

MINUTES

STATE BOARD OF EDUCATION

NOVEMBER 17, 2023

Minutes

State Board of Education

November 17, 2023

STATE BOARD OF EDUCATION

(updated February 2023)

(State Board for Career and Technology Education)

KEVEN ELLIS, Lufkin
Chair of the State Board of Education
District 9

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

PAT HARDY, Fort Worth
Secretary of the State Board of Education
District 11

Board Members

MELISSA ORTEGA, El Paso
District 1

JULIE PICKREN, Pearland
District 7

LJ FRANCIS, Corpus Christi
District 2

AUDREY YOUNG, Trinity
District 8

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

AICHA DAVIS, Dallas
District 13

REBECCA BELL-METTEREAU
San Marcos, District 5

EVELYN BROOKS, Frisco
District 14

WILL HICKMAN, Houston
District 6

AARON KINSEY, Midland
District 15

Committees of the State Board of Education
(Updated February 2023)

INSTRUCTION

Audrey Young- Chair
Evelyn Brooks-Vice Chair
Aicha Davis
Pam Little
Melissa N. Ortega

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Patricia Hardy
Aaron Kinsey

SCHOOL INITIATIVES

Will Hickman-Chair
LJ Francis-Vice Chair
Rebecca Bell-Metereau
Staci Childs
Julie Pickren

Minutes
State Board of Education
Friday, November 17, 2023

The State Board of Education met at 9:10 a.m. on Friday, November 17, 2023, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Rebecca Bell-Metereau; Evelyn Brooks (virtual); Staci Childs; Aicha Davis; LJ Francis; Patricia Hardy; Will Hickman; Aaron Kinsey; Pam Little; Tom Maynard; Melissa Ortega (virtual); Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Student Performance

A student performance was provided by the Leon Heights Honor Choir of Lion Heights Elementary School in the Belton Independent School District.

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 1, 2023

MOTION AND VOTE: *The State Board of Education unanimously approved the minutes of the September 1, 2023, meeting of the State Board of Education, as printed.*

1. Resolutions

Resolution Honoring the 2023 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) State Finalists

The State Board of Education, by unanimous consent, adopted a resolution honoring Sarah DiMaria, Cedars International Next Generation High School, Cedars International Academy, Austin, Texas; Michelle Duphorne, Grand Prairie Collegiate Institute, Grand Prairie Independent School District, Grand Prairie, Texas; Tim McMahon, Kaufman High School, Kaufman Independent School District, Kaufman, Texas; and Sara Steig, North Ridge Middle School, Birdville Independent School District, North Richland Hills, Texas for being named state finalists in the secondary mathematics category and Jamie Flint, Spring Woods High School, Spring Branch Independent School District, Houston, Texas; Krystle Moos, Midway High School, Midway Independent School District, Waco, Texas; and Voke Ogueh, Hastings High School, Alief Independent School District, Houston, Texas as state finalists in the secondary science category for the 2023 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program.

(ATTACHMENT 1, page #11)

Resolution Honoring the winners of the 2023 National History Day contest National History Day

The State Board of Education, by unanimous consent, adopted a resolution honoring the 2023 National History Day first place winner, Henry Jones of Lively Middle School in Austin, Texas; second place winners, Grant Gillum of Dripping Springs High School in Dripping Springs, Texas and Carter Ho of New Caney High School in New Caney, Texas; and third place winners, Emma Clark-Martinez, Finley Ritter, and Katrina Telep of ATLAS Academy in Waco, Texas, and Felicity Fok and Zeviel Pineda of Veterans Memorial Early College High School in Brownsville, Texas.

(ATTACHMENT 2, page #13)

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Haseeb Abdullah
AFFILIATION: Self

NAME: Mustafaa Carroll
AFFILIATION: The Dallas/Fort Worth Chapter of the Council on American Islamic Relations

NAME: Fayyaz Shah
AFFILIATION: Self

NAME: Laila Dabbakeh
AFFILIATION: Self

NAME: Cindy Connolly
AFFILIATION: Self

NAME: Durreshahwar Khan
AFFILIATION: Self

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda. *By unanimous consent, the State Board of Education approved the following items on the consent agenda.*

(1) Approval of Updates and Substitutions to Adopted Instructional Materials

(Board agenda page II-10)

The State Board of Education approve the requests from EDUSPARK to update content in its *EDUSPARK English and Spanish PreK System*, and from Children’s Learning Institute at The University of Texas Health Science Center at Houston to update content in *CIRCLE Pre-K Curriculum: Spanish Edition*, adopted under *Proclamation 2021*, as recommended by the Committee on Instruction.

(2) Approval of Costs to Administer the 2023–2024 State-Developed Assessments to Private School Students

(Board agenda page III-1)

The State Board of Education approved the recommended per-student costs for administering the state assessments to private school students in the 2023–2024 school year as listed in ATTACHMENT 3, page #15, as recommended by the Committee on School Finance/Permanent School Fund.

(3) Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

(First Reading and Filing Authorization)

(Board agenda page III-5)

The State Board of Education approved for first reading and filing authorization the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, as recommended by the Committee on School Finance/Permanent School Fund.

(4) Adoption of Rule Review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules

(Board agenda page III-11)

The State Board of Education adopted the review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules, as recommended by the Committee on School Finance/Permanent School Fund.

- (5) **Proposed Amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund (First Reading and Filing Authorization)**
(Board agenda page III-41)

The State Board of Education suspended the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approved for first reading and filing authorization the proposed amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund, as recommended by the Committee on School Finance/Permanent School Fund.

COMMITTEE OF THE FULL BOARD

3. **Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under Proclamation 2024**
(Board agenda page I-1)

MOTION: *It was moved by Mrs. Little that the State Board of Education:*

Require that all publishers make corrections listed in the Proclamation 2024 Report of Required Corrections, Report of New Content, and Report of Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Level 2.1 AA and the technical standards required by the Federal Rehabilitation Act, Section 508;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the Proclamation 2024 List of Instructional Materials Eligible for Adoption, as amended and recommended by the Committee of Full Board.

MOTION AND VOTE: *It was moved by Ms. Hardy, seconded by Ms. Perez-Diaz, and carried without objection that the State Board of Education add Accelerate Learning Inc., STEMscopes Science TX, grades 6–8 and Biology, to the List of Instructional Materials Eligible for Adoption.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Ms. Hardy, seconded by Ms. Perez-Diaz, and carried that the State Board of Education add Argument-Driven Inquiry, LLC, Texas ADI Learning Hub for Science, grades 3–5, to the List of Instructional Materials Eligible for Adoption.*

(Mrs. Brooks was absent for the vote.)

MOTION: *It was moved by Ms. Hardy and seconded by Ms. Perez-Diaz that the State Board of Education add Discovery Education Inc., Science Techbook for Texas by Discovery Education, K–grade 8 and Biology, to the List of Instructional Materials Eligible for Adoption*

MOTION AND VOTE: *It was moved by Ms. Hardy, seconded by Ms. Perez-Diaz, and carried without objection that the State Board of Education add “rectifying the factual error related to the number of barrels of oil in the United States” to the Report of Required Corrections.*

MOTION AND VOTE: *It was moved by Ms. Hardy, seconded by Mr. Kinsey, and carried without objection that the State Board of Education add “rectifying a factual error related to when the United States became energy independent” to the Report of Required Corrections.*

VOTE: *A vote was taken on the motion that the State Board of Education add Discovery Education Inc., Science Techbook for Texas by Discovery Education, K–grade 8 and Biology, to the List of Instructional Materials Eligible for Adoption, as amended. The motion failed with 6 members voting Aye and 8 members voting No as follows:*

<u>Aye:</u>	<i>Dr. Bell-Metereau</i>	<i>Ms. Hardy</i>
	<i>Ms. Childs</i>	<i>Dr. Ortega</i>
	<i>Ms. Davis</i>	<i>Ms. Perez-Diaz</i>

<u>No:</u>	<i>Mrs. Brooks</i>	<i>Mrs. Little</i>
	<i>Mr. Francis</i>	<i>Mr. Maynard</i>
	<i>Mr. Hickman</i>	<i>Ms. Pickren</i>
	<i>Mr. Kinsey</i>	<i>Dr. Young</i>

MOTION: *It was moved by Mr. Francis and seconded by Ms. Hardy that the State Board of Education add Summit K12 Holdings, Inc., Dynamic Science, K–grade 8, Dynamic Science Spanish, K– grade 6, Dynamic Biology, Dynamic Chemistry, Dynamic Integrated Physics and Chemistry, Dynamic Physics to the List of Instructional Materials Eligible for Adoption.*

MOTION AND VOTE: *It was moved by Mr. Hickman and seconded by Mrs. Little that the State Board of Education divide the question to add only the secondary materials to the List of Instructional Materials Eligible for Adoption. The motion failed.*

VOTE: *A vote was taken on the motion that the State Board of Education add Summit K12 Holdings, Inc., Dynamic Science, K–grade 8, Dynamic Science Spanish, K– grade 6, Dynamic Biology, Dynamic Chemistry, Dynamic Integrated Physics and Chemistry, Dynamic Physics to the List of Instructional Materials Eligible for Adoption. The motion carried.*

MOTION: *It was moved by Ms. Perez-Diaz and seconded by Dr. Bell-Metereau that the State Board of Education add McGraw-Hill School Division, McGraw Hill Texas Biology to the List of Instructional Materials Eligible for Adoption.*

MOTION AND VOTE: *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried unanimously that the State Board of Education add “removal of Figures 22 and 25 in Chapter 19, Lesson 3” to the List of Editorial Changes.*

VOTE: *A vote was taken on the motion that the State Board of Education add McGraw-Hill School Division, McGraw Hill Texas Biology to the List of Instructional Materials Eligible for Adoption, as amended. The motion carried unanimously.*

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz and seconded by Ms. Davis that the State Board of Education add Edusmart, Edusmart Science, K– grade 8, EduSmart Science Spanish, K– grade 5, and Biology to the List of Instructional Materials Eligible for Adoption. The motion failed with 5 members voting Aye and 8 members voting No as follows:*

<u>Aye:</u>	<i>Dr. Bell-Metereau</i>	<i>Dr. Ortega</i>
	<i>Ms. Childs</i>	<i>Ms. Perez-Diaz</i>
	<i>Ms. Davis</i>	

<u>No:</u>	<i>Mr. Francis</i>	<i>Mrs. Little</i>
	<i>Ms. Hardy</i>	<i>Mr. Maynard</i>
	<i>Mr. Hickman</i>	<i>Ms. Pickren</i>
	<i>Mr. Kinsey</i>	<i>Dr. Young</i>

(Mrs. Brooks was absent for the vote.)

MOTION: *It was moved by Ms. Perez-Diaz and seconded by Ms. Davis that the State Board of Education add CEV Multimedia Ltd., iCEV Computer Science I (Individual Course), iCEV Child Development (Individual Course), and iCEV Child Development Associate Foundations (Individual Course) to the List of Instructional Materials Eligible for Adoption.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried without objection that the State Board of Education divide the question to consider iCEV Computer Science I (Individual Course) separately from iCEV Child Development (Individual Course) and iCEV Child Development Associate Foundations (Individual Course).*

(Mrs. Brooks was absent for the vote.)

VOTE: *A vote was taken on the motion that the State Board of Education add iCEV Computer Science I (Individual Course) to the List of Instructional Materials Eligible for Adoption. The motion carried unanimously.*

(Mrs. Brooks was absent for the vote.)

VOTE: *A vote was taken on the motion that the State Board of Education add iCEV Child Development (Individual Course) and iCEV Child Development Associate Foundations (Individual Course) to the List of Instructional Materials Eligible for Adoption. The motion carried unanimously.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz, seconded by Ms. Davis, and carried that the State Board of Education add CEV Multimedia Ltd., iCEV Instructional Practices (Individual Course) to the List of Instructional Materials Eligible for Adoption.*

MOTION AND VOTE: *It was moved by Ms. Childs and seconded by Dr. Bell-Metereau that the State Board of Education add Green Ninja, Green Ninja Middle School Science – Texas, grades 6–8 to the List of Instructional Materials Eligible for Adoption. The motion failed.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Ms. Pickren, and carried without objection that the State Board of Education add Typing.com, Typing.com, technology applications, K–grade 6 to the List of Instructional Materials Eligible for Adoption.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau and seconded by Ms. Perez-Diaz that the State Board of Education add Goodheart-Willcox Company, Child Development Child Development: Early Stages Through Adolescence and Human Growth and Development: Lifespan Development to the List of Instructional Materials Eligible for Adoption. The motion failed.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Pickren, and carried unanimously that the State Board of Education add Savvas Learning Company LLC formerly Pearson K12 Learning, Personal Financial Literacy to the List of Instructional Materials Eligible for Adoption.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Ms. Davis and seconded by Ms. Perez-Diaz that the State Board of Education add Kiddom, OpenSciEd Science powered by Kiddom, grades 6–8, and OpenStax powered by Kiddom, Biology, Chemistry, and Physics to the List of Instructional Materials Eligible for Adoption. The motion failed.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried without objection that the State Board of Education add a contingency to the List of Editorial Changes that iCEV correct material on psycho-analytical theory.*

(Mrs. Brooks was absent for the vote.)

MOTION AND VOTE: *It was moved by Mr. Kinsey, seconded and carried that the State Board of Education remove Goodheart-Willcox Company, Foundations of Financial Literacy, Personal Financial Literacy and Economics from the List of Instructional Materials Eligible for Adoption.*

(Mrs. Brooks was absent for the vote.)

VOTE: *A vote was taken on the motion that the State Board of Education:*

Require that all publishers make corrections listed in the Proclamation 2024 Report of Required Corrections, Report of New Content, and Report of Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Level 2.1 AA and the technical standards required by the Federal Rehabilitation Act, Section 508;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the Proclamation 2024 List of Instructional Materials Eligible for Adoption, as recommended by the Committee of Full Board, as amended. The motion carried unanimously.

(Mrs. Brooks and Ms. Davis were absent for the vote.)

4. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance (Second Reading and Final Adoption)

(Board agenda page I-12)

MOTION AND VOTE: *It was moved by Mrs. Little and carried unanimously that the State Board of Education, approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023, as amended and recommended by the Committee of the Full Board; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023, is necessary and shall have an effective date of 20 days after filing with the Texas Register (ATTACHMENT 4, page #17).

(Mrs. Brooks and Ms. Davis were absent for the vote.)

5. **Update on Texas Essential Knowledge and Skills (TEKS) Review**
(Board agenda page I-263)

The State Board of Education took no action on this item.

6. **Proposed Amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021 (First Reading and Filing Authorization)**
(Board agenda page I-267)

MOTION AND VOTE: *It was moved by Mrs. Little and carried unanimously that the State Board of Education suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021, as recommended by the Committee of Full Board.*

(Mrs. Brooks was absent for the vote.)

COMMITTEE ON INSTRUCTION

7. **Proposed Amendment to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(Second Reading and Final Adoption)
(Board agenda page II-1)

MOTION AND VOTE: *It was moved by Dr. Young and carried unanimously that the State Board of Education approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, as amended and recommended by the Committee on Instruction; and*

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, is necessary and shall have an effective date of 20 days after filing with the Texas Register (ATTACHMENT 5, page #41).

(Mrs. Brooks was absent for the vote.)

COMMITTEE ON SCHOOL INITIATIVES

8. **Review of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

MOTION AND VOTE: *It was moved by Mr. Hickman and carried unanimously that the State Board of Education take no action on the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs., as recommended by the Committee on School Initiatives.*

(Mrs. Brooks was absent for the vote.)

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Dr. Young reported that the committee discussed potential updates to the Gifted/Talented State Plan that the committee will consider at a future meeting.

Mr. Maynard expressed excitement about what the new CEO will bring to the Permanent School Fund. He referenced the action the SBOE took to approve pricing for the STAAR test that is taken by private school students and stated that over 5,000 private school students take STAAR each year which means their schools are presumably teaching the SBOE-adopted TEKS. Mr. Maynard also thanked members of the PSF board for all their work on the executive search and selection of the new CEO.

Mr. Hickman reported that 19 charter applications have been submitted for Generation 29. The State Board for Educator Certification (SBEC) will meet on December 7 and 8 during which EdTPA and the Texas-specific exam will be considered at first reading. The committee discussed implementation of House Bill 4210 related to the military reservation school board appointments. The committee also discussed requirements for registered providers for school board training and the committee is working to fix a gap by adding requirements for providers similar to SBEC requirements that are applied to all teachers.

The meeting adjourned at 1:32 p.m.



Pat Hardy, Secretary

R E S O L U T I O N

WHEREAS the *Presidential Awards for Excellence in Mathematics and Science Teaching* program identifies outstanding mathematics and science teachers in each state and the four U.S. jurisdictions; and

WHEREAS through state selection committees, four mathematics finalists and three science finalists were selected as Texas finalists; and

WHEREAS these teachers have become candidates for the *Presidential Awards for Excellence in Mathematics and Science Teaching*; now, therefore, be it

RESOLVED, That the State Board of Education does hereby extend its congratulations to Sarah DiMaria, Cedars International Next Generation High School, Cedars International Academy, Austin, Texas; Michelle Duphorne, Grand Prairie Collegiate Institute, Grand Prairie Independent School District, Grand Prairie, Texas; Tim McMahon, Kaufman High School, Kaufman Independent School District, Kaufman, Texas; Sara Steig, North Ridge Middle School, Birdville Independent School District, North Richland Hills, Texas; for being named State Finalists in the secondary mathematics category for the 2023 Presidential Award; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations to Jamie Flint, Spring Woods High School, Spring Branch Independent School District, Houston, Texas; Krystle Moos, Midway High School, Midway Independent School District, Waco, Texas; Voke Ogueh, Hastings High School, Alief Independent School District, Houston, Texas; for being named State Finalists in the secondary science category for the 2023 Presidential Award; and be it further

RESOLVED, That this resolution be presented to the aforementioned teachers for being identified as state finalists for the 2023 *Presidential Awards for Excellence in Mathematics and Science Teaching* program, and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this seventeenth day of November, two thousand and twenty-three, in Austin, Texas.

Dr. Keven Ellis, Chair

Pat Hardy, Secretary

This page has been intentionally left blank.

R E S O L U T I O N

WHEREAS the State Board of Education considers high academic standards as the foundation of public education in Texas; and

WHEREAS the National History Day program fosters academic achievement and intellectual growth, requires student participants to conduct extensive primary and secondary source research on a topic of historical significance, and promotes pride in each student participant's heritage and in our nation's history and place in the world; and

WHEREAS the annual National History Day contest with the theme of *Frontiers in History: People, Ideas, and Events* was held in College Park, Maryland, on June 10-15, 2023; and

WHEREAS Henry Jones of Lively Middle School in Austin, Texas, won First Place in the Junior Division Historical Paper category with his paper titled *A "Social Frontier": Boy Scouts, Progressive Education, and the Turner Thesis* and

WHEREAS Grant Gillum of Dripping Springs High School in Dripping Springs, Texas, won Second Place in the Senior Division Individual Website category with his website titled *Power for the People: How LBJ Tamed the Frontiers of Texas Hill Country Electrification*; and

WHEREAS Carter Holton of New Caney High School in New Caney, Texas, won Second Place in the Senior Division Individual Exhibit category with his exhibit titled *Window to the Universe: How the Hubble Space Telescope Revolutionized the Study of Astronomy*; and

WHEREAS Emma Clark-Martinez, Finley Ritter, and Katrina Telep of ATLAS Academy in Waco, Texas, won Third Place in the Junior Division Group Performance category with their performance titled *Is There a Doctor in the House: The Tale of Dr. Sara Josephine Baker and Typhoid Mary*; and

WHEREAS Felicity Fok and Zeviel Pineda of Veterans Memorial Early College High School in Brownsville, Texas, won Third Place in the Senior Division Group Exhibit category with their exhibit titled *The Hidden Bombe of WWII: Outwitting the Enigma Code*; now, therefore, be it

RESOLVED, That the State Board of Education does hereby congratulate these *2023 National History Day* winners from the Austin Independent School District, Dripping Springs Independent School District, New Caney Independent School District, Waco Independent School District, and Brownsville Independent School District; and be it further

RESOLVED, That this resolution be presented to the aforementioned students for their winning projects at the *2023 National History Day* contest and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this seventeenth day of November, two thousand and twenty-three, in Austin, Texas.

Keven Ellis, Chair

Patricia Hardy, Secretary

This page has been intentionally left blank.

Recommended Private School Costs for the 2023–2024 School Year

**State of Texas Assessments of Academic Readiness (STAAR®) and
Texas English Language Proficiency Assessment System (TELPAS)**

Program	Test	Number of Tests Based on Eligible Testers	Total Cost	Cost per Student per Test	Recommended
STAAR	Grades RLA*				
	Mathematics*				
	Science*				
	Social Studies				
TELPAS	Kindergarten–Grade 12				

*Includes English and Spanish versions for grades 3–5.

This page has been intentionally left blank.

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter B. High School

§127.19. Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with different course content for up to three credits.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) In Career and Technical Education Project-Based Capstone, students independently or collaboratively investigate real-world problems, issues, or interests. This course applies to a variety of career and technical education career clusters and programs of study.
 - (3) Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student investigates independently or collaboratively a problem, issue, or interest within a selected profession or across disciplines to develop an independent or a collaborative project. The student is expected to:
 - (A) research and select a problem, issue, or interest within a selected profession or across disciplines for a personal enrichment or career development project;
 - (B) develop a problem statement, thesis statement, research question, or value proposition statement;
 - (C) identify and select a design or research process such as engineering design process, design thinking model, scientific discovery, or other industry-standard methodology;
 - (D) identify and select an appropriate audience for a problem, issue, or interest;
 - (E) identify key factors such as cost, feasibility, or time constraints necessary for successful development and implementation of a solution or plan; and

- (F) identify key resources such as financial, intellectual, physical, human, and digital resources needed for development and implementation of a plan.
- (2) The student identifies and develops key partnerships related to a problem, issue, or interest under the supervision of one or more mentors or advisors. The student is expected to:
- (A) identify key stakeholders;
- (B) research and select appropriate mentor(s) or advisor(s); and
- (C) recruit appropriate collaborators, partners, or contributors.
- (3) The student determines timeline goals for project completion and appropriate benchmarks to measure progress and success of a project. The student is expected to:
- (A) identify and use effective communication strategies to use with mentor(s) or advisor(s) to provide updates and status reports;
- (B) research and identify key performance indicators (KPI) that demonstrate successful progress of a project; and
- (C) select appropriate method(s) to benchmark measurement of KPI such as a Gantt chart.
- (4) The student develops a project management timeline for deliverables. The student is expected to:
- (A) define the key activities necessary for successful implementation of a project;
- (B) identify deliverable dates for key activities to support completion of a project within an established timeline; and
- (C) develop and execute a plan to monitor and complete key deliverables.
- (5) The student creates a risk analysis for a project. The student is expected to:
- (A) identify potential risks such as financial, economic, regulatory, ethical, environmental, or legal risks associated with the design and implementation of the project and the end product; and
- (B) evaluate and select methods to mitigate potential risks associated with a project.
- (6) The student identifies necessary approvals required for a project. The student is expected to:
- (A) research and identify approval processes necessary to implement a project;
- (B) prepare and present a proposal for project approval; and
- (C) review feedback and revise an original proposal for a project as needed.
- (7) The student implements a project that meets standards recognized within a selected profession or across disciplines. The student is expected to:
- (A) complete a project plan that includes problem statement, thesis statement, research question, or value proposition statement; key partners; measurables; deliverables; risk analyses; and approvals;
- (B) implement a plan for project completion;
- (C) monitor and evaluate the progress of a project plan to determine whether modifications or changes are necessary;
- (D) document all phases of a project plan; and
- (E) report periodically on the progress of a project plan.
- (8) The student demonstrates an understanding of a selected problem, issue, or interest by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

- (A) identify an appropriate audience and coordinate the presentation of findings related to a selected problem, issue, or interest;
- (B) present findings in a professional manner such as using concise language, engaging content, relevant media, and clear speech;
- (C) evaluate feedback received from a presentation;
- (D) evaluate the project's potential impact(s) on the identified problem, issue, or interest; and
- (E) analyze and report on personal learning experiences such as essential skills gained, areas of personal growth, and challenges encountered throughout the project.

§127.20. Career Preparation General [H] (Two Credits), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: at least one credit in a [Level 2 or higher] career and technical education course. Students shall be awarded two credits for successful completion of this course. This course may [For this course to satisfy a Level IV requirement as part of a student's program of study, the employment experience must] be related to or outside the student's program of study.
 - (1) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.
 - (2) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
 - (3) Career Preparation General [H] provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:
 - (A) identify different methods to gain employment such as employer websites, job search engines, business locations, networking, and local open forums for job opportunities;

- (B) identify and demonstrate essential workplace skills such as eye contact, professional greetings, punctuality, appropriate dress, and effective communication to gain employment;
 - (C) develop a cover letter and create a resume, curriculum vitae (CV), or portfolio;
 - (D) demonstrate proper interview techniques in a variety of situations;
 - (E) create pre-employment documents, including thank you letters, and post-employment documents, including a resignation letter with customary notice provisions; and]
 - (F) complete appropriate employment documents, including application, offer letter, I-9 form, and W-4 form ; and [;]
 - (G) describe the benefits of having a job and being self-sufficient.
- (2) The student develops essential skills necessary for success in the workplace. The student is expected to:
- (A) identify and model appropriate hygiene, grooming, and attire for various workplaces;
 - (B) demonstrate professionalism by being dependable, working hard, respecting authority, solving problems, taking initiative, communicating effectively, listening actively, and resolving conflicts;
 - (C) model appropriate workplace etiquette in physical and digital environments;
 - (D) demonstrate accountability by working with other employees to support the organization, completing assigned tasks and taking responsibility for mistakes; and
 - (E) demonstrate time management, including prioritizing work to fulfill responsibilities and meeting deadlines.
- (3) The student applies academic skills to the workplace. The student is expected to:
- (A) apply appropriate industry-specific mathematical skills;
 - (B) develop and analyze a personal budget for a variety of economic situations such as part-time and full-time employment;
 - (C) interpret data from industry-specific tables, charts, and graphs to find solutions to problems;
 - (D) organize, write, and curate industry-specific documents and electronic communication using appropriate language; and]
 - (E) interpret and calculate information included in an earnings statement, including wages, Federal Insurance Contributions Act (FICA) deductions, taxes, and other benefits such as tips earned ; and [;]
 - (F) explain how debt affects financial stability.
- (4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:
- (A) explain how interpersonal skills affect human relations on the job;
 - (B) differentiate between characteristics of successful and non-successful working relationships;
 - (C) explain the importance of respecting the rights of others;
 - (D) explain how different personalities, experiences, and workstyles of employees can affect the workplace; and

- (E) demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online.
- (5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A) research and explain workplace policies and procedures related to absence reporting, employee theft, sexual harassment, recognized holidays, workplace safety, acceptable use policy, jury duty, attendance and punctuality, drug-free workplace, and related consequences;
 - (B) demonstrate responsible behavior by following applicable workplace and school codes of conduct with integrity;
 - (C) discuss the importance of ethical behavior in the workplace such as treating others with respect, being honest, working to full potential, and developing a quality work product;
 - (D) summarize the importance of the Fair Labor Standards Act;
 - (E) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA);
 - (F) research and explain the origins and legislative intent of the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX, and the rights and responsibilities established by these laws; and
 - (G) research and describe laws and regulations related to a student's employment or a chosen industry or career.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) identify and demonstrate safe working practices in the workplace;
 - (B) identify and illustrate solutions related to unsafe work practices;
 - (C) explain the importance of Occupational Safety and Health Administration regulations in the workplace; and
 - (D) describe physical health and mental wellness practices that influence job performance.
- (7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:
- (A) identify and develop effective leadership skills through participation in activities such as career and technical student organizations;
 - (B) identify appropriate certifications in the current employment position or desired occupational area;
 - (C) compare rewards and demands associated with various levels of employment in a variety of careers;
 - (D) investigate and compare career options by completing interest surveys, career aptitude tests, and skill inventories;
 - (E) generate short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal and career growth;
 - (F) research and explain methods for developing a growth mindset;
 - (G) summarize how to appropriately self-advocate in the workplace; and

- (H) explain the impact of an employee self-evaluations, management performance evaluations, and employee feedback responses on personal job growth.
- (8) The student identifies skills and attributes necessary for professional success. The student is expected to:
 - (A) evaluate and compare career options, including salaries and benefits;
 - (B) describe how interests, abilities, personal priorities, and family responsibilities affect career choices;
 - (C) identify continuing education opportunities that enhance career advancement and promote lifelong learning;
 - (D) analyze the future employment outlook in an occupational area of interest;
 - (E) describe entrepreneurial opportunities in an occupational area of interest; and
 - (F) evaluate strategies for career retention and advancement in response to the changing global workforce.

§127.21. Career Preparation for Programs of Study [H] (Two Credits), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grade 12. Prerequisite: at least one Level 2 or higher career and technical education course [Career Preparation I] . Students shall be awarded two credits for successful completion of this course.
 - (1) A student's employment experience connected with this course must be related to the student's program of study.
 - (2) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.
 - (3) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
 - (3) Career Preparation for Programs of Study [H] provides additional opportunities for students to develop business and industry employment experiences , which must be related to [that may be outside] the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation for Programs of Study [H] expands on Career Preparation General [I] by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:
- (A) differentiate between a job and a career;
 - (B) refine an industry-specific professional portfolio or resume;
 - (C) identify appropriate sources for writing and obtain letters of recommendation;
 - (D) model proper interview skills based on a chosen career cluster; ~~and~~
 - (E) evaluate the effectiveness of various methods to gain employment ; ~~z~~
 - (F) describe how having a job can lead to a career and self-sufficiency; and
 - (G) identify and explain work-based benefits such as health insurance, direct deposit, and retirement contributions.
- (2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:
- (A) maintain appropriate hygiene, grooming, and attire for the workplace;
 - (B) model appropriate workplace etiquette in physical and digital environments;
 - (C) justify time-management decisions to fulfill responsibilities and meet deadlines;
 - (D) analyze employer expectations by reflecting on evaluations;
 - (E) demonstrate effective listening skills used in the workplace through appropriate interactions with customers and coworkers; and
 - (F) cultivate and improve professionalism by continuously being dependable, working hard, respecting authority, solving problems, taking initiative, communicating effectively, and listening actively.
- (3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:
- (A) integrate mathematical concepts into business transactions such as counting inventory, calculating discounts, and conducting cash transactions;
 - (B) compare earning potential for careers within a selected program of study [an occupational area of interest] with personal financial goals;
 - (C) analyze and apply data from industry-specific tables, charts, or graphs to generate solutions to problems; and
 - (D) analyze and synthesize information from electronic communications, including forms, reports, or summaries.
- (4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:
- (A) identify positive interpersonal skills, including conflict resolution, effective communication, and respect for all people, and model these skills as a mentor with peers;
 - (B) apply effective verbal, nonverbal, written, or electronic communication skills to a variety of audiences;
 - (C) define personal integrity and evaluate its effects on human relations in the workplace;

- (D) classify a variety of working relationships into functional and dysfunctional characteristics; and
 - (E) participate in leadership and career-development activities [related to a selected program of study](#) .
- (5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A) evaluate provisions of the Fair Labor Standards Act;
 - (B) analyze the legal consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Act (COPPA);
 - (C) research and describe laws governing different professions within a [selected program of study](#) [[chosen career cluster](#)] :
 - (D) analyze organizational policies and procedures and ethical standards from the student's current place of employment; and
 - (E) interpret and evaluate the rights and responsibilities of employers and employees.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) research and describe different types of identity theft to identify associated risks and prevention strategies;
 - (B) identify and evaluate consequences of breach of personal and occupational safety practices in the workplace;
 - (C) model safe working practices at a training station;
 - (D) evaluate the impact of Occupational Safety and Health Administration regulations in the workplace; and
 - (E) analyze how physical health and mental wellness practices influence career longevity and satisfaction [in a career within a selected program of study](#) [[within a chosen career cluster](#)]
- (7) The student models the skills that support employment retention and advancement. The student is expected to:
- (A) create a personal growth plan that identifies relevant certifications, postsecondary opportunities, and technical skills required for various levels of employment based on a chosen career [within a selected program of study](#) and describe how to obtain them;
 - (B) develop short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals based on personal and professional growth plans;
 - (C) analyze the rewards and demands of career advancement;
 - (D) model appropriate self-advocacy in various workplace scenarios;
 - (E) compare current employee performance evaluations to previous evaluations to identify areas of growth and opportunities for continued development; and
 - (F) evaluate and compare employment advancement considerations such as salaries, benefits, and qualifications.
- (8) The student analyzes postsecondary career opportunities [within a selected program of study](#) . The student is expected to:
- (A) research and compare declining and growth industries across career clusters;

- (B) identify and analyze future job growth **within a selected program of study** based on societal needs;
- (C) analyze the skills required to be successful in emerging industries;
- (D) identify continuing education opportunities to determine education and training requirements for future careers **within a selected program of study** ;
- (E) research and evaluate entrepreneurial opportunities **related to a selected program of study [in an occupational area of interest]** ; and
- (F) evaluate how personal priorities such as interests, abilities, and family responsibilities may influence career choice.

§127.22. Extended Career Preparation (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Corequisite: Career Preparation **General [I]** or Career Preparation **for Programs of Study [H]** . This course must be taken concurrently with Career Preparation **General [I]** or Career Preparation **for Programs of Study [H]** and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. ~~[A student may repeat this course once for credit provided that the student is demonstrating proficiency in additional and more advanced knowledge and skills.]~~
 - (1) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.
 - (2) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
 - (3) Extended Career Preparation is an enhancement and extension to Career Preparation **General [I]** or Career Preparation **for Programs of Study [H]** to provide additional opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is to provide students additional time for deeper exploration of skills in the workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates employability skills as required by business and industry. The student is expected to:

- (A) identify and participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (B) complete work tasks with high standards to ensure delivery of quality products and services; and
 - (C) demonstrate and apply planning and time-management skills to work tasks.
- (2) The student demonstrates essential skills for success in the workplace. The student is expected to:
- (A) demonstrate and apply professional standards and personal qualities needed to be employable such as punctuality, initiative, patience, kindness, respect for authority, and cooperation;
 - (B) apply appropriate content knowledge, technical concepts, and vocabulary in the workplace;
 - (C) apply effective listening skills to obtain and clarify information in the workplace; and
 - (D) maintain appropriate hygiene, grooming, and attire in the workplace.
- (3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:
- (A) employ critical-thinking skills to solve problems and make decisions; and
 - (B) analyze elements of a problem to develop creative and innovative solutions.
- (4) The student exemplifies appropriate interpersonal and communication skills in the workplace. The student is expected to:
- (A) demonstrate teamwork using conflict-management skills to achieve collective goals;
 - (B) apply verbal and non-verbal communication skills consistently in a manner that is clear, concise, and effective; and
 - (C) model effective internal and external communications to support work activities.
- (5) The student models ethical codes of conduct and legal responsibilities within the workplace. The student is expected to:
- (A) demonstrate a positive work ethic by performing assigned tasks as directed;
 - (B) model ethical reasoning in workplace situations;
 - (C) comply with all applicable rules, laws, and regulations in the workplace; and
 - (D) research and explain the roles of the Equal Employment Opportunity Commission (EEOC) and the Texas Workforce Commission (TWC) in the workplace.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) follow workplace safety rules and regulations consistently;
 - (B) operate tools and equipment used in the workplace safely;
 - (C) report and handle accidents and safety incidents according to workplace procedures as necessary; and
 - (D) describe and perform a hazard analysis of the workplace.
- (7) The student participates in a paid or an unpaid career preparation experience. The student is expected to:
- (A) conduct, document, and evaluate learning activities in a supervised employment experience;

- (B) assess and report on advanced technical knowledge and skills related to the student's occupational objective and growth;
- (C) evaluate strengths and weaknesses in technical skill proficiency; and
- (D) document experiences related to the workplace and curate work samples.

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter F. Business, Marketing, and Finance

§127.275. Entrepreneurship I (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. Recommended prerequisite: Principles of Business, Marketing and Finance. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professional business communication skills such as verbal phone conversations and the construction of email in a professional manner, including subject line, salutation, email body, closing, and signature;
 - (B) model professional business norms for face-to-face and virtual interactions in alignment with business norms;
 - (C) identify how to conduct a meeting with professionals, including the importance of punctual attendance, wearing attire appropriate for the meeting, introducing all parties to one another, reviewing and using the meeting agenda as a guide for the meeting, taking notes during the meeting, and sending meeting outcomes to each participant after the conclusion of the meeting;
 - (D) communicate effectively with others using verbal and nonverbal communication, active listening, and writing skills in a business setting;

- (E) demonstrate collaboration skills, including resolving conflicts, within a team setting;
 - (F) demonstrate a productive work ethic, including working hard, respecting authority, performing assigned tasks, following schedules, and meeting deadlines;
 - (G) evaluate the ethical course of action for entrepreneurs using applicable rules, laws, and regulations;
 - (H) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
 - (I) demonstrate coachability skills by receiving and giving constructive feedback; [and]
 - (J) demonstrate critical and analytical thinking skills when comparing business decisions ; and [;]
 - (K) demonstrate virtues, including trustworthiness, responsibility, and good citizenship.
- (2) The student demonstrates an understanding of entrepreneurship. The student is expected to:
- (A) distinguish between the terms entrepreneurship and entrepreneur;
 - (B) define small-, medium-, and large-sized businesses;
 - (C) differentiate between the various routes to entrepreneurship, including start-ups, franchising, acquisition, mergers, and non-profit ownership;
 - (D) identify and discuss the risks and benefits of an entrepreneurial way of life;
 - (E) analyze and discuss the advantages and disadvantages of entrepreneurship;
 - (F) distinguish between intrapreneurship and entrepreneurship; and
 - (G) identify the role entrepreneurship plays in innovation within a free-market economy.
- (3) The student researches corporations, limited liability corporations, franchises, partnerships, limited partnerships, and sole proprietorships to understand business structures. The student is expected to:
- (A) evaluate the advantages and disadvantages involved with the ownership of corporations, limited liability corporations, franchises, partnerships, limited partnerships, and sole proprietorships [each business structure] , including control, tax implications, risk, and liability;
 - (B) differentiate between management structures for different types of business;
 - (C) investigate local businesses and classify them by their business structures; and
 - (D) identify the primary importance of shareholders.
- (4) The student engages in discovery activities related to entrepreneurship. The student is expected to:
- (A) complete a career interest inventory or career aptitude test and a personality assessment to identify personality traits, strengths, and weaknesses;
 - (B) identify characteristics of successful entrepreneurs; and
 - (C) identify opportunities for personal growth through self-reflection activities.
- (5) The student identifies problems and creates solutions to address market wants and needs. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process and market research ; [and]
 - (B) describe possible solutions for the marketplace problems identified ; and [;]
 - (C) determine the feasibility of a solution by performing a features-benefits-value analysis.

- (6) The student understands the key components included in a business plan. The student is expected to:
- (A) define and explain basic accounting terms, including revenue; expenses; cash; accounts receivable; accounts payable; fixed assets; liquid assets; inventory; liabilities; cost of goods sold; earnings before interest, taxes, depreciation, and amortization (EBITDA); gross profit; net profit; forecasts; cash flow; return on investment; and owners' equity;
 - (B) identify possible diversified revenue streams **and explain how to generate various revenue streams** for a business;
 - (C) define and explain variable, fixed, and mixed costs;
 - (D) identify the components of key financial statements of a business plan, including balance sheet, profit and loss statement, and cash flow statement;
 - (E) calculate unit economics and a break-even point using sample data;
 - (F) define and explain different channels of distribution;
 - (G) define and explain demographics, psychographics, and geographics as related to potential customer segment;
 - (H) provide examples of market segments;
 - (I) compare various pricing strategies such as cost-plus pricing, price skimming, penetration pricing, premium pricing, and value-based pricing;
 - (J) define and explain a competitive analysis;
 - (K) analyze and explain different types of marketing and sales strategies, including digital and social media marketing;
 - (L) identify and define key performance metrics **and describe how they may vary by industry**; and
 - (M) describe the unique value proposition of a product or service that provides a competitive edge against existing competitors.
- (7) The student demonstrates an understanding of a business planning methodology. The student is expected to:
- (A) identify the components of a business planning tool, including the Business Model Canvas; and
 - (B) apply a business planning template to an existing business.
- (8) The student creates a plan for a preliminary business concept. The student is expected to:
- (A) identify a current market need or problem;
 - (B) identify a product or service to address the market need or problem;
 - (C) explain the unique value proposition of the product or service;
 - (D) explain potential impacts of the availability of the product or service on a selected target market; and
 - (E) summarize the feasibility and key elements of the business venture.
- (9) The student develops and delivers a comprehensive presentation on a preliminary business concept. The student is expected to:
- (A) identify and explain the components of a pitch;
 - (B) create a pitch for a preliminary business concept;
 - (C) align presentation strategies to the intended audience and purpose;

- (D) select and implement effective multimedia strategies for a presentation;
 - (E) provide and receive constructive feedback following a presentation; and
 - (F) demonstrate effective presentation skills.
- (10) The student knows how to access and use organizations and resources to support entrepreneurs. The student is expected to:
- (A) identify and compare the opportunities of various local, state, and national organizations and associations that provide resources to entrepreneurs, including startup grants and loans; and
 - (B) analyze the benefits of the various services provided by the Small Business Administration, Small Business Development Centers, Service Corps of Retired Executives (SCORE), chambers of commerce, institutions of higher education, and industry-related associations.

§127.276. Entrepreneurship II (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Entrepreneurship I. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) In Entrepreneurship II, students gain the knowledge and skills needed to become successful entrepreneurs within an innovative marketplace in a free enterprise system. The goal and outcome of the course are for students to have a business launched by the end of the course or have the tools necessary to launch and operate a business. In this course, students learn and initiate the process of taking a business plan from idea to implementation. Students are encouraged to work in close cooperation with local industry leaders and community members to develop ideas and objectives, complete a business planning tool, pitch for funding, and register with governmental agencies.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professional business skills through written and oral communication;
 - (B) demonstrate a productive work ethic by using a personal calendar , [and] task list ,and project management tools ;

- (C) conduct meetings in face-to-face and virtual settings by creating an agenda, confirming the meeting, using an agenda as a guide for the meeting, and sending meeting follow-up correspondence;
 - (D) demonstrate collaboration skills within a diverse team setting;
 - (E) identify an ethical course of action in a business setting;
 - (F) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
 - (G) demonstrate coachability skills by **working hard, respecting authority, and** using feedback to inform decision making;
 - (H) set short- and long-term goals;
 - (I) identify appropriate business attire in various work settings; **[and]**
 - (J) demonstrate critical and analytical thinking skills when comparing business decisions : **and [:]**
 - (K) demonstrate virtues, including trustworthiness, responsibility, and good citizenship.**
- (2) The student demonstrates an understanding of the entrepreneurial environment. The student is expected to:
- (A) compare the advantages and disadvantages of corporations, franchises, partnerships, limited-liability companies, and sole-proprietorships;
 - (B) evaluate the factors involved with starting, acquiring, or expanding a business;
 - (C) describe franchise opportunities and ownership requirements;
 - (D) define scaling as it applies to growing a business; **[and]**
 - (E) self-reflect **on** and evaluate personal strengths for becoming a successful entrepreneur : **and [:]**
 - (F) analyze opportunity costs for a given business example.**
- (3) The student engages in the ideation process and determines the feasibility of an entrepreneurial venture. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process;
 - (B) analyze market research to identify possible solutions to a problem;
 - (C) identify the customer segment affected by a problem;
 - (D) research, develop, and implement focus group questions for a specific customer segment;**
 - (E) ~~(D)~~ evaluate the feasibility of possible solutions to a problem, including a competitive analysis such as a strength, weakness, opportunities, and threats (SWOT) analysis; and**
 - (F) ~~(E)~~ select and present the most viable solution to a problem based on market research, feasibility, and customer segmentation.**
- (4) The student creates a minimum viable product (MVP) for a start-up business. The student is expected to:
- (A) define minimum viable product and unique value proposition for a good or service;
 - (B) create a minimum viable product to a solution generated from an ideation process;
 - (C) identify unique value proposition(s) of a minimum viable product;
 - (D) present the minimum viable product, including the unique value proposition(s), for feedback; and

- (E) conduct market testing of the minimum viable product.
- (5) The student understands how to select a funding source for a start-up business. The student is expected to:
- (A) compare the advantages and disadvantages of potential funding sources, including crowdsourcing, private equity firms, venture capitalists, banks and other lenders, friends and relatives, grants, state and local development agencies, and angel investors;
 - (B) identify predatory lending schemes and practices; and
 - (C) evaluate risks and benefits of various funding sources from short- and long-term perspectives.
- (6) The student determines an ownership structure for a start-up business. The student is expected to:
- (A) compare ownership structures for a start-up business;
 - (B) select an ownership structure and explain why it is appropriate for a start-up business; and
 - (C) explain the process for legally registering and obtaining a tax status for a start-up business for a selected ownership structure.
- (7) The student uses a business planning tool to develop a start-up business concept. The student is expected to:
- (A) research business plan outlines, resources, and templates such as Business Model Canvas, lean business model template, or a traditional business plan template;
 - (B) select an appropriate business planning tool for a start-up business;
 - (C) complete the components of a selected business planning tool for a start-up business concept; and
 - (D) present a start-up business concept for feedback.
- (8) The student demonstrates an understanding of accounting and financial practices. The student is expected to:
- (A) explain the importance of budgeting and cash flow, including burn rate;
 - (B) identify revenues and expenses for a start-up business;
 - (C) explain the importance of **and interrelationship between financial statements, including a profit and loss statement, balance sheet, and statement of cash flow;**
 - (D) create an operational budget for a start-up business;
 - (E) create a monthly projected financial statement for a three-year period for a start-up business;
 - (F) identify accounting tools and services such as accounting and bookkeeping software, payroll services, and tax services; and
 - (G) select appropriate accounting tools and services for a start-up business.
- (9) The student demonstrates an understanding of the legal and regulatory environment for a business. The student is expected to:
- (A) differentiate ways to protect intellectual property;
 - (B) distinguish between the advantages and disadvantages of a patent;
 - (C) determine the types of licenses a start-up business might be required to obtain, including a business license, employer identification number, name registry, professional license, and occupational license;

- (D) examine the role of government agencies that oversee business regulations and determine the regulatory implications for a start-up business;
 - (E) examine the role of workplace safety and health in the regulatory environment and determine its implications for a start-up business;
 - (F) analyze the purpose of legally binding contracts;
 - (G) explain the implications of tax laws on a business;
 - (H) describe the impact of labor laws when creating a start-up business;
 - (I) create a sample contract for a start-up business such as sales, employment, purchase, lease, or non-disclosure agreement; and
 - (J) examine implications of sexual harassment and workplace violence on a business.
- (10) The student demonstrates an understanding of ethical and moral obligations in entrepreneurship as they relate to shareholders, employees, customers, and the community. The student is expected to:
- (A) develop ideas to build a moral and ethical business culture;
 - (B) evaluate the impact of unethical and immoral practices on stakeholders;
 - (C) create the core values for a start-up business; and
 - (D) create purpose, vision, and mission statements for a start-up business.
- (11) The student understands the impact of leadership, human resources, and management on a start-up business. The student is expected to:
- (A) distinguish between leadership and management;
 - (B) explore and identify personal leadership style;
 - (C) develop recruitment, hiring, and retention strategies for a start-up business;
 - (D) examine and describe effective leadership and management strategies;
 - (E) create an organizational chart for a start-up business;
 - (F) create job descriptions for key roles in a start-up business; and
 - (G) explain how company culture impacts recruitment and retention.
- (12) The student determines a pricing structure for a start-up business. The student is expected to:
- (A) create and justify a pricing structure for a start-up business;
 - (B) develop and analyze pricing objectives;
 - (C) use sample data to calculate prices, markups, and discounts for a start-up business;
 - (D) calculate unit economics and a break-even point for a start-up business; and
 - (E) explain the role of supply and demand on pricing.
- (13) The student determines effective marketing and promotional strategies for a start-up business. The student is expected to:
- (A) develop promotional objectives;
 - (B) create a marketing plan for a start-up business that includes the use of internet, social media, and sales strategies;
 - (C) analyze customer buying behavior to inform promotional decision-making;
 - (D) create promotional materials using appropriate technology;
 - (E) conduct a market test to measure promotional effectiveness;

- (F) explain the role of search engine optimization as a marketing strategy;
 - (G) select an appropriate point-of-sale or e-commerce payment method; and
 - (H) compare how promotional strategies change during the product life cycle.
- (14) The student understands the role of distribution and supply chain management for a start-up business. The student is expected to:
- (A) determine distribution costs associated with transportation, storage, product handling, and inventory control;
 - (B) explain how distribution adds value to a product or service by providing place, possession, and time utility to a consumer;
 - (C) select suppliers for the production of goods and services; and
 - (D) analyze risks and challenges with supply chain management and distribution.
- (15) The student understands key metrics to measure the success of a business. The student is expected to:
- (A) explain the role and importance of key metrics as a measure of success;
 - (B) identify and define common key metrics; and
 - (C) select and justify key metrics for a start-up business.
- (16) The student presents a well-organized business plan. The student is expected to:
- (A) create and present a comprehensive business plan that includes business description, target market, key metrics, revenue streams, pricing structure, competitive advantage, unique value proposition, distribution channels, and financial forecast;
 - (B) identify the purpose of and present an elevator pitch;
 - (C) create and deliver a presentation for start-up business funding;
 - (D) select and implement effective multimedia strategies for a presentation;
 - (E) provide and receive constructive feedback following a presentation;
 - (F) demonstrate effective presentation skills; and
 - (G) create an executive summary.
- (17) The student understands the process for launching a start-up business. The student is expected to:
- (A) research and identify the process for launching a start-up business in the local area;
 - (B) evaluate insurance costs, locations, and loan terms; and
 - (C) assess equipment needs and other resources needed to launch the business.

§127.277. Practicum in Entrepreneurship (Two Credits), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a career and technical education (CTE) program of study. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) This course can serve in multiple CTE programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.
 - (3) Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:
 - (A) participate in a paid or an unpaid laboratory or work-based application of previously studied knowledge and skills related to entrepreneurship;
 - (B) demonstrate professional business skills through written and oral communication;
 - (C) demonstrate collaboration skills through teamwork **and constructive dialogue** ;
 - (D) demonstrate professionalism by behaving in a manner appropriate for the profession and workplace;
 - (E) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (F) comply with all applicable rules, laws, and regulations;
 - (G) demonstrate time-management skills by prioritizing tasks, following schedules, and accomplishing goal-relevant activities in a way that uses time wisely and optimizes efficiency and results;
 - (H) identify appropriate business attire for the selected workplace; and
 - (I) demonstrate critical and analytical thinking skills when comparing business decisions.
 - (2) The student analyzes major problem areas and potential problem areas for entrepreneurs while demonstrating an understanding of leverage points and constraints. The student is expected to:
 - (A) assess businesses that have failed, determine factors associated with business closure, and prepare and present analysis to peers;
 - (B) research and analyze risks faced by entrepreneurs;

- (C) evaluate entrepreneurial risk versus opportunity for a given [business example](#) [[scenario](#)];
 - (D) describe how entrepreneurship differs from working for an employer;
 - (E) analyze personal aptitude for entrepreneurship;
 - (F) describe how entrepreneurs must manage organizational finances;
 - (G) research and apply the entrepreneur's approach to risk-taking as it applies to business decision-making;
 - (H) explore and explain a company's competitive advantage in its field of interest; [[and](#)]
 - (I) analyze the risks and rewards of business ownership by interviewing an entrepreneur in a chosen field of interest ; [and](#) [:]
 - [\(J\) analyze how psychology and sociology explain factors that drive customer behavior and impact business success.](#)
- (3) The student identifies the appropriate legal structure, benefits, and drawbacks for different business types. The student is expected to:
- (A) describe the different basic types of business formation, including sole proprietorship, partnership, corporation, and limited liability company;
 - (B) compare the benefits and drawbacks for each type of business structure such as personal liability and taxes; and
 - (C) research an existing business and simulate liability issues associated with its type of business structure through role-play.
- (4) The student determines how to obtain funding and all associated costs needed to start a particular business. The student is expected to:
- (A) describe all materials, facilities, technology, inventory, and personnel that will be needed to start and sustain the business;
 - (B) devise a timeline of tasks that must be completed, including the associated costs;
 - (C) list and describe all supplies, personnel wages and salaries, inventories, insurance, utilities, repair and maintenance, and other operating costs associated with funding the business once it is operating;
 - (D) document and analyze the costs associated with operating the business, using cash flow and return on investment as a means of evaluation;
 - (E) estimate how much money will be needed on-hand to operate the business until the break-even point;
 - (F) seek the advice of mentors from industry to analyze and discuss actual business situations and funding options to assist the student with a business idea;
 - (G) create and analyze financial statements to identify ways to improve business performance in a business model of choice; and
 - (H) define cash burn in relationship to a business's viability.
- (5) The student examines the responsibilities businesses have to employees and the community. The student is expected to:
- (A) explain the benefits of a business that contributes to the economic well-being of its employees and community;
 - (B) research and describe the methods in which a business can ensure economic growth and provide jobs;

- (C) explore and analyze the health and safety responsibilities a business has to the community and its employees; and
- (D) research and identify how businesses are making investments in community infrastructure.
- (6) The student analyzes for-profit and non-profit business growth and exit strategies. The student is expected to:
 - (A) compare business growth strategies and identify and defend the most favorable for a potential business;
 - (B) describe methods that a business owner can use to obtain financial support to expand a business;
 - (C) identify and explain various methods an entrepreneur can use to determine how much a business is worth;
 - (D) analyze various paths to exit a business and the impact from startup decisions; and
 - (E) explain the factors an entrepreneur should consider when preparing to exit a business.
- (7) The student collaborates in small groups to complete a project-based research activity to develop critical thinking and creative problem solving. The student is expected to:
 - (A) analyze a real-world work site and research an existing issue or problem the business is experiencing;
 - (B) research and report how to resolve the business problem;
 - (C) develop a proposal for future business opportunities; and
 - (D) determine how to create business relationships or alliances that would be beneficial to the business.

§127.278. Extended Practicum in Entrepreneurship (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or an unpaid capstone experience for students participating in a coherent sequence of career and technical education (CTE) courses in the Marketing Career Cluster. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a CTE program of study. Corequisite: Practicum in Entrepreneurship. This course must be taken concurrently with Practicum in Entrepreneurship and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) This course can serve in multiple CTE programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.
 - (3) Extended Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for

an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) participate in a paid or an unpaid, laboratory- or work-based application of previously studied knowledge and skills related to entrepreneurship;
 - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
 - (C) demonstrate professional standards and personal qualities needed to succeed as an entrepreneur such as **diligence, perseverance,** self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency;
 - (D) demonstrate use of business information management tools with increased fluency for relevant projects;
 - (E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and
 - (F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
 - (2) The student applies professional communications strategies. The student is expected to:
 - (A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency;
 - (B) apply active listening skills to obtain and clarify information;
 - (C) create and deliver formal and informal presentations effectively;
 - (D) analyze, interpret, and effectively communicate information; and
 - (E) exhibit positive customer/client communication skills to maintain effective internal and external business relationships.
 - (3) The student implements advanced problem-solving methods. The student is expected to:
 - (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;
 - (B) conduct technical research to gather information necessary for decision making; and
 - (C) analyze elements of a problem to develop creative and innovative solutions.

- (4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:
- (A) demonstrate understanding of and consistently follow workplace safety rules and regulations; and
 - (B) adhere to technology safety and cybersecurity policies such as acceptable use policy and webpage policies.
- (5) The student understands the ethical and legal responsibilities in entrepreneurship. The student is expected to:
- (A) apply appropriate responses to workplace situations based on personal or professional ethical responsibilities;
 - (B) demonstrate integrity by choosing the ethical course of action when making decisions; and
 - (C) comply with all applicable rules, laws, and regulations for the selected industry.
- (6) The student participates in an entrepreneurial experience. The student is expected to:
- (A) conduct, document, and evaluate learning activities in a supervised experience;
 - (B) develop advanced technical knowledge and skills related to the student's occupational objective;
 - (C) demonstrate use of information technology tools to manage and perform work responsibilities;
 - (D) create customary styles of documents such as memoranda, letters, emails, and reports, as appropriate, to an industry of choice;
 - (E) apply the elements and processes of entrepreneurship to grow a business idea and meet customer expectations;
 - (F) demonstrate growth of technical skill competencies;
 - (G) evaluate strengths and weaknesses in technical skill proficiency; and
 - (H) collect representative work samples.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

- (a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.
- (1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses ~~[any course]~~ that do ~~[does]~~ not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
- ~~[(2) The commissioner of education may approve a discipline-based course in the foundation or enrichment curriculum when the applying school district or organization demonstrates that the proposed course is academically challenging and addresses documented student needs.]~~
- (2) ~~[(3)]~~ Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.
- (3) ~~[(4)]~~ To request approval from the SBOE ~~[or the commissioner]~~, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
- (A) a description of the course and its essential knowledge and skills;
- (B) the rationale and justification for the request in terms of student need;
- (C) data that demonstrates successful piloting of the course in Texas;
- (D) a description of activities, major resources, and materials to be used;
- (E) the methods of evaluating student outcomes;
- (F) the qualifications of the teacher;
- (G) any training required in order to teach the course and any associated costs; ~~[and]~~
- (H) the amount of credit requested ~~;~~ and ~~;~~
- (I) a copy of or electronic access to any recommended instructional resources for the course.
- (4) ~~[(5)]~~ To request approval ~~[from the commissioner]~~ for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.
- (5) ~~[(6)]~~ To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.
- ~~(6) The requirements of paragraphs (3)(C) and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.~~
- ~~(7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.~~
- (8) ~~[(7)]~~ With the approval of the local board of trustees, a school district may offer, without changes or deletions to content ~~[modifications]~~, any state-approved innovative course.

(9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that meet the following criteria:

~~(A) approved as an innovative course for at least three years;~~

(A) ~~(B)~~ [two consecutive years of] zero enrollment for the previous two years ;

(B) ~~(C)~~ average enrollment of less than 100 students statewide for the previous three years ;

(C) ~~(D)~~ student enrollment [available] at an average of fewer than 20 districts or charter schools statewide for the previous three years ;

(D) ~~(E)~~ duplicative of another innovative or TEKS-based course; or

(E) ~~(F)~~ approved for implementation as a TEKS-based course.

(b) An ethnic studies course that has been approved by the SBOE ~~[commissioner]~~ as an innovative course shall be considered by ~~[presented to]~~ the SBOE at a subsequent meeting ~~[for discussion and consideration]~~ for inclusion in the TEKS.

(1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by ~~[presented to]~~ the SBOE ~~[for consideration]~~ .

(2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE ~~[commissioner]~~ approval of the innovative course.