



**TEA CTE  
Update  
Summer 2023  
Texas Health  
Occupations  
Association  
(THOA)**



## CAREER CLUSTER ASSIGNMENTS

Health Science

Transportation, Distribution, and Logistics

## ESC ASSIGNMENTS

Region 4

Region 5

Region 13

## PROJECT ASSIGNMENTS

Comprehensive Local Needs Assessment

Methods of Administration

CTSO Grants/New CTSO Grant/Summer

CTE Grant



## Agenda

Programs of Study Refresh

Accountability Refresh

IBC Reporting

Professional Development

2024 TEKS/Proclamation

## Today, TEA will do the following:

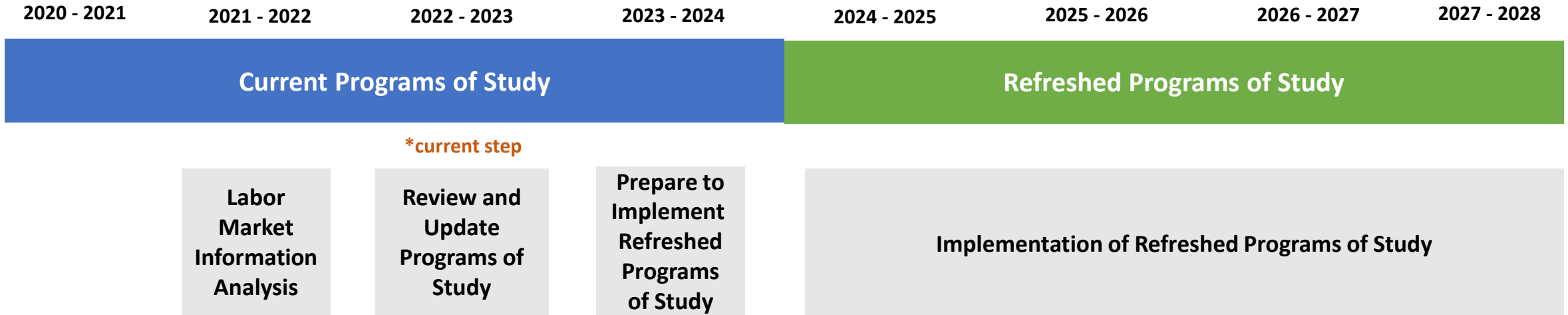
- **Provide** an update on the refresh of Programs of Study
- **Review** CCMR indicators updated through the accountability refresh
- **Review** IBC reporting guidelines
- **Provide** information on CTE professional development opportunities
- **Provide** an update on the 2024 Texas Essential Knowledge and Skills and Proclamation

# Programs of Study Refresh





# Programs of Study in Texas



- Perkins V is federal legislation requiring states using federal CTE funds to align CTE Programs of Study to high-wage, in-demand and high skill occupations.
- State Plan indicates TEA will review Programs of Study every four years.

# Benefits of Programs of Study

## For Students

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

## For Educators

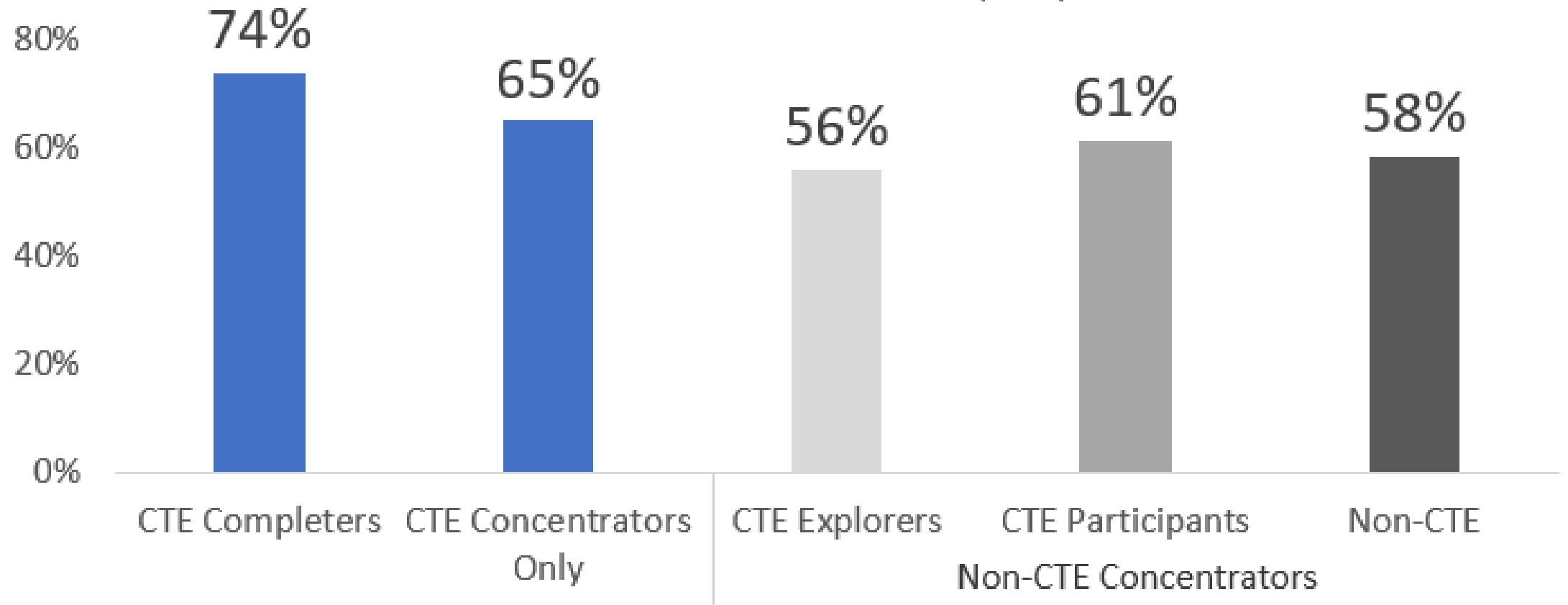
Provide rigorous course sequences to scaffold instruction and skills to improve student outcomes and increase collaboration with industry partners

## For Industry

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

# CTE Concentrators and Completers Met CCMR at a Higher Rate than students with fewer or no CTE courses.

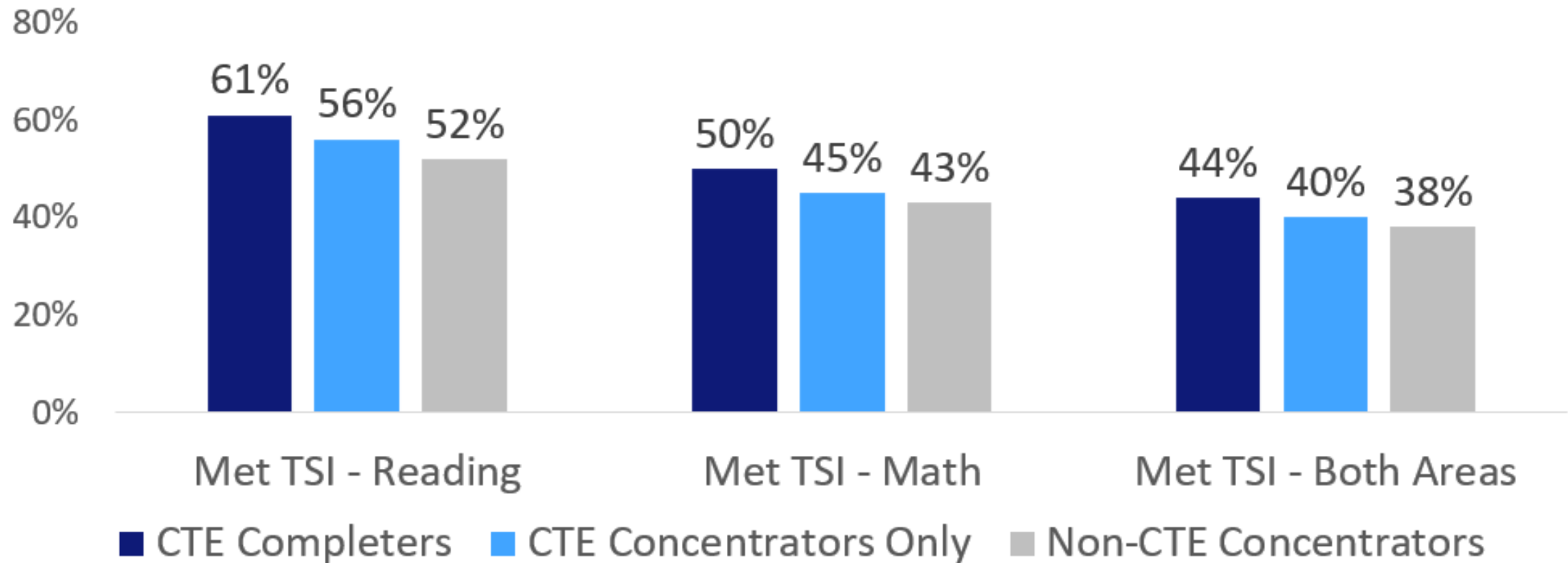
2021 Graduates Meeting College, Career and Military Readiness, by Career and Technical Education (CTE) Status



Source: PEIMS. Division: 213

# CTE Concentrators and Completers Met TSI at a Higher Rate than students with fewer or no CTE courses.

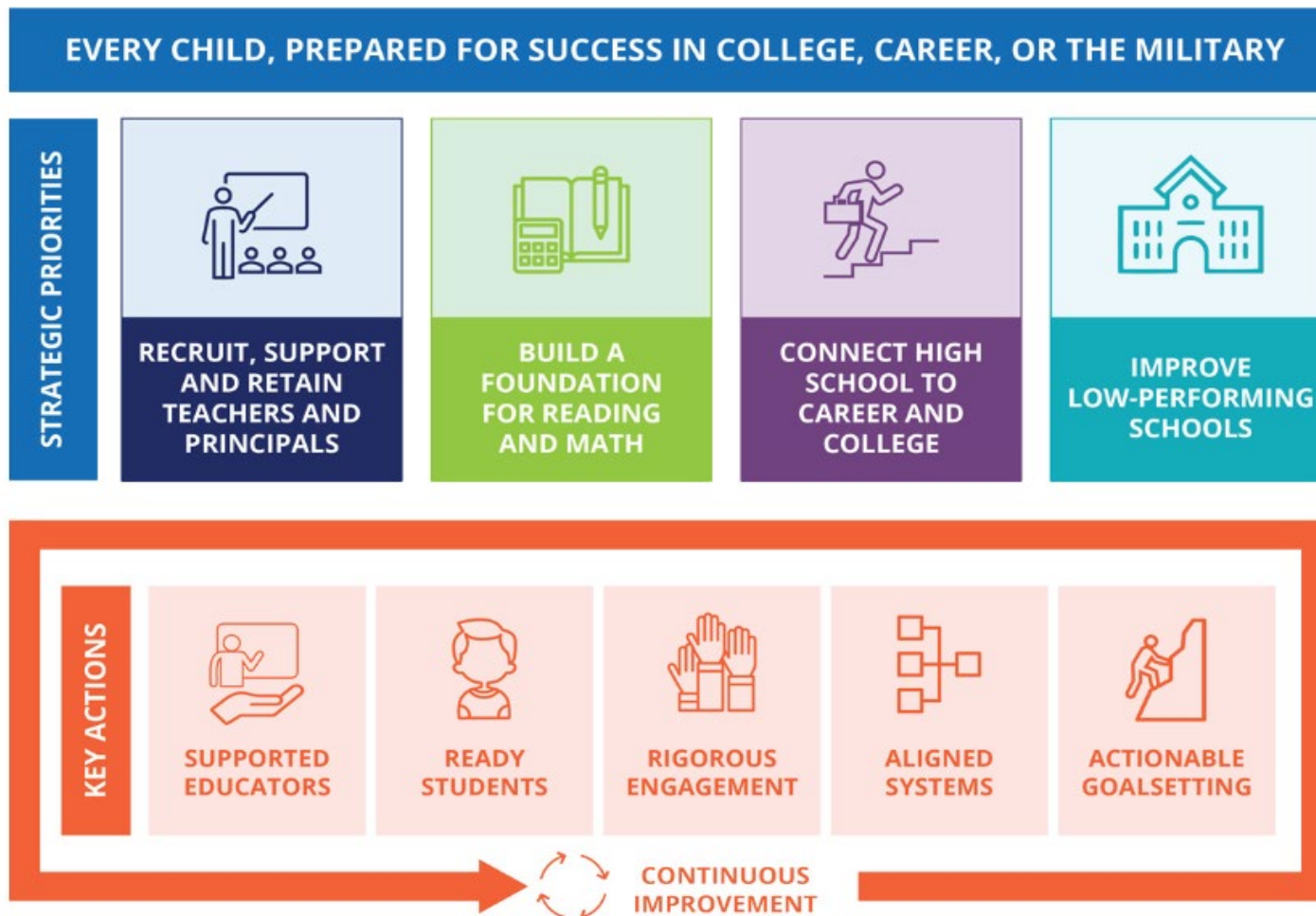
2021 Graduates Meeting Texas Success Initiative College Readiness Standard, by Career and Technical Education (CTE) Status





## Agency Mission

The Texas Education Agency will improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems.



# Labor Market Information Analysis

## In-Demand

- Greater than statewide median growth (17%)
- More than 500 annual openings

## High-Wage

- Greater than median annual salary (\$46,909)

## High-Skill

- Bachelor's degree or industry core certification

- Perkins V is federal legislation requiring states using federal CTE funds to align CTE Programs of Study to meet the needs of Texas workforce
- Programs of Study
  - Prepare students to be college and career ready in a fast-growing Texas economy
  - Ensure that the courses available in the Programs of Study allow LEAs to create a coherent sequence of courses that prepare student for high-skilled occupations

# LMI KEY FINDING: Opportunities for New Programs of Study

Labor market analysis and feedback from the statewide listening tour support opportunities to add new statewide programs of study.



# LMI KEY FINDING: Critical Labor Market Shortages

We can support students in preparing for opportunities linked to critical labor market shortages.

✓ **Semiconductor Chip Manufacturing**

- CHIP Act and wave of manufacturing job reshoring
- 12 new “fab” plants in central and north Texas

✓ **Teachers**

- 720K program of study Texas jobs
- 79K program of study Texas annual openings

➤ **Airline Pilots**

- 80K airline pilots short globally in 2032
- 30K short in North America in 2032

✓ **Registered Nurses**

- 259K Texas jobs in 2031
- 17K annual Texas openings

☐ **Heavy/Tractor-Trailer Truck Drivers**

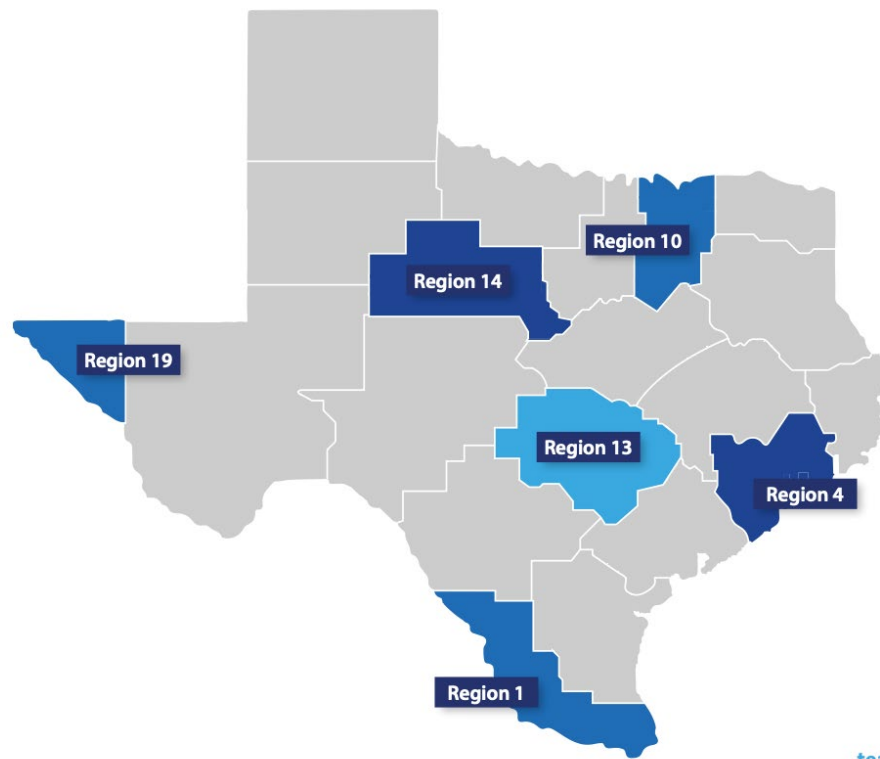
- 289K Texas jobs in 2031
- 36K annual Texas openings

✓ **Construction Trades**

- 350K program of study 2031 Texas jobs
- 40K program of study Texas annual openings



- Region 1 – Edinburg
- Region 4 – Houston
- Region 10 – Dallas
- Region 13 – Austin
- Region 14 – Abilene
- Region 19 – El Paso
- May 9 - Virtual 1
- May 12 – Virtual 2



**686 Total Listening Tour Participants**

[tea.texas.gov/si](http://tea.texas.gov/si)

# Stakeholder Feedback Collection

In partnership with Outreach Strategists, TEA facilitated the collection of stakeholder feedback in multiple formats:

## Slido

Survey-style questions embedded into the listening tour presentation collected reactions to specific recommendations related to each of the four opportunities identified.

## Discussion

Recordings of breakout discussions were transcribed and coded to identify themes.

## Open-ended

Two opportunities for open-ended feedback ensured we captured in-the-weeds feedback:

- Printed forms
- \*QR code to an open-field survey

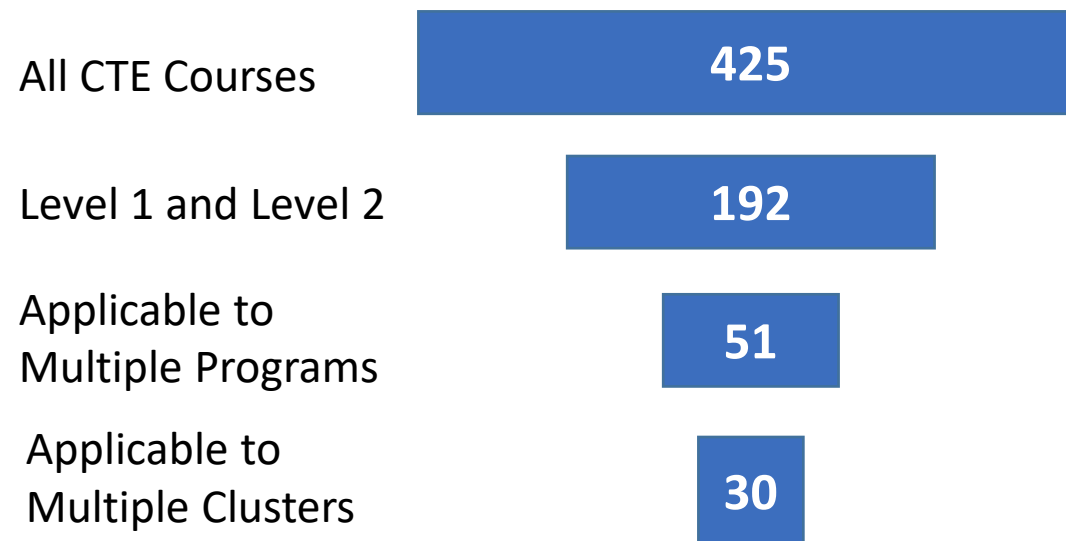


# Opportunity 1: Increase Student Flexibility

Few (27%) CTE Level 1 and Level 2 courses transfer to other programs of study within a career cluster.

Even fewer courses (20%) transfer across career clusters.

## CTE Programs of Study Courses, SY 2021-22



# Increase Student Flexibility - Key Findings

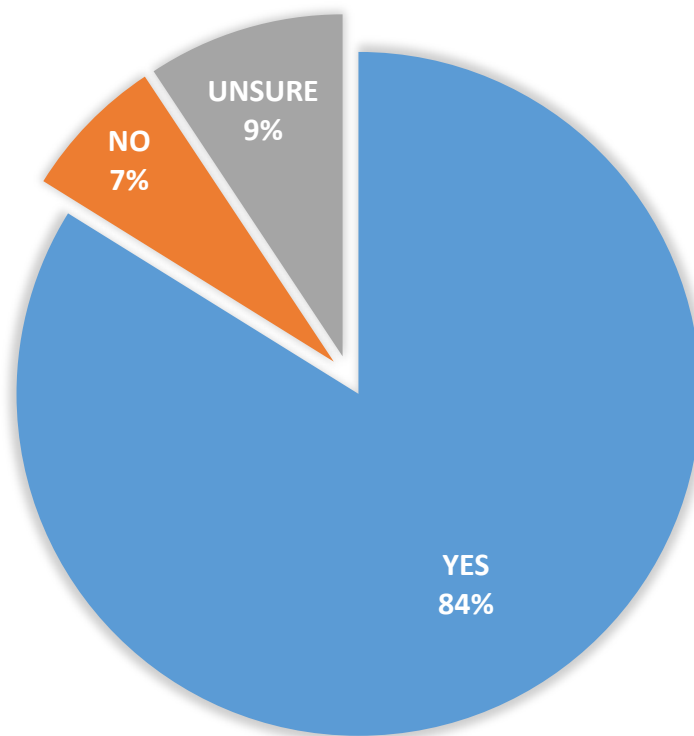
**LEA:** My concerns are students do change, but I feel principles courses are important. I think there should be one principles course per cluster, not the specialized principles courses which remove flexibility. Just make them all common by cluster.

**INDUSTRY:** Potentially, if alignment is correlated to careers/industry rather than only TEKS. Would allow for labor market alignment, student opportunity and flexibility, etc.

**LEA:** No, the sequence of courses should be preparing students to complete a program. I believe that more exploratory courses in middle school would help students select an appropriate POS.

**INDUSTRY:** It would depend on how niche the programs are. If they are within the same group, then yes. If its a very specific program of study, then no.

Should there be at least one common course in every program of study within each career cluster?



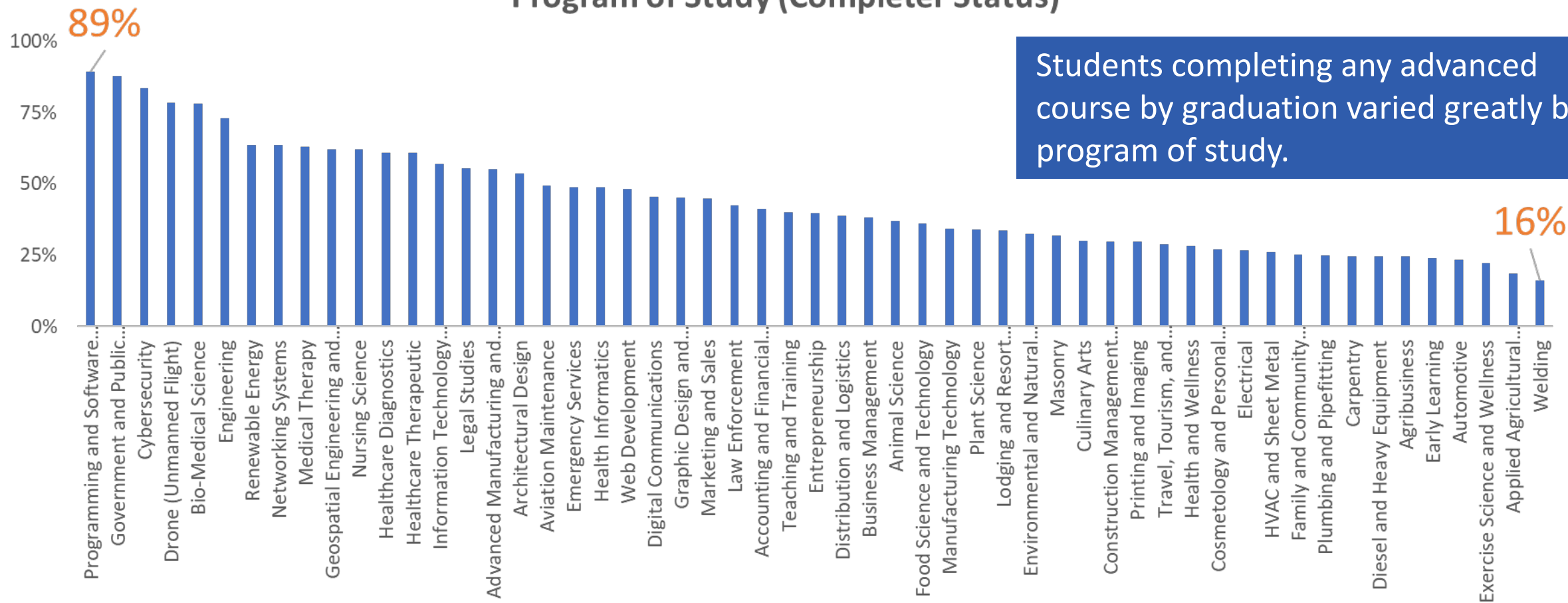
**LEA:** Yes, it would help small districts with limited courses produce more students as a completer.

**INDUSTRY:** Students who are exposed to multiple career options during their first year of CTE would increase retention in participating in the pathway. This would ultimately benefit industry because students make a more informed decision in selecting their pathway earlier on.

**PARENT:** I don't want my kids to feel like they're stuck in one program of study.

# Opportunity 2: Integrate Advanced Academics

2021 Graduates Successfully Completing Any Dual Credit, AP, or IB Course, by Program of Study (Completer Status)



Source. PEIMS, SY 2017-18, 2018-19, 2019-20, 2020-21 (Division: 213)

# Integrate Advanced Academics - Key Findings

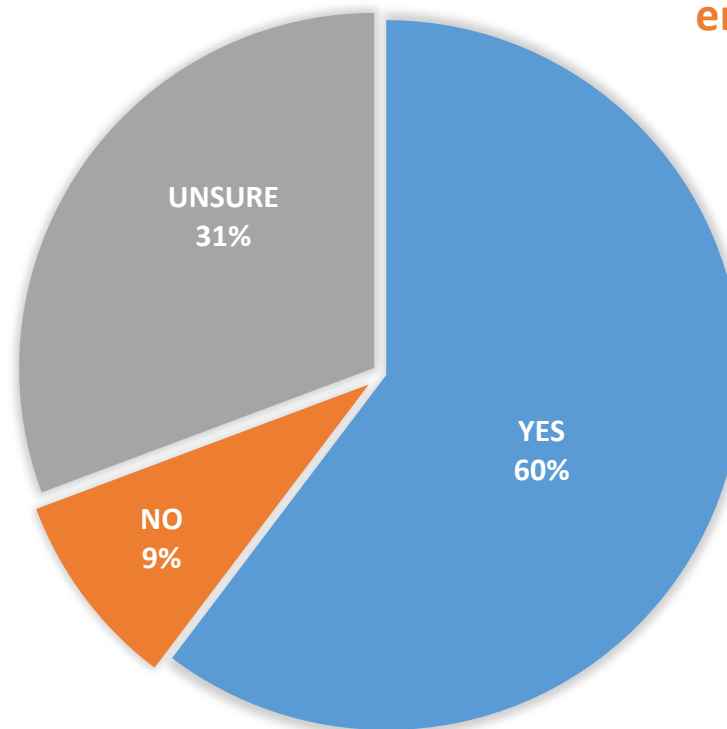
## Should advanced academics courses be embedded in programs of study?

**LEA:** If you offer the advanced academics courses in the CTE studies, could they be offered as electives? I can see how they could be used to continue the student's education post high school.

**INDUSTRY:** If they are part of the occupation, it makes sense. If not, it might keep a student from entering a course that is high demand and would not be necessary.

**LEA:** Students should be enrolled in pure CTE courses. I feel you would be substituting CTE courses with non CTE courses.

**INDUSTRY:** No, it's not necessary.



**LEA:** It allows us to streamline courses for students to give them more opportunities in their schedule. There should also be the option for students who don't want to take the advanced course to still be able to complete the program of study.

**INDUSTRY:** It puts CTE on PAR with college prep classes. Recognizes students for taking on the increased rigor in their field of study.

**PARENTS:** Yes, because I want my kids to have options.

## Supports Currently Available

### Professional Development

- New Teacher
- New Administrator
- New Counselor

### Data

- CTE Alignment Reports

## Additional Proposed Supports

### Professional Development

- Experienced Teacher
- Experienced Counselor
- Experienced Administrator

### Data

- Gap Analysis

### Tool Kits

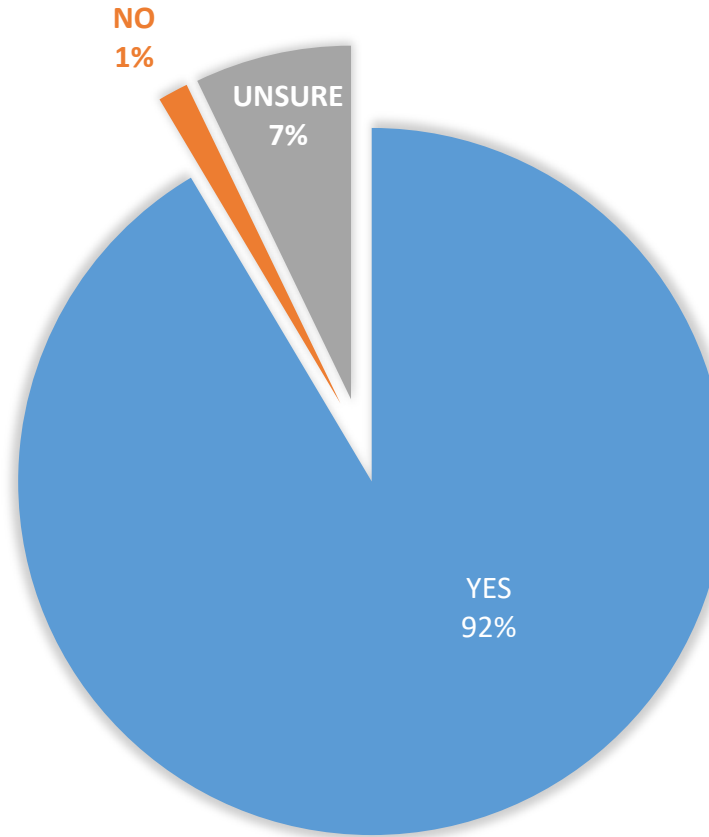
- Program of Study
- Advisory Committee
- Work-Based Learning
- Dual Credit

# Improve Implementation Supports - Key Findings

## Should the proposed implementation resources be created?

**LEA:** My concerns: who will keep the resources updated? We used to have something like this with Texas CTE and it wasn't maintained, and the resources became dated very quickly.  
**INDUSTRY:** Please be sure that the resources are kept up to date.

**LEA:** Probably not given the docs are adjusted to give students and parents specific info about the POS.



**LEA:** I like the idea of adding military career information to the options, so many students don't realize the military has amazing career training.  
**INDUSTRY:** It's helpful to folks who are newer to these areas. It's a launching pad. It can be used as a template for others to build related resources.  
**PARENTS:** I think more information is always better. Also, I like that it would be tailored to Texas.



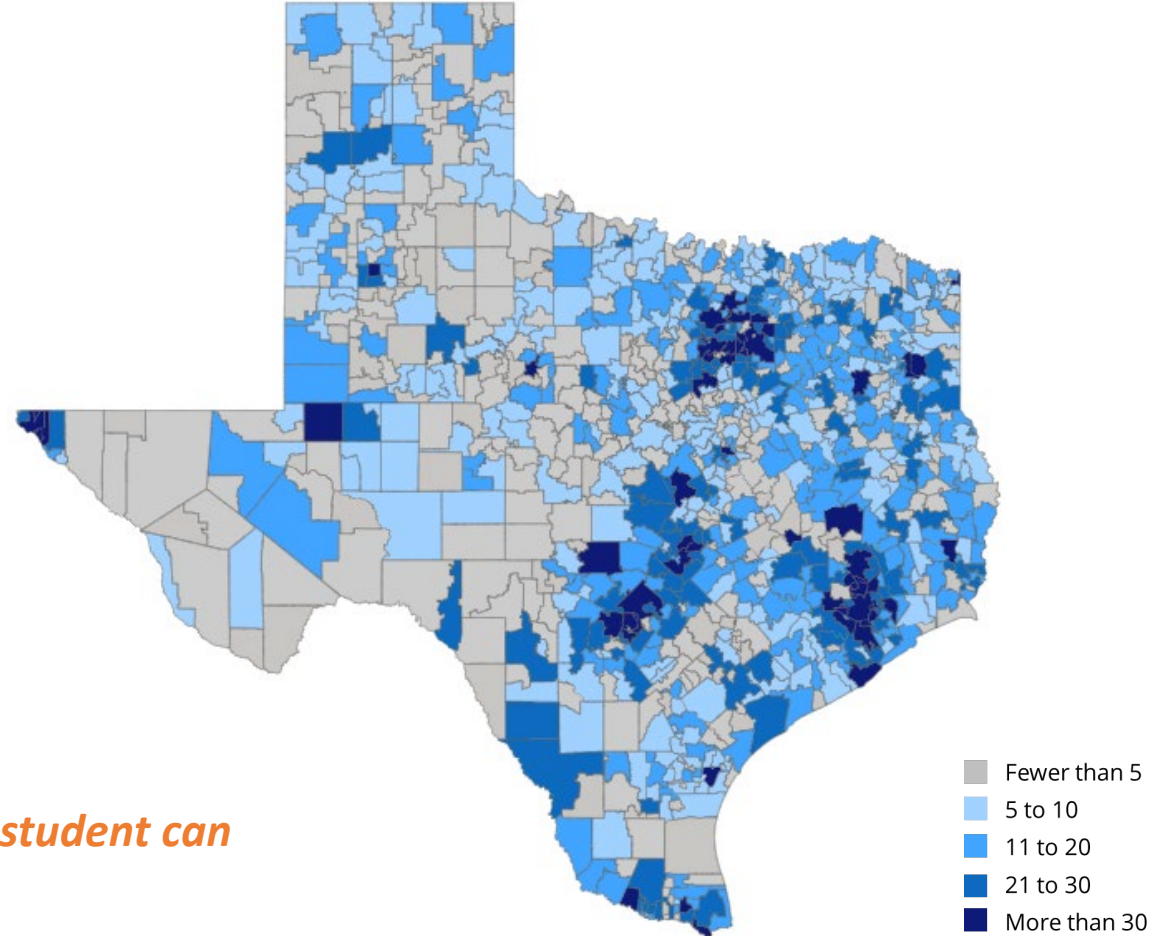
# Opportunity 4: Increase Student Access

Median Programs  
of Study offered  
by a district.

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Source: PEIMS, SY 2021-22

*There is wide variability in the number of programs a student can choose from, based on where the student lives.*



# Increase Student Access - Key Findings

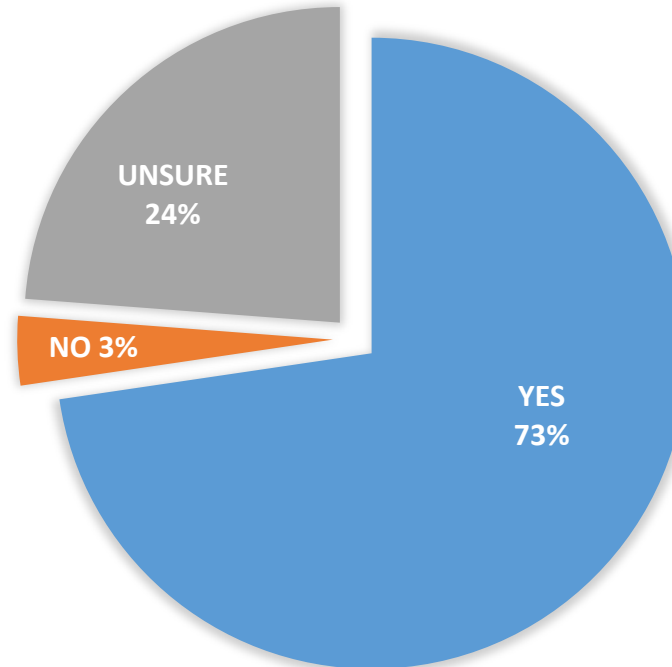
**LEA:** Add more POS. But also add some virtual options to make it easier for rural areas to offer them. Or fund CTE centers that multiple small districts could transport students to.

**INDUSTRY:** Potentially, based on local data. There could be great value in collecting data from workforce boards/chambers across the state to identify other areas as well. Programs need to be aligned to careers, as well as classroom content.

**LEA:** No, these areas can be embedded into other programs of study.

**INDUSTRY:** Not in my industry, but I think they are great options to have

## Should new programs of study be created based on labor market information?



**LEA:** Yes, most of the occupations listed are in high demand for our region. Having another option for students would be a great opportunity; however, smaller districts would have a hard time offering these.

**INDUSTRY:** This proposal would help schools better prepare students for entry into your industry and provide students with opportunities in high-wage, high-skilled, and in-demand occupations.

**PARENTS:** It seems like the need is highest for Commercial License because I see a lot of TV ads for Truck Driving schools.

## Texas Career Cluster Subcommittees

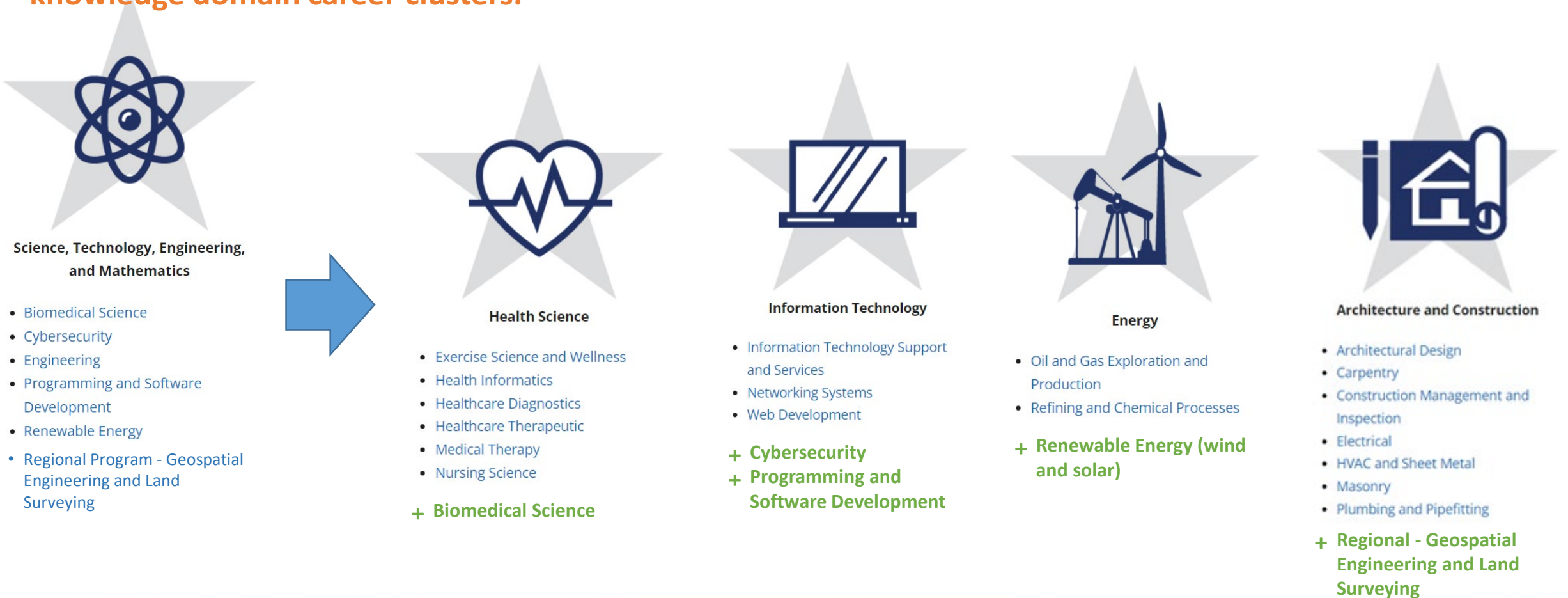
- Subcommittees for each Career Cluster consisted of members with representation from Programs of Study in the Career Cluster
- Subcommittees were made up of LEA leaders, teachers, postsecondary staff, and industry leaders
- Collectively, subcommittees included representation from across Texas

## Subcommittee recommendations included the following:

- Adding existing CTE courses or suggesting new courses be developed to integrate into programs of study
- Creating new programs of study
- Adjustments to framework documents

# Advisory Committee Recommendations

91% of advisory committee members recommended moving current STEM programs of study to their knowledge domain career clusters.



# Advisory Subcommittee Engineering Recommendations

Engineering representatives on the advisory committee recommended the following:

- Repurpose the STEM career cluster to focus on engineering
- Complement the general engineering program of study with new programs of study in specific engineering fields

## Pre-Engineering

### Focus

Wide range of skills applied across engineering fields

### Students will

- design, test, and evaluate projects related to engines, machines, and structures.
- solve problems through innovation, design, construction, operation and maintenance of different engineering systems.

## ★ Mechanical and Aerospace Engineering

### Focus

Machines, and structures related to aircraft and spacecraft

### Students will

- design, test, and evaluate projects related to aerodynamics, structural, and mechanical design.
- solve problems for navigation, mechanics, robotics, propulsion, and combustion.

## ★ Electrical Engineering

### Focus

Electrical motors, radar, navigation systems, and communication systems

### Students will

solve problems in electrical systems, associated with instruments, facilities, components, and equipment.

## ★ Civil Engineering

### Focus

Infrastructure related to roads, buildings, airports, bridges, and systems for transportation of people and water

### Students will

solve problems in construction, infrastructure, the environment, and other structural components.

# Programs of Study Refresh Process





# Health Science Proposal

- **Health Promotion and Rehabilitation** (Previously: Exercise Science and Wellness & Medical Therapy--merged)
- Health Informatics
- **Diagnostic & Therapeutic Services** (Previously: Healthcare Diagnostics & Healthcare Therapeutic--merged)
- Nursing Science
- Biomedical Science (Previously STEM Career Cluster)

## Cover Page

<b>Title</b>	Health Science Program of Study Recommended Updates.
<b>Description</b>	Program of study recommendations from the Texas Education Agency (TEA) Career and Technology Education (CTE) Advisory Committee.
<b>How to Use</b>	These documents contain the updated program of study framework proposals. Use the key below to review the recommended updates to the programs of study.

Current Program of Study Names (Links are to CURRENT framework documents)	Proposed Name
<a href="#"><u>Healthcare Diagnostics</u></a> <a href="#"><u>Healthcare Therapeutics</u></a>	(MERGE) Diagnostic and Therapeutic Services
<a href="#"><u>Biomedical Science</u></a>	(ADD) Biomedical from STEM
<a href="#"><u>Exercise Science and Wellness</u></a> <a href="#"><u>Medical Therapy</u></a>	(MERGE) Exercise Science, Wellness, and Restoration
<a href="#"><u>Health Informatics</u></a>	No Change
<a href="#"><u>Nursing Science</u></a>	No Change

### Key

- (ADD) = Recommend Add
- (REMOVE) = Recommend Remove
- (UPDATE) = Recommend Title/Name Update
- (MERGE) = Combined Program of Study

## Health Science Career Cluster

(UPDATE) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

### (MERGE) Diagnostic and Therapeutic Services *Statewide Program of Study*

The Diagnostic and Therapeutic Services program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

#### Secondary Courses for High School Credit

##### Level 1

- Principles of Health Science
- (MERGE) Principles of Therapeutic Healthcare
- (MERGE) Introduction to Pharmacy Science
- (MERGE) Introduction to Dental Science
- + (ADD) Imaging Technology
- + (ADD) Principals of Allied Health
- (MERGE) Principles of Diagnostic Healthcare
- (MERGE) Introduction to Imaging Technology

##### Level 2

- Medical Terminology
- (MERGE) Dental Anatomy and Physiology
- (MERGE) Pharmacy I
- + (ADD) Disaster Response
- + (ADD) Allied Health Therapeutic Services
- (MERGE) Imaging Technology I

##### Level 3

- Anatomy and Physiology
- Health Science Theory/Health Science Clinical
- Medical Microbiology
- (MERGE) Pharmacy II
- (MERGE) Medical Assistant
- (MERGE) Dental Equipment and Procedures
- (MERGE) Imaging Technology II
- + (ADD) Respiratory Therapy I
- + (ADD) Emergency Medical Technician—Basic
- + (ADD) Clinical Ethics

##### Level 4

- Pathophysiology
- (MERGE) Pharmacology
- Practicum in Health Science
- + (ADD) Sterile Processing (TBD)
- + (ADD) Respiratory Therapy II
- + (ADD) Mathematics for Medical Professionals
- + (ADD) Optical Technician

#### Postsecondary Opportunities

##### Associate Degrees

- (MERGE) Dental Hygienist
- (MERGE) Surgical Technician
- (MERGE) Medical Laboratory Technology
- (MERGE) Respiratory Therapy
- (MERGE) Nuclear Medicine Technology/Technologist
- (MERGE) Magnetic Resonance Imaging (MRI) Technology/Technician

##### Bachelor's Degrees

- (MERGE) Public Health
- (MERGE) Medical Laboratory Technology
- (MERGE) Respiratory Therapy
- (MERGE) Registered Nurse
- (MERGE) Health Educator
- (MERGE) Radiologic Technology

##### Master's, Doctoral, and Professional Degrees

- (MERGE) Radiologic Technology
- (MERGE) Master of Science in Dentistry
- (MERGE) Physician Assistant
- (MERGE) Family and General Practitioners
- (MERGE) Pharmaceutical
- (MERGE) Physician

##### Related Advanced Academics

##### Advanced Placement (AP) Courses

- + (ADD) AP Biology
- + (ADD) AP Chemistry
- + (ADD) AP Statistics

##### International Baccalaureate (IB) Courses

- + (ADD) IB Biology Standard Level
- + (ADD) IB Biology Higher Level
- + (ADD) IB Chemistry Standard Level
- + (ADD) IB Chemistry Higher Level

## Health Science Career Cluster

(UPDATE) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

### Biomedical Science

#### Statewide Program of Study

The Biomedical Science program of study focuses on the study of biology and medicine in order to introduce CTE learners to the knowledge and skills necessary to be successful in the healthcare field, such as researching and diagnosing diseases, pre-existing conditions, or other determinants of health. Students may also practice patient care and communication.

#### Secondary Courses for High School Credit

##### Level 1

- Principles of Biosciences
- Principles of Biomedical Science (PLTW)
- + (ADD) Principles of Health Science

##### Level 2

- Human Body Systems (PLTW)
- Biotechnology I
- + (ADD) Medical Terminology

##### Level 3

- Biotechnology II
- Medical Microbiology
- Medical Interventions (PLTW)
- + (ADD) Anatomy and Physiology
- + (ADD) Clinical Ethics
- + (ADD) Quality Assurance for Bioscience

##### Level 4

- Pathophysiology
- Biomedical Innovation (PLTW)
- Practicum in Science, Technology
- Scientific Research and Design
- + (ADD) Practicum in Health Science

#### Postsecondary Opportunities

##### Associate Degrees

- + (ADD) Biomedical Electronics
- + (ADD) Biomedical Technician I
- Histologic Technician
- Clinical Laboratory Science / Medical Technology / Technologist

##### Bachelor's Degrees

- Biomedical Engineers
- Clinical Laboratory Science / Medical Technology / Technologist

##### Master's, Doctoral, and Professional Degrees

- Medical Scientists
- + (ADD) Physician (Medical Doctor)
- + (ADD) Bioinformatics Scientists
- + (ADD) Medical Biostatistics
- Epidemiology

#### Related Advanced Academics

##### Advanced Placement (AP) Courses

- + (ADD) AP Biology
- + (ADD) AP Chemistry
- + (ADD) AP Physics C: Mechanics
- + (ADD) AP Statistics
- + (ADD) AP Calculus AB
- + (ADD) AP Calculus BC

##### International Baccalaureate (IB) Courses

- + (ADD) IB Physics Standard Level
- + (ADD) IB Physics Higher Level
- + (ADD) IB Biology Standard Level
- + (ADD) IB Biology Higher Level
- + (ADD) IB Chemistry Standard Level
- + (ADD) IB Mathematics: Analysis and Approaches Standard Level
- + (ADD) IB Mathematics: Applications and Interpretations Standard Level

## Health Science Career Cluster

(UPDATE) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

### (MERGE) Exercise Science, Wellness, and Restoration

#### Statewide Program of Study

The Exercise Science, Wellness, and Restoration program of study introduces CTE learners to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease.

#### Secondary Courses for High School Credit

##### Level 1

(MERGE) Principles of Exercise Science and Wellness

- (MERGE) Principles of Health Science
- (MERGE) Principles of Allied Health
- (MERGE) Introduction to Speech Pathology & Audiology

##### Level 2

- (MERGE) Kinesiology I
- (MERGE) Medical Terminology
- (MERGE) Speech and Language Development
- (MERGE) Allied Health Therapeutic Services
- (MERGE) Lifetime Nutrition and Wellness
- (MERGE) Interpersonal Studies

##### Level 3

- (MERGE) Anatomy and Physiology
- (MERGE) Kinesiology II
- (MERGE) Speech Communication Disorders
- (MERGE) Physical Therapy I
- (MERGE) Occupational Therapy I
- (MERGE) Health Science Theory/Health Science Clinical
- (MERGE) Applied Nutrition and Dietetics

##### Level 4

- (MERGE) Practicum in Entrepreneurship
- (MERGE) Project Based Research
- (MERGE) Career Preparation I
- (MERGE) Practicum in Health Science
- (MERGE) Occupational Therapy II
- (MERGE) Physical Therapy II

#### Postsecondary Opportunities

##### Associate Degrees

- (MERGE) Physical Therapist Assistant
- (MERGE) Physical Therapy Aides
- (MERGE) Dietetic Technician
- (MERGE) Occupational Therapy Assistant

##### Bachelor's Degrees

- (MERGE) Kinesiology and Exercise Science
- (MERGE) Therapeutic Recreation
- (MERGE) Athletic Training
- (MERGE) Health Education
- (MERGE) Cardiac Rehabilitation

##### Master's, Doctoral, and Professional Degrees

- (MERGE) Exercise Physiology
- (MERGE) Athletic Training
- (MERGE) Physical Therapy
- (MERGE) Occupation Therapy
- (MERGE) Speech Language Pathology

#### Related Advanced Academics

##### Advanced Placement (AP) Courses

- + (ADD) AP Biology
- + (ADD) AP Chemistry
- + (ADD) AP Physics C: Mechanics
- + (ADD) AP Statistics

##### International Baccalaureate (IB) Courses

- + (ADD) IB Sports, Exercise, and Health Science Standard Level
- + (ADD) IB Sports, Exercise, and Health Science Higher Level
- + (ADD) IB Environmental Systems and Societies Standard Level
- + (ADD) IB Biology Standard Level
- + (ADD) IB Biology Higher Level
- + (ADD) IB Chemistry Standard Level
- + (ADD) IB Chemistry Higher Level

## Health Science Career Cluster

(UPDATE) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

### Health Informatics Statewide Program of Study

The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

#### Secondary Courses for High School Credit

- **Level 1**
- Principles of Health Science
- Principles of Health Informatics
- + (ADD) Business Information Management I/Lab
- **Level 2**
- Medical Intervention Evaluation and Research
- Medical Terminology
- + (ADD) Public Health (TBD)
- **Level 3**
- Health Informatics
- Healthcare Administration and Management
- + (ADD) Health Science Theory/Health Science Clinical
- **Level 4**
- Mathematics for Medical Professionals
- World Health Research
- Project-Based Research
- + (ADD) Practicum in Health Science
- + (ADD) Medical Billing and Coding

#### Postsecondary Opportunities

##### Associate Degrees

- Health Information Technology
- Medical Records Technology
- + (ADD) Medical Billing and Coding

##### Bachelor's Degrees

- Medical and Health Service Managers
- + (ADD) Public Health
- + (ADD) Health Informatics

##### Master's, Doctoral, and Professional Degrees

- Medical and Health Service Managers
- + (ADD) Healthcare Administration
- + (ADD) Health Informatics

#### Related Advanced Academics

##### Advanced Placement (AP) Courses

- + (ADD) AP Calculus AB
- + (ADD) AP Calculus BC
- + (ADD) AP Statistics

##### International Baccalaureate (IB) Courses

- + (ADD) IB Environmental Systems and Societies Standard Level
- + (ADD) IB Mathematics: Analysis and Approaches Standard Level
- + (ADD) IB Mathematics: Applications and Interpretations Standard Level
- + (ADD) IB Statistics
- + (ADD) IB Business Management



## Health Science Career Cluster

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### Nursing Science *Statewide Program of Study*

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

#### Secondary Courses for High School Credit

##### Level 1

- Principles of Health Science
- Principles of Nursing

##### Level 2

- Medical Terminology
- Science of Nursing

##### Level 3

- Medical Microbiology
- Anatomy and Physiology
- Clinical Ethics
- Leadership and Management in Nursing
- + (ADD) Health Science Theory/Health Science Clinical

##### Level 4

- Pathophysiology
- Pharmacology
- + (ADD) Practicum in Health Science
- + (ADD) Practicum in Nursing

#### Postsecondary Opportunities

##### Associate Degrees

- Registered Nursing/Registered Nurse

##### Bachelor's Degrees

- + (ADD) Registered Nursing/Registered Nurse

##### Master's, Doctoral, and Professional Degrees

- Nurse Practitioner
- Nursing Administration
- Nurse Anesthetist
- + (ADD) Nurse Midwife
- + (ADD) Doctor of Nursing

#### Related Advanced Academics

##### Advanced Placement (AP) Courses

- + (ADD) AP Biology
- + (ADD) AP Chemistry
- + (ADD) AP Statistics

##### International Baccalaureate (IB) Courses

- + (ADD) IB Biology Standard Level
- + (ADD) IB Biology Higher Level
- + (ADD) IB Chemistry Standard Level
- + (ADD) IB Chemistry Higher Level

# Accountability Refresh

# CTE Concentrators and Completers



## Not CTE

A student who never enrolled or who did not complete a high-school CTE course



## CTE Participants

A student completing one or more high-school CTE courses for less than two credits



## CTE Explorers

A student completing two or more high-school CTE courses for a total of two or more credits and is not a participant, concentrator or completer



## CTE Concentrators

A student completing and passing at least two or more high-school CTE courses for a total of at least two credits within the same program of study and is not a completer

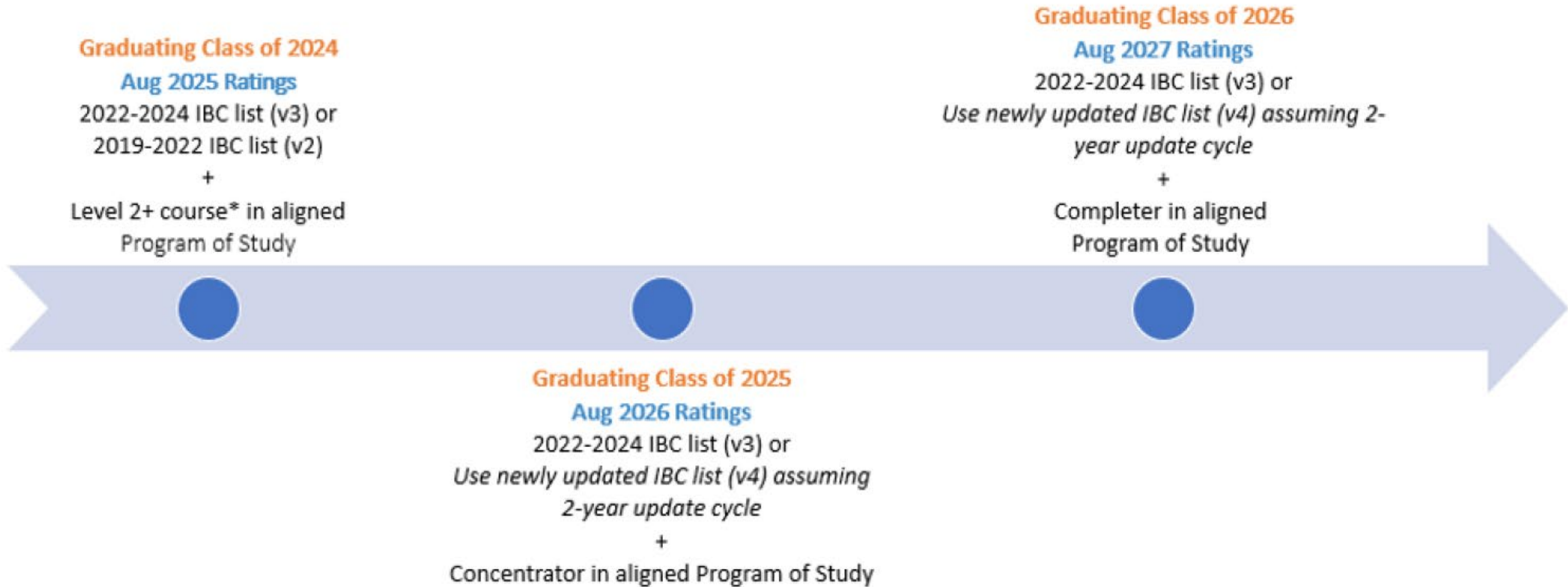


## CTE Completers

A student completing and passing three or more high-school CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study

CTE Participants and CTE Explorers do not have to pass high-school CTE courses or receive credit

# Accountability Update



While students may earn any certification to prepare for college and careers, only those on the published IBC list are reported to TEA.

\*Does not include Career Preparation I, Extended Career Preparation I, Project-Based Research, or Scientific Research and Design

# IBC Reporting



# IBC Indicator Definitions and Details

## Indicator: Earned (01)

**Definition:** According to the certifying entity, all components required to earn the certification/license have been successfully completed (assessments, fingerprinting, background check, registering in the certifying entity's database, receiving the license, etc.)

**Reimbursement:** House Bill 22 (2017) allows for earned IBCs to be included in the calculations for CCMR and the LEA may request reimbursement for the cost of one passed IBC assessment per high school student

## Indicator: Passed (02)

**Definition:** According to the certifying entity, some, but not all, of the components required to earn the certification/license have been successfully completed (assessments, fingerprinting, background check, registering in the certifying entity's database, applying for the license, etc.)

**Reimbursement:** House Bill 3 (2019) allows LEAs to request reimbursement for the cost of one passed IBC assessment per high school student

## Indicator: Failed (03)

**Definition:** A student failed an IBC assessment

**Reimbursement:** n/a

**Perkins V legislation requires Texas to report progress toward each of these indicators.**

# Professional Development



## Update

- Online modules for new CTE teachers and experienced CTE teachers will be released this summer (2023)
  - Available in the TEALearn platform
  - Four modules for each audience
  - Additional work-based learning training available
- Looking ahead
  - 2+ regionally-based statewide trainings for new CTE teachers and experienced CTE teachers in 2023-2024
  - Training will also be available online with aligned implementation resources



# Texas Essential Knowledge and Skills and Proclamation 2024

# Texas Essential Knowledge and Skills

tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-teks

[Home](#) / [Academics](#) / [College, Career, and Military Prep](#) / [Career and Technical Education](#)

## CTE TEKS

### Career and Technical Education Texas Essential Knowledge and Skills

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The following links will take you to the Career and Technical Education TEKS in the Texas Administrative Code:

- [Chapter 127 TEKS](#)
- [Chapter 130 TEKS](#)

# Texas Essential Knowledge and Skills

- [§127.402](#) Implementation of Texas Essential Knowledge and Skills for Health Science, Adopted 2015
- [§127.403](#) Principles of Health Science (One Credit), Adopted 2015
- [§127.404](#) Medical Terminology (One Credit), Adopted 2015
- [§127.405](#) Anatomy and Physiology (One Credit), Adopted 2015
- [§127.406](#) Medical Microbiology (One Credit), Adopted 2015
- [§127.407](#) World Health Research (One Credit), Adopted 2015
- [§127.408](#) Pathophysiology (One Credit), Adopted 2015
- [§127.410](#) Mathematics for Medical Professionals (One Credit), Adopted 2015
- [§127.411](#) Pharmacology (One Credit), Adopted 2015
- [§127.412](#) Health Science Theory (One Credit), Adopted 2015
- [§127.413](#) Health Science Clinical (One Credit), Adopted 2015
- [§127.414](#) Practicum in Health Science (Two Credits), Adopted 2015
- [§127.415](#) Extended Practicum in Health Science (One Credit), Adopted 2015
- [§127.417](#) Medical Terminology (One Credit), Adopted 2021
- [§127.418](#) Health Informatics (One Credit), Adopted 2021
- [§127.419](#) Healthcare Administration and Management (One Credit), Adopted 2021
- [§127.420](#) World Health and Emerging Technologies (One Credit), Adopted 2021
- [§127.421](#) Medical Billing and Coding (One Credit), Adopted 2021
- [§127.422](#) Health Science Theory (One Credit), Adopted 2021
- [§127.423](#) Anatomy and Physiology (One Credit), Adopted 2021
- [§127.424](#) Pathophysiology (One Credit), Adopted 2021
- [§127.425](#) Pharmacy I (One Credit), Adopted 2021
- [§127.426](#) Pharmacy II (Two Credits), Adopted 2021

[<<Prev Rule](#)

[Next Rule>>](#)

## Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 2](#)

TEXAS EDUCATION AGENCY

[CHAPTER 127](#)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR CAREER DEVELOPMENT AND CAREER AND TECHNICAL EDUCATION

[SUBCHAPTER I](#)

HEALTH SCIENCE

RULE §127.423

Anatomy and Physiology (One Credit), Adopted 2021

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 31, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: one credit in biology and one credit in chemistry, Integrated Physics and Chemistry, or physics. Recommended prerequisite: a course from the Health Science Career Cluster. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

# Innovative Courses Essential Knowledge and Skills

→ [tea.texas.gov/academics/learning-support-and-programs/innovative-courses/innovative-courses-career-and-technical-education](https://tea.texas.gov/academics/learning-support-and-programs/innovative-courses/innovative-courses-career-and-technical-education)

## Chapter 130. Subchapter H. Health Science Cluster

Course Name	Credit	Description	Expiration
Allied Health Therapeutic Services (PDF)	1.0	This course will introduce students to each of the various occupations associated with the allied health therapeutic service industry. This course will address new skills and competencies in the areas of speech pathology, respiratory therapy, occupational therapy, and physical therapy such as career exploration, safety, and specific job-related skills.	2023-2024
Clinical Ethics (PDF)	1.0	This course is a practical review of a discipline that provides a structured approach to assist health professionals in identifying, analyzing, and resolving ethical issues that arise in clinical practice. Students analyze ongoing developments in advanced medical technology. The course may raise awareness of, or concerns about the ethical dimen-	2023-2024

## Update

### Subchapter I. Health Science

- Anatomy and Physiology\*
- Health Science Theory
- Healthcare Administration and Management
- Leadership and Management in Nursing
- Medical Assistant
- Medical Billing and Coding
- Medical Microbiology\*
- Medical Terminology
- Pathophysiology\*
- Pharmacology
- Pharmacy I
- Pharmacy II
- Respiratory Therapy I
- Respiratory Therapy II





# Webinar Evaluation



Please use this QR code to access and complete a short presentation evaluation.

We will use the evaluation to plan for the next training.

[https://tea.co1.qualtrics.com/jfe/form/SV\\_b11p3vUIP6046Ee](https://tea.co1.qualtrics.com/jfe/form/SV_b11p3vUIP6046Ee)

# Public Comment Period

Public Comment Period July 13, 2023, through August 14, 2023



## CTE Website

- <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education>

## CTE Listserv

- <https://public.govdelivery.com/accounts/TXTEA/subscriber/new>



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Thank You