – Vocational Education Act of 1963

- Perkins V - Strengthening Career and Technical Education for the 21st Century Act (2018)

Program name changes

- Vocational
- Career and Technology (CATE) Late 1980's
- Career and Technical Education (CTE) 2006

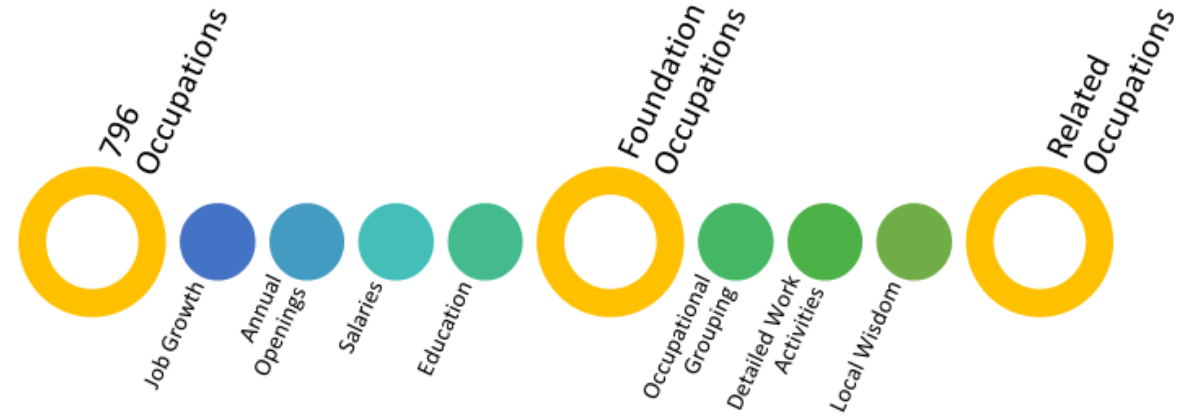
The Foundation of Programs of Study is Occupational Labor Market Information (LMI)

Perkins V charges states with preparing students for in-demand, high-wage, high-skill occupations. Programs of study are based on occupational groupings, determined by LMI analysis. Courses within each program of study address the occupations' essential skills.

Foundation Occupations Meet Criteria

In-Demand	High-Wage	High-Skill
<ul style="list-style-type: none"> Greater than statewide median growth (17%) or greater than 10k jobs More than 500 annual openings 	<ul style="list-style-type: none"> Greater than median annual salary (\$46,909) 	<ul style="list-style-type: none"> Bachelor's degree or industry core certification

Foundation and Related Occupations



Stakeholder Benefits

For Students

Prepare students with the knowledge and skills necessary for successful transition to college, career or the military

For Educators

Provide rigorous course sequences to scaffold instruction and skills to improve student outcomes and increase collaboration with industry partners

For Industry

Align education to labor market needs which creates a pool of skilled workers with industry-valued skills and credentials

What Makes CTE Unique?

- Hands-on Learning
- Teachers with Industry Experience
- Work-Based Learning
- Career and Technical Student Organizations (CTSOs)
- Federal Funding – Perkins
- Weighted Funding - State

Career Clusters and Programs of Study

2024-2025: Statewide and Regional Programs of Study in 14 Career Clusters



Agriculture, Food, and Natural Resources

- Agriculture Business, Leadership, and Communications
- Animal Science
- Agricultural Technology and Mechanical Systems
- Environmental and Natural Resources
- Food Science and Technology
- Plant Science



Architecture and Construction

- Architectural Drafting and Design
- Carpentry
- Construction Management and Inspection
- Electrical
- HVAC and Sheet Metal
- Masonry
- Plumbing and Pipefitting



Arts, Audio Visual Technology and Communications

- Graphic Design and Interactive Media
- Digital Communications
- Printing and Imaging (Regional Program of Study)



Business, Marketing, and Finance

- Accounting and Financial Services
- Business Management
- Entrepreneurship
- Marketing and Sales
- Real Estate **NEW**
- Retail Management (Regional Program of Study)



Education and Training

- Early Learning
- Teaching and Training



Energy

- Oil and Gas Exploration and Production
- Refining and Chemical Processes
- Renewable Energy



Health Science

- Exercise Science, Wellness and Restoration (Medical Therapy & Exercise Science & Wellness Combined)
- Health Informatics
- Diagnostic & Therapeutic Services (Healthcare Diagnostics & Healthcare Therapeutic, and courses from Medical Therapy combined)
- Nursing Science
- Biomedical Science



Hospitality and Tourism

- Culinary Arts
- Lodging and Resort Management
- Travel, Tourism and Attractions



Human Services

- Family and Community Services
- Health and Wellness
- Cosmetology and Personal Care Services (Regional Program of Study)



Information Technology

- Information Technology Support and Services
- Networking Systems
- Web Development
- Cybersecurity
- Programming and Software Development



Law and Public Service

- Fire Science (previously Emergency Services)
- Government and Public Administration
- Law Enforcement
- Legal Studies



Manufacturing

- Robotics and Automation Technology
- Manufacturing Technology
- Welding
- Industrial Maintenance (from Regional to Statewide)
- Electronics Technology (Regional Program of Study)
- Advanced Manufacturing and Industrial Technology (Regional Program of Study)



Engineering **NEW**

- Engineering Foundations
- Mechanical and Aerospace Engineering **NEW**
- Electrical Engineering **NEW**
- Civil Engineering **NEW**
- Geospatial Engineering and Land Surveying (Regional Program of Study)
- Drone (Unmanned Vehicle) (Regional Program of Study)



Transportation, Distribution, and Logistics

- Automotive and Collision Repair
- Aviation Maintenance
- Diesel and Heavy Equipment Maintenance and Commercial Drivers
- Distribution, Logistics, and Warehousing
- Aviation (Pilots) (from Regional to Statewide)
- Maritime (Regional Program of Study)



Programs of Study

Statewide and Regional

Career Clusters, Programs of Study, and Endorsements

Career Clusters: a structure for organizing CTE programs.

- 16 national career clusters
- 14 Texas career clusters to meet state-specific economic demand

Program of Study: a coherent sequence of courses that align industry-based certifications and include work-based learning opportunities to ensure students are prepared for high-wage, high-skill, and in-demand occupations in Texas.

Industry-Based Certification (IBC): a credential that validates that an individual possesses certain occupationally-specific skills that are measured against a set of accepted industry standards.

Endorsement: serves as an acknowledgement of a student's in-depth knowledge of a particular subject. Becoming a program of study completer is one way to earn an endorsement.

Programs of study are organized by career clusters. An endorsement may be earned from program of study completion.

Career Cluster

Program
of Study

Program
of Study

Program
of Study

What is a CTE Program of Study?

CTE Programs of Study

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen careers.

These sequences embed relevant, real-world experiences and connect to pathways that culminate in one or more postsecondary credentials.

CTE Program of Study Course Sequence



Benefits for Students Who Participate in CTE Programs of Study

Hands-on skill development in class and through career and technical student organization (CTSO) participation

Development of academic and occupationally-specific skills

Higher standardized test scores than non-CTE peers

Attainment of industry-based certifications

Opportunities to engage in work-based learning

CTE Programs of Study

- Texas has statewide programs of study in 14 career clusters
 - High wage
 - In demand
 - High skill
- Texas recognizes eight regional programs study
 - Includes all LEAs in the Education Service Center Region
 - Based on regional Labor Market Information
 - Applications for regional programs of study open annually
 - Approved applications remain in place for four years



Business, Marketing, and Finance

- Accounting and Financial Services
- Business Management
- Entrepreneurship
- Marketing and Sales
- Real Estate **NEW**
- Retail Management (Regional Program of Study)

Benefits of Programs of Study



Provides students a career path with **opportunities** to continue directly into **postsecondary** and the **workforce**



Aligns **education** to the **regional economy** by building on the diverse needs of the Texas' economy



Develop stronger TEKS by utilizing a **gap analysis** between course standards and job skills



Flexibility in alignment of teacher certifications to the course sequencing



Allows for better **data collection** and reporting of CTE completers for districts

Programs of Study Framework Documents

- Career Cluster description
 - Program of Study description
 - Secondary courses for high school credit
 - Related advanced academic courses (AP, IB, DC)
 - Postsecondary opportunities
 - Aligned occupations
 - Work-based learning and expanded learning opportunities
 - Aligned industry-based certifications (IBCs)
 - Related endorsement information
-
- *Additional Information supporting district implementation*
 - Course Code numbers
 - Course levels
 - Course prerequisites and corequisites
 - QR code: resources coming soon

Business, Marketing, and Finance Career Cluster
Revised-June 2024

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

Statewide Program of Study: Business Management

The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.

Secondary Courses for High School Credit

Level 1	<ul style="list-style-type: none"> Principles of Business, Marketing, and Finance Business Information Management I Business Information Management I + Business Lab
Level 2	<ul style="list-style-type: none"> Virtual Business Business Law Business Information Management II Business Information Management II + Business Lab Entrepreneurship I
Level 3	<ul style="list-style-type: none"> Business Management Global Business Human Resources Management
Level 4	<ul style="list-style-type: none"> Statistics and Business Decision Making Practicum in Business Management Practicum in Business Management + Extended Practicum in Business Management Practicum in Entrepreneurship Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship Career Preparation for Programs of Study Career Preparation for Programs of Study + Extended Career Preparation

Example Postsecondary Opportunities

Associate Degrees

- Business Administration and Management
- Human Resources Management

Bachelor's Degrees

- Business Analytics
- Accounting and Business

Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Organizational Leadership

Additional Stackable IBCs/License

- Professional Certificate in Team Leadership
- Property Tax Professionals

Aligned Advanced Academic Courses

AP or IB	<ul style="list-style-type: none"> AP Microeconomics AP Statistics IB Economics SL IB Economics HL
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Dual Credit Dual credit offerings will vary by local education agency. Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentration/competency status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Intern at local business in the HR department Shadow the COO of a local business or chamber of commerce
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in BPA, DECA, FBLA, or related UIL events Explore student membership in related professional organizations

Aligned Industry-Based Certifications

<ul style="list-style-type: none"> Administrative Assistant Certified Associate in Project Management (CAPM) Entrepreneurship and Small Business General Management MB-200 Microsoft Dynamics 365 Fundamentals Microsoft Office Specialist 2016 Master Microsoft Office Specialist: Microsoft Access Expert (Access 2019) 	<ul style="list-style-type: none"> Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019) Microsoft Office Specialist: Microsoft Word Expert (Word 2019) Project Management Institute (PMI) Project Management Ready Business of Retail: Certified Specialist Customer Service and Sales: Certified Specialist Student Social Media Marketing Certification
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Example Aligned Occupations

First-Line Supervisors of Administrative Support Workers
 Median Wage: \$59,585
 Annual Openings: 13,885
 10-Year Growth: 9%

Human Resources Specialists
 Median Wage: \$61,278
 Annual Openings: 6,239
 10-Year Growth: 23%

General and Operations Managers
 Median Wage: \$83,220
 Annual Openings: 25,450
 10-Year Growth: 23%

For more information visit: <https://data.wakeworkforce.com/enrollment-and-demand>
<https://careers.wakeworkforce.com/enrollment-and-demand>
 additional resources

Source: Workforce, Texas Workforce Commission, Revised 3/2024

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement.

Business, Marketing, and Finance Career Cluster
Statewide Program of Study: Business Management

Course Information

Course	Prerequisites Corequisites	Career Clusters
Level 1		
Principles of Business, Marketing, and Finance* 13011200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	Business, Marketing, and Finance
Business Information Management I* 13011400 (1 credit)	Prerequisites: None Corequisites: Business Information Management Lab Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	Business, Marketing, and Finance
Business Information Management I + Business Lab* 13011410 (2 credits)	Prerequisites: None Corequisites: Business Information Management Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	Business, Marketing, and Finance
Level 2		
Virtual Business* 13012000 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	Business, Marketing, and Finance
Business Law* 13011700 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	Business, Marketing, and Finance
Business Information Management II 13011500 (1 credit)	Prerequisites: Business Information Management I Corequisites: None Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	Business, Marketing, and Finance
Business Information Management II + Business Lab 13011510 (2 credits)	Prerequisites: Business Information Management I Corequisites: None Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	Business, Marketing, and Finance
Entrepreneurship I* 13011101 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Business, Marketing, and Finance Recommended Corequisites: None	Business, Marketing, and Finance

* indicates course is included in more than one program of study.

For additional information on the Business, Marketing, and Finance career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>

TEA does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Title IX and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: [Name], [Address], [Telephone number], [email]. Further nondiscrimination information can be found at <https://education.texas.gov/cte>.

[Editable Framework PowerPoints](#)
[Programs of Study Tip Sheet](#)

Work-Based Learning



Tri-Agency Workforce Initiative

Governor Abbott established the Tri-Agency Workforce Initiative in March 2016. Through the initiative, the commissioners of the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC) work together to help Texas grow in economic prosperity.

Mission

To build a strong Texas workforce and ensure that Texans are prepared for jobs in the industries that power the state's economy today and tomorrow.

Vision

Texans of all ages should have access to high-quality education and workforce training that empowers them to achieve their full potential.

Work-Based Learning Embedded in Programs of Study

Tri-Agency Work-Based Learning Continuum and Definition: Practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for employment or advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.




Work-Based Learning Continuum

- **Career Exploration** - activities in this stage of the continuum are introductory and usually short term. They provide participants with an opportunity to learn about industries and employers that may be unfamiliar.
- **Career Preparation** - activities in this stage of the continuum provide participants with extended opportunities to increase their knowledge of a field and gain employability skills and some entry-level technical knowledge or skills.
- **Career Training** - activities in this stage of the continuum engage participants as paid employees to gain specific skills, in conjunction with classroom or lab instruction, in a specific industry or occupation

Work-Based Learning Courses

Career Preparation courses provide opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders.

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- A red, five-pointed star icon with a black outline, positioned to the left of the list items.
- **Career Preparation for Program of Study:** Employment must be aligned with program of study in which the student is participating (1.47 weighted funding)
 - **Career Preparation – General:** Employment is not aligned with student’s program of study or student has not taken a CTE course (1.1 weighted funding)

Practicum courses are designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional settings. (1.47 weighted funding)



Career Preparation Eligibility Requirements

The Career Preparation courses are for **paid or unpaid** experiences. The classroom component must address all the TEKS for the course, with accommodations or modifications as specified by the student's IEP if it is a student who receives special education services. The training site will provide students with a variety of learning experiences that will give them the broadest possible understanding of the business or industry.

Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and related classroom instruction **must average one class period a day** for every school week. Class periods are required to be a minimum of 45 minutes in length.

A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in paid Career Preparation learning experiences.

Students unemployed or without a work-based learning experience for more than 15 consecutive school days are not eligible for contact hours and should be removed from the course.

An LEA must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

For additional information see 5.7.1 Career Preparation Eligibility Requirements in the [Student Attendance Accounting Handbook](#).

Classroom Instruction	Work-Based Instruction	Units of Credit
1 class period per day (average)	10 hours per week (average)	2
1 class period per day (average)	15 hours per week (average)	3



Practicum Course Eligibility Requirements

Practicum courses and other two credit or three credit CTE courses found in 19 TAC Chapter 127 or 130 may be used as laboratory-based, **paid**, or **unpaid** work experiences for students.

Each practicum course using a work-based learning instructional arrangement must consist of student participation in training aligned with the student's program of study plus participation in related CTE classroom instruction. A practicum course should **span the entire year** and classroom instruction **must average one class period per week** during the school year. Class periods are required to be a minimum of 45 minutes in length.

A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to participate in **paid** practicum learning experiences.

Students unemployed in a practicum learning experience for more than 15 consecutive school days are not eligible for contact hours and should be removed from the course.

An LEA must not enroll a student in a practicum course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

For additional information see 5.7.2 Practicum Course Eligibility Requirements in the [Student Attendance Accounting Handbook](#).

Classroom & WBL Site Instruction	Units of Credit
2 class periods per day (average)	2
3 class periods per day (average)	3

Revised 8/22/2024

Training Plan Agreement

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Career Cluster _____ Business Name _____

Program of Study _____ CTE Course Title _____

Time Class Meets _____ [Course Code](#) _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the work-based learning instruction the student receives can be paid or unpaid. Please check one:

Unpaid work-based instruction
OR
 Paid work-based instruction. The training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$ _____ per _____ for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes _____ No _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at www.dol.gov/whd.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: title, address, telephone number, email.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brindar igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: título, dirección, número de teléfono, correo electrónico.

Signature _____
(Student) Date _____ Approvals (Training Sponsor) _____ Date _____

Signature _____
(Parent or Guardian) Date _____ (CTE Teacher) _____ Date _____

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Written training plans must be on file for any student participating in either a paid or unpaid work-based learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. In these cases, the detailed lesson plans serve as training plans.

http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/

Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.¹ The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

Texas Essential Knowledge and Skills (TEKS) for CTE Course	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace		X	
(2) The student demonstrates essential skills necessary for success in the workplace.		X	
(3) The student applies and enhances academic knowledge and skills in the workplace.	X	X	
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace.	X		
(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace.	X		
(6) The student applies concepts and skills related to safety in the workplace	X	X	Students will cover the OSHA 10 required standards and take the exam to become OSHA 10 Certified.
(7) The student models the skills that support employment retention and advancement.	X		
(8) The student analyzes postsecondary career opportunities within a selected program of study.		X	
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
The student will participate in all the processes that go into building a home.	X		
The student will learn to properly maintain and use tools on the worksite.	X		

- Insert the knowledge and skill statements (KS) from the related WBL course.
- Indicate if the knowledge or skill attainment will be completed at the WBL site, in the classroom, or both.
- List TEKS from the course(s) most closely aligned to the student's job.

Texas Essential Knowledge and Skills for CTE courses can be found in 19 TAC Chapter 127 or 130.



Additional Requirements

Students Participating in Paid Learning Experiences

For a student participating in **paid** experiences, employment must begin within 15 school days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 school days and a written training plan is on file within 15 school days of employment. See Section 5.7.4 in the [Student Attendance Accounting Handbook](#).

Required Site Visits by Teachers

A teacher assigned to teach courses involving work-based learning experiences, both **paid** and **unpaid**, must *physically* visit each student training site at least six times each school year. If a student's work-based learning experience is 100 percent virtual, the teacher assigned may conduct online video site visits. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period. Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period. See Section 5.7.5 in the Student Attendance Accounting Handbook.

Required WBL Training for Teachers

Teachers must complete WBL training before teaching a WBL course.

Work Based Learning



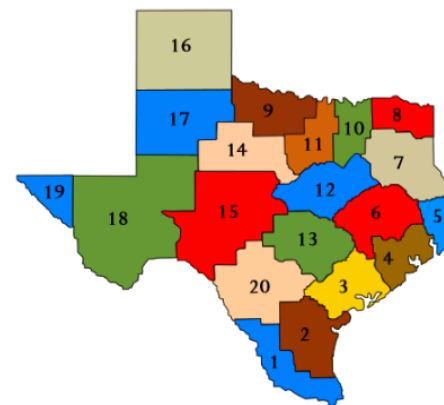
This course introduces basic laws, rules, and procedures relevant to teaching Career and Technical Education (CTE) courses that involve work-based learning (WBL) at the secondary school level in Texas. Because state and federal laws change frequently, it also explains how to find current laws, rules, and guidelines related to WBL. WBL provides students opportunities to learn technical, academic and employability skills. WBL is employer driven and prepares students for their future career. WBL is a critical component of a high-quality CTE program. Teachers will learn what authentic WBL is and how to ensure students learn the skills and knowledge appropriate for their career pathway through collaborative partnerships with education service centers, workforce development boards, community-based organizations, and local employers. After successful completion of this course, participants can print a certificate of completion.

<https://register.tealearn.com>

Each Education Service Center has a CTE Specialist that provides professional development to LEAs in developing and implementing high quality CTE programs of study, providing quality work-based learning opportunities for students, and aligning CTE programs to the labor market. For Education Service Center Regional Support, please contact the appropriate [ESC CTE Specialist](#) assigned to your region.

Education Service Centers Map

This page provides contact information for the 20 Education Service Centers (ESCs) in Texas. To see a map of counties and districts in each ESC region, use the Texas Education Agency's [School District Locator](#) tool. You can also search for ESC staff members statewide using the [Texas Education Directory](#).












Resources

Career and Technical Education

This site provides you with information on curriculum, programs, rules, and other information for Career and Technical Education (CTE). CTE programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Join the CTE mailing list and receive updates.

Information

 <p>Programs of Study Statewide and Regional</p>	 <p>Perkins Strengthening Career and Technical Education for the 21st Century</p>	 <p>Industry-Based Certifications IBC information for public school accountability</p>
 <p>CTE TEKS The Texas Essential Knowledge and Skills</p>	 <p>CTE Professional Development TEALearn and other opportunities</p>	 <p>CTE Additional Resources CTSOs, PEIMS, Funding, etc.</p>
 <p>CTE Teacher Resources Certifications and other information</p>	 <p>CTE Newsletters Archived CTE Listservs</p>	 <p>CTE Contacts Program of Study Contacts</p>

College, Career, & Military Prep


- Advanced Academics
- Armed Services Vocational Aptitude Battery (ASVAB)
- Career and Technical Education**
- Counseling, Advising, and Student Supports
- STEM (Science, Technology, Engineering, and Mathematics)
- Texas College and Career Readiness School Models

CTE Updates

Newsletters

- [July 16, 2024](#)
- [June 13, 2024 \(news blast\)](#)
- [April 18th, 2024](#)
- [March 5, 2024](#)

[Programs of Study Change Crosswalk](#) (updated July 2024)



Contact Information

Career and Technical Education
College, Career, and Military Preparation Division
1701 North Congress Avenue
Austin, TX 78701-1401
(512) 936-6060
CTE@tea.texas.gov

For Education Service Center Regional Support, please contact the appropriate ESC CTE

The CTE webpage has been simplified. Click each card to navigate to information:

- Programs of Study
- Perkins
- Industry-Based Certifications
- CTE TEKS
- CTE Professional Development: TEALearn
- CTE Additional Resources and CTE Teacher Resources
- CTE Newsletters
- CTE Contacts for program of study specifics



Work-based Learning

Work-based Learning (WBL) provides students opportunities to learn technical, academic and employability skills by working in a real work environment. WBL prepares students for their future careers, and is a part of a high-quality CTE program.



Administrative Resources

- CTE Work-Based Learning Course
- Student Attendance Accounting Handbook (Section 5.7 – Career Preparation and Practicum Learning Experiences)
- Training Plan Agreement for Paid Work-Based Instruction
- Training Plan Agreement for Unpaid Work-Based Instruction
- Perkins Collaborative Resource Network – Work-based Learning
- Texas Child Labor Law



Related Law

- Workforce Innovation and Opportunity Act
- Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) (Effective through June 30, 2019)
- Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Effective beginning July 1, 2019)

- A school district **may** provide liability insurance, accident insurance or both. Texas law (HB 639) gives school districts the ability to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs, providing immunity from liability for students.
- With this coverage, a student who participates in a CTE program approved by a school district or an open-enrollment charter school is entitled to immunity in the same manner provided under Texas Education Code Section 22.053 as a volunteer who is serving as a direct service volunteer of a district or school.



2022-2025 IBC List for Public School Accountability

IBC ID	IBC Title	Certifying Entity 1 Name
932	Accounting - Basic	NOCTI (440)
933	Accounting Foundations	NOCTI (440)
934	Administrative Assisting	NOCTI (440)
18	Adobe Certified Professional in Digital Video Using Adobe Premiere Pro	Adobe (110)
15	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	Adobe (110)
16	Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign	Adobe (110)
19	Adobe Certified Professional in Visual Design	Adobe (110)
17	Adobe Certified Professional in Visual Design Using Adobe Photoshop	Adobe (110)
10	Adobe Certified Professional In Visual Effects and Motion Graphics Using Adobe After Effects	Adobe (110)
40	Aerospace Manufacturing Certification	National Science Foundation's Center for Aerospace Technical Education (1020)
935	Agricultural Biotechnology	NOCTI (440)
936	Agriculture Mechanics	NOCTI (440)
1087	Agrilife Veterinary Assistant Certificate	Agrilife Learn (1390)
100	API 1104 Welding Pipelines and Related Facilities	American Welding Society (200)
101	Apple App Development with Swift	Apple Authorized Training Provider (220)
531	ArcGIS Desktop Associate 19-001	ESRI (1250)

Identifies certifications that prepare students for success in the workforce, military, or postsecondary education

Lists certifying entity/entities (CE) that offer the IBC and are recognized by TEA for accountability purposes

Provides the IBC identification number and CE identification number for LEAs use in reporting IBCs failed, passed, and earned

2022-2025 IBC List for Public School Accountability



Aligned IBCs to Programs of Study Crosswalk

Identifies all IBCs that are aligned to a program of study

The 2024-2025 list includes additional alignments due to the Program of Study Refresh

IBC Code	IBC Title	Program of Study Code	Program of Study Title
31	Adobe Certified Expert Illustrator	64	Printing and Imaging
32	Adobe Certified Expert InDesign	17	Digital Communications
32	Adobe Certified Expert InDesign	29	Graphic Design and Multimedia Arts
32	Adobe Certified Expert InDesign	64	Printing and Imaging
33	Adobe Certified Expert Photoshop	17	Digital Communications
33	Adobe Certified Expert Photoshop	29	Graphic Design and Multimedia Arts
33	Adobe Certified Expert Photoshop	64	Printing and Imaging
34	Adobe Certified Expert Web Premiere Pro	52	Web Development
11	Adobe Certified Professional Animate	29	Graphic Design and Multimedia Arts
18	Adobe Certified Professional in Digital Video Using Adobe Premiere Pro	17	Digital Communications
18	Adobe Certified Professional in Digital Video Using Adobe Premiere Pro	29	Graphic Design and Multimedia Arts
18	Adobe Certified Professional in Digital Video Using Adobe Premiere Pro	64	Printing and Imaging
15	Adobe Certified Professional in Graphic Design and Illustration Using	29	Graphic Design and Multimedia Arts
15	Adobe Certified Professional in Graphic Design and Illustration Using	64	Printing and Imaging
16	Adobe Certified Professional in Print and Digital Media Publication Using	17	Digital Communications
16	Adobe Certified Professional in Print and Digital Media Publication Using	29	Graphic Design and Multimedia Arts
16	Adobe Certified Professional in Print and Digital Media Publication Using	64	Printing and Imaging
19	Adobe Certified Professional in Visual Design	17	Digital Communications
19	Adobe Certified Professional in Visual Design	29	Graphic Design and Multimedia Arts
19	Adobe Certified Professional in Visual Design	64	Printing and Imaging

[Aligned IBCs to Programs of Study Crosswalk, 2024-2025](#)

Timely Reminders for IBCs and CCMR

Reporting of Failed, Passed, and Earned IBCs in PEIMS

If an IBC was failed, passed, or earned...			Report the IBC with the following PEIMS collection:			
			2023-2024		2024-2025	
Students	From	To	Summer (Sub 3)	Fall (Sub 1)	Summer (Sub 3)	Fall Sub (1)
Currently Enrolled or 2024 Graduate	September 01, 2023	May 31, 2024	X			
Currently Enrolled or 2024 Graduate	June 01, 2024	August 31, 2024		X		
Currently Enrolled or 2025 Graduate	September 01, 2024	May 31, 2025			X	
Currently Enrolled or 2025 Graduate	June 01, 2025	August 31, 2025				X

Failed: The student took an IBC examination and failed. Every instance of an attempted IBC examination should be reported within PEIMS even if the student did not pass the examination or earn the IBC. Failed IBCs will not count toward CCMR nor be considered for reimbursement. However, data is collected so that TEA can report progress toward Perkins performance indicators and examine the root causes of trends. Additional resources or training may be developed by TEA and offered to LEAs to meet the educational needs of students based on this information.

Passed: The exam has been passed but other requirements, such as fingerprinting or applying for the license, have not been met; or only one exam of a multi-exam IBC has been passed.

Earned: The student has successfully completed all requirements defined by the certifying entity. For example, some IBCs are earned upon passing a certification test. Other IBCs require additional steps, such as completing and passing specific courses outlined by the certifying entity, receiving a certificate of training from an authorized training provider, passing a background check after submitting fingerprints and social security number, and/or registering for a license. LEAs should consult the certifying entities' webpages, which are hyperlinked within the Approved IBC List for Public School Accountability, to determine the requirements that must be met for students to earn IBCs.

*All self-reported data submitted through PEIMS should be kept a minimum of five years.



CCMR in Accountability vs. CCMR Outcomes Bonus

CCMR Indicator	CCMR in Accountability	CCMR in Outcomes Bonus
College Ready	Meets Texas Success Initiative (TSI) criteria <i>or</i> Earns dual course credits <i>or</i> Meets criteria on AP/IB exams <i>or</i> Earns an associate degree <i>or</i> Qualifies for OnRamps course credits	Earns an associate degree <i>or</i> Meets TSI criteria (college prep courses not applicable) AND Enrolls at a postsecondary educational institution immediately following high school
Career Ready	Earns an industry-based certification and aligned program of study completer* <i>or</i> Graduates with completed IEP and workforce readiness <i>or</i> Graduates with an advanced diploma plan and received special education services <i>or</i> Earns a level I or level II certificate	Meets TSI criteria (college prep courses not applicable) AND Earns an IBC <i>or</i> Earns a level I or level II certificate
Military Ready	Enlists in the U.S. Armed Forces/Texas National Guard <u>Not Applicable for 2019-2022 graduates. 2023 Graduates will be reported for 2024 Accountability</u>	Enlists in the U.S. Armed Forces/Texas National Guard <u>Not Applicable for 2019-2022 graduates. 2023 graduates will be reported for 2024 Outcomes Bonus</u>

Program of Study Completer Phase-In

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunseting limit)
Class of 2023	2024	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit)
Class of 2024	2025	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit) plus 1 course in aligned program of study ¹
Class of 2025	2026	Earn IBC (2022–2025) plus Concentrator in aligned program of study ²
Class of 2026	2027	Earn IBC (2022–2025 & 2025–2029 lists with sunseting limit) plus Completer in aligned program of study ³

One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)
Two or more courses for at least two credits in the same program of study
Three or more courses for four or more credits, including one level three or level four course in the same program of study

[CCMR in Accountability Versus CCMR Outcomes Bonus](#)

[2024 Accountability Manual \(texas.gov\)](#)



Questions?

If you have any questions, please do not hesitate to contact me.

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